

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

A Longitudinal Study Of Commitment To Careers In
The Hospitality Industry Based On Analysis Of
Employment Expectations And Perceptions Of
Hospitality Students Enrolled At New Zealand
Polytechnics In 1997/98.

A thesis presented in partial fulfilment of the
requirements for the degree of

Doctor of Philosophy
In
Human Resource Management

At Massey University, Palmerston North
New Zealand

Roderick Allan Fraser

2000

ABSTRACT

This thesis contains the findings from a longitudinal study of New Zealand hospitality students' perceptions of aspects of employment along with measures of their commitment to careers in the hospitality industry. The sample includes students from almost all hospitality programmes offered by New Zealand polytechnic institutions over the 1997 and 1998 academic years. With the primary focus on students undertaking three-year management programmes, a number of significant changes in students' views about the industry are identified, but no leading indicators are found that may indicate those individuals with a higher likelihood of staying in the industry. Some comparisons are made with students undertaking one-year skills programmes and current industry employees.

Extensive statistical tables are included showing respondents' ratings of each of the items used in the research instruments in three rounds of data collection. Also reported are how these ratings change over time and the differences between the ratings by various sub-groups based on independent variables, including sex, age, qualifications held, previous work experience, level of industry knowledge at programme entry, preferred area of employment, and having friends or relatives employed in the industry. Predominantly quantitative, the research also incorporates qualitative data.

Although the size and direction of changes in respondents' ratings of items is analysed in detail, no clear causes of such changes are established. However, some potential implications of these changes are identified for both educators and employers. A number of possible strategies are suggested for consideration by employers in the face of students' declining enthusiasm for this industry.

ACKNOWLEDGEMENTS

The assistance of the managers, teaching staff and students of the institutions who took part in this study is greatly appreciated. To personally administer the instrument to all the students in a timely way at the beginning and end of the 1997 academic year would have not only been prohibitively expensive but impractical. To all those individuals at the following institutions who were involved in some way, my thanks.

Aoraki Polytechnic
Bay of Plenty Polytechnic
Christchurch Polytechnic
Hutt Valley Polytechnic
Manukau Polytechnic
Northland Polytechnic
Southland Polytechnic
Taranaki Polytechnic
Waikato Polytechnic
Wellington Polytechnic

Auckland University of Technology
Central Institute of Technology
Eastern Institute of Technology
Manawatu Polytechnic
Nelson Polytechnic
Otago Polytechnic
Tairāwhiti Polytechnic
Waiariki Institute of Technology
Wanganui Community College
Whitireia Polytechnic

Ethics approval was obtained from the Massey University Human Ethics Committee for parts of this study. A grant towards the cost of travel for the final round of data collection in 1998 was received from the Massey University Graduate Research Fund.

Most important on this journey of discovery though has been the love and support of my wife Diane and our children, Nicole, Michael and Sarah. Without their forbearance and understanding it could not have happened.

CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	ix
LIST OF FIGURES	xvi
CHAPTER 1 - INTRODUCTION	1
CHAPTER 2 – LITERATURE REVIEW	11
2.1 The Hospitality Industry Labour Market	11
2.2 Attraction, Training and Retention of Young People in Hospitality	14
2.3 Some Possible Solutions	22
2.4 Career Intentions and Choices	23
2.5 Career Commitment and Related Concepts	27
2.6 The Theory of Reasoned Action and the Intention to Behave	32
2.7 Ryan's Variant	43
2.8 Concepts from the Human Resource Management Literature	44
2.9 Some Issues From The Services Marketing Literature	47
CHAPTER 3 THE RESEARCH MODEL	52
3.1 The Central Question	52
3.2 The Research Model	53
3.3 The Model of Reasoned Behaviour	60
3.4 The Research Objectives	62
CHAPTER 4 – METHODOLOGY	64
4.1 Overview	64
4.2 The Sample Population and Plan	65
4.3 Inter-regional Differences	66
4.4 The Industry Survey	67
4.5 The Instrument	68
4.5.1 Some Design Considerations and Constraints	68
4.5.2 The Independent Variables	72
4.5.3 Case Matching Details	74
4.5.4 Type, Style And Layout Of Questions	74
4.5.5 Dependent Variables	75
4.6 The Industry Questionnaire	81
4.7 Sources of Items	81
4.8 How Items Were Developed.	84
4.9 Is the Questionnaire Rigorous?	85
4.9.1 Internal Reliability Analysis	86
4.10 Administrative Procedure Used to Contact Student Subjects	87
4.10.1 The First Round of Data Collection	87
4.10.2 The Second Round of Data Collection	89
4.10.3 The Final Round of Data Collection	90
4.11 The Overall Research Design	91

CHAPTER 5 - THE NATURE OF THE SAMPLE	92
5.1 An Overview	92
5.2 Respondent Profiles	94
5.2.1 Student Respondents	94
5.2.2 Industry Respondents	98
5.3 A Comparison Of Regional Differences.	100
CHAPTER 6 - RESULTS	101
6.1 Responses to Section One of the Questionnaire - What Is Important About Work	101
6.2 Responses to Section Two of the Questionnaire - What Is Important To Get A Job	105
6.3 Responses to Section Three of the Questionnaire	108
6.4 Underlying Relationships Within The Data From Student Responses	113
6.5 Responses to the Industry Survey	116
CHAPTER 7 - ANALYSIS OF ALL RESULTS	121
7.1 An Overview of the Analysis.	121
7.2 A Comparison of NDHM and BHM Students With Other Student Groups and Current Employees.	122
7.2.1 Comparison of Sub-Samples by Programme and Sex	123
7.2.2 Comparison of Sub-Samples by Programme and Previous Work Experience	124
7.2.3 Comparison of Sub-Samples by Programme and Age	126
7.2.4 Comparison of Sub-Samples by Programme and Industry Knowledge	128
7.2.5 Comparison of Sub-Samples by Programme and Having Close Friends and Relatives In the Industry	129
7.2.6 Comparison of Sub-Samples by Programme and Qualifications	129
7.3 Analysis of All Students and Industry Results by Independent Variables	132
7.3.1 Differences Attributable to Sex	132
7.3.2 Patterns of Difference of the Overall Mean Scores Between Male and Female Respondents for Successive Rounds of Data Collection.	137
7.3.3 Differences Between Responses Attributable to Previous Work Experience in the Industry	139
7.3.4 The Effects of Age on Overall Responses	142
7.3.5 Differences Between Responses Attributable to Qualifications Already Held	145
7.3.6 Differences Between Responses Attributable to Their Intended Area of Work	148

CHAPTER 8 - ANALYSIS AND DISCUSSIONS OF THE THREE-YEAR MANAGEMENT PROGRAMME STUDENTS' RESPONSES; AND CONSIDERATION OF THE RESEARCH OBJECTIVES	155
8.1 Some Overall Considerations Regarding Methods of Analysis	155
8.2 Analysis of Results for Section One, Two and Three of the Survey by Programme, Year of Study and Time; Relating to the First, Second and Third Research Objectives	158
8.3 Analysis of Results for Section One, Two and Three of the Survey by Independent Variables; Relating to the Fourth Research Objective	170
8.3.1 Analysis of Results for Section One, Two and Three of the Survey by The Independent Variable Sex	170
8.3.2 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable 'Previous Work Experience'	175
8.3.3 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable 'Friends Or Relatives Employed In The Hospitality Industry'	180
8.3.4 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable 'Knowledge of the Industry'	184
8.3.5 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable 'Age'.	187
8.3.6 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable 'Qualifications'.	190
8.3.7 Analysis of Results for Section One, Two and Three of the Survey by the Independent Variable Of 'Respondent's Area Of Greatest Employment Interest'	191
8.4 Analysis of Respondents' Career Commitment; Relating To The Fifth Research Objective	193
8.5 Analysis of the relationships Between Career Commitment and other Variables	200
8.6 Qualitative Data	205
CHAPTER 9 - DISCUSSION AND CONCLUSIONS	214
9.1 Some General Observations	214
9.2 Gender Based Differences Among Overall Data	216
9.3 A Comparison With Ross' (1992) Australian Study	218
9.4 Comparisons of Sub-Groups Based On Other Independent Variables	219
9.5 Analyses Over Time	224
9.6 The Three-Year Management Students Over Time	230
9.7 The Three-Year Management Students and Other Variables	234
9.8 Career Commitment	234
9.9 Some Missing Variables	237
9.10 What Has Been Achieved	238
CHAPTER 10 - SUMMARY AND RECOMMENDATIONS	242
REFERENCES	247

Appendix 1	The Final Round Questionnaire	257
Appendix 2	The results of the principal component analysis showing therotated compopnent matrix using the Varimax with Kaiser Normalization rotation for the first round of data collection	261
Appendix 3	The results of the principal component analysis showing therotated compopnent matrix using the Varimax with Kaiser Normalization rotation for the second round of data collection	262
Appendix 4	The results of the principal component analysis showing therotated compopnent matrix using the Varimax with Kaiser Normalization rotation for the third round of data collection	263
Appendix 5	The results of the principal component analysis showing therotated compopnent matrix using the Varimax with Kaiser Normalization rotation for the industry survey	264
Appendix 6	The mean scores for items in the first round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	265
Appendix 7	The mean scores for items in the second round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	267
Appendix 8	The mean scores for items in the third round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	269
Appendix 9	The mean scores for items in the industry round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	271
Appendix 10	The mean scores for items in the first round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	273
Appendix 11	The mean scores for items in the second round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances	275

Appendix 12	The mean scores for items in the third round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.	277
Appendix 13	Pearson's Correlation Coefficients of respondents' ages to the ratings for each item in each round of data collection reported by sex	279
Appendix 14	Pearson's Correlation Coefficients of respondents' ages to the ratings for each item asked in the industry data collection reported by sex	281
Appendix 15	The results of the Test of Homogeneity of Variances for round one data across sub-groups based on programme and year of study - Table 8.2, 8.3 and 8.4 .	283
Appendix 16	The results of the Test of Homogeneity of Variances for round two data across sub-groups based on programme and year of study - Table 8.2, 8.3 and 8.4 .	284
Appendix 17	The results of the Test of Homogeneity of Variances for round three data across sub-groups based on programme and year of study - Table 8.2, 8.3 and 8.4 .	285
Appendix 18	The full details of Table 8.5: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.	286
Appendix 19	The full details of Table 8.6: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.	287
Appendix 20	The full details of Table 8.7: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and changes between rounds.	288
Appendix 21	The full details of Table 8.8: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.	290

Appendix 22	The full details of Table 8.9: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds differences.	291
Appendix 23	The full details of Table 8.10: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.	292
Appendix 24	The full details of Table 8.11: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends or relatives in the hospitality industry and between rounds.	294
Appendix 25	The full details of Table 8.12: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends or relatives in the hospitality industry and between rounds.	295
Appendix 26	The full details of Table 8.13: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends or relatives in the hospitality industry and between rounds.	296
Appendix 27	The full details of Table 8.14: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.	298
Appendix 28	The full details of Table 8.15: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.	299
Appendix 29	The full details of Table 8.16: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.	300

LIST OF TABLES

Table 1.1	Showing total number of visitor nights spent in each type of accommodation and percent of total market share by international visitors in New Zealand for the year ending March, 1999.	2
Table 3.1	The research model's variables over time.	62
Table 4.1	Showing patterns of administering the survey for respective groups.	65
Table 4.2	Items used in Section One : Feelings about work, as used in each of the data collection rounds, both with students and industry employees.	77
Table 4.3	Items used in Section Two : Getting a job, as used in each of the data collection rounds.	77
Table 4.4	The items used in Section Three : Feelings about employment in the hospitality / tourism industry, as used in each of the students data collection rounds.	79
Table 4.5	The questions as included in each round to collect information about the respondent to measure independent variables, to identify personal details to allow cases to be matched, and the qualitative questions.	80
Table 4.6	Items used in Section Three : Feelings about employment in the hospitality / tourism industry, as used in the current industry employee survey.	81
Table 4.7	Identifying the original source from which items used in Section One and Two were taken.	82
Table 4.8	Identifying the original sources from which items used in Section Three were taken and / or modified.	83
Table 4.9	Alpha coefficients of internal reliability for each section of the questionnaire on each administration.	86
Table 4.10	The results of the Kaiser-Meyer-Olkin of sampling adequacy and the Bartlett test of sphericity shown by the sections of the instrument and for each period.	87
Table 5.1	The number of responses in each survey period both by matched and unmatched cases.	93
Table 5.2	The number of National Diploma in Hospitality Management and Bachelor of Hospitality Management students who responded to the survey shown by programmes, cohorts and institutions	94

Table 5.3	Showing the % of respondents in each independent variable category for each sub-group of respondents - February 1997.	95
Table 5.4	Showing the % of respondents in October / November 1997 for each independent variable category by sub-groups of programmes and cohorts where cases could be matched with respondents from February 1997. Results are based on responses given in Feb 1997.	96
Table 5.5	Showing the % of respondents in October / November 1998 for each independent variable category by sub-groups of programmes and cohorts where cases were matched with respondents from both February and October / November 1997. Results are based on responses given in Feb 1997.	97
Table 5.6	Showing the % of industry respondents September / October 1998 for each independent variable category.	99
Table 6.1	Overall mean scores, standard deviations, skewness, kurtosis and significant differences for of items in Section One of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection.	104
Table 6.2	The number of respondents for each item for Section One of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection.	105
Table 6.3	Overall mean scores standard deviations, skew, kurtosis and significant differences for Section Two of the questionnaire, reporting importance accorded items in getting a job in the Hospitality or Tourism industries; shown by period of data collection.	107
Table 6.4	Overall mean scores, standard deviations and significant differences for Section Three of the questionnaire, reporting feelings about employment in Hospitality / Tourism; shown by period of data collection.	111
Table 6.5	Skew and Kurtosis Values of scores for Section Three of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection.	112
Table 6.6	Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Sections One of the industry survey conducted in August / September 1998.	116
Table 6.7	Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Section Two of the industry survey conducted in August / September 1998.	117

Table 6.8	Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Section Three of the industry survey conducted in August September 1998.	119
Table 7.1	Numbers and percentages of respondents of each gender reported by type of hospitality programmes in which enrolled.	123
Table 7.2	Number and percentage of respondents of each gender among industry respondents reported by management status.	124
Table 7.3	Number and percentage of respondents who reported that they had previous work experience by type of hospitality programmes in which enrolled.	125
Table 7.4	Number and percentage of respondents who reported that they had previous work experience by year of NDHM and the BHM programmes.	126
Table 7.5	The reported mean ages, in months, of respondents reported by programme and showing approximate corrected age at enrolment.	127
Table 7.6	Numbers and percentages of respondents who reported that they had either good or limited knowledge of the industry by type of hospitality programmes in which enrolled.	128
Table 7.7	Number and percentage of student respondents who reported that they had close friends or relatives employed in the industry by type of hospitality programmes in which enrolled.	129
Table 7.8	Number and percentage of student respondents who have school certificate, 6 th form certificate, bursary, tertiary, trade or other as their highest qualification reported by type of hospitality programmes in which enrolled.	130
Table 7.9	Number and percentage of industry respondents who have school certificate, 6 th form certificate, bursary, tertiary, trade or other as their highest qualification reported by type of position in which employed.	131
Table 7.10	The overall mean scores for items in the first round of data collection analysed by gender, with t-test results and levels of significance.	134
Table 7.11	The overall mean scores for items in the second round of data collection analysed by gender, with t-test results and levels of significance.	135
Table 7.12	The overall mean scores for items in the third round of data collection analysed by gender, with t-test results and levels of significance.	136

Table 7.13	The overall mean scores for items in the industry round of data collection analysed by gender, with t-test results and levels of significance.	136
Table 7.14	Showing the items in each of the data collection round where statistically significant differences between the genders were identified, the level of that significance and whether males or females had the higher mean score.	138
Table 7.15	The mean scores for items in the first round of data collection analysed by previous work experience, with the related t-test results and levels of significance for differences of means.	139
Table 7.16	The mean scores for items in the second round of data collection analysed by previous work experience, with the related t-test results and levels of significance for differences of means.	140
Table 7.17	Showing the items in each of the data collection round where statistically significant differences between those with previous work experience and those without were identified, the level of that significance and whether those with or without experience had the higher mean score.	141
Table 7.18	Pearson Correlation Coefficients for each item in each round of data collection reported by sex	143
Table 7.19	Pearson Correlation Coefficients for each item in the industry data collection related to age of respondents, shown by sex	144
Table 7.20	Items which had statistically significant differences between sub-groups of first round students and industry respondents based on qualifications held.	146
Table 7.21	The mean scores, standard deviations for items for student respondents where significant differences were identified between areas of work interest.	151
Table 7.22	The mean scores, standard deviations for items for industry respondents where significant differences were identified between areas of work interest.	153
Table 8.1	The number of matched cases between among the NDHM and BHM respondents between successive periods, shown by programme and year of programme.	156
Table 8.2	The mean scores, standard deviations for Section One of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and between rounds.	162

Table 8.3	The mean scores, standard deviations for Section Two of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and changes between rounds.	164
Table 8.4	The mean scores, standard deviations for Section Three of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and changes between rounds.	165
Table 8.5	The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds those differences.	171
Table 8.6	The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.	172
Table 8.7	The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.	174
Table 8.8	The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.	176
Table 8.9	The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.	177
Table 8.10	The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.	178
Table 8.11	The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.	181
Table 8.12	The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.	182

Table 8.13	The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.	183
Table 8.14	The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.	185
Table 8.15	The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.	185
Table 8.16	The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.	186
Table 8.17	Pearson Correlation Coefficients for items in relation to age of NDHM 1 and BHM respondents for each round of data collection reported by sex.	188
Table 8.18	The mean scores, standard deviations for items of the survey for each round of data collection for NDHM 1 and BHM respondents, identifying significant differences by 'areas of employment interest' and between rounds	191
Table 8.19	The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM 2 respondents, identifying significant differences by 'area of employment interest' and between rounds.	192
Table 8.20	The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM 3 respondents, identifying significant differences by 'area of employment interest' and between rounds.	193
Table 8.21	Results of the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity for data from Section Three of the survey using BHM and NDHM 1 respondent scores.	195
Table 8.22	The results of the principal component analysis showing the rotated component matrix using Varimax with Kaiser Normalisation rotation for the third round Section Three data for the NDHM year one and BHM respondents.	197
Table 8.23	The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences by 'Programme and Cohort' and between rounds.	198

Table 8.24	The Pearson coefficients and levels of significance between the 'career commitment' items and other items from Section Three of the instrument.	201
Table 8.25	The Pearson coefficients and levels of significance between the 'career commitment' items and other items from Section One the instrument.	202
Table 8.26	The statistically significant Pearson coefficients between the 'career commitment' items and other items from Sections One and Three of the instrument.	203
Table 8.27	Number of responses to qualitative items by programmes of study	205
Table 8.28	Allocation of responses to the item "briefly describe the sort of work you hope to be doing in 5 to 10 year?"; shown by programmes.	206
Table 8.29	The frequency of responses by category of response to the question asking "Why do you want to do this type of work?"	209
Table 8.30	The frequency of response by category of statements about what has happened to positively change the respondent's views about a career in hospitality.	210
Table 8.31	The frequency of response by category of statements about what has happened to positively change the respondent's views about a career in hospitality.	211

LIST OF FIGURES

Figure 2.1	Interrelationships between five universal forms of work commitment	30
Figure 2.2	Factors determining a person's behaviour.	34
Figure 3.1	An Ideal Conceptual Model for the Research	54
Figure 3.2	The Basic Research Model	55
Figure 3.3	Extended model comparing three year study programme students with both one year programme students and current industry employees	56
Figure 3.4	Laws and Ward's (1981) model of the processes of career development.	57
Figure 3.5	The Research Variables	58
Figure 3.6	Differing forms in which the dependent variable may be expressed.	59
Figure 3.7	Modified list of dependent variables to reflect student status.	59

CHAPTER ONE - INTRODUCTION

There has been little research undertaken into the transition of young people from the educational system into employment in the hospitality industry. Some work at a macro level has been undertaken by organisations such as the World Tourism Organisation to advise governments on how to plan for and bring about the development of stronger tourism industries. Mahesh (1993) has identified a range of issues such as the lack of educational resources constraining such development. Others such as Baum (1996) have noted the public perception that hospitality industry work only involves low levels of skill and therefore does not merit high levels of education or compensation. He argues that the multi-cultural dimensions of the increasingly international arena of hospitality operations demands far more of all staff than the simplistic technical skills training approach promoted by both employers and training agencies alike. The satisfactory execution of the level of skills now expected calls for more education than that currently provided. Clearly more capable school leavers need to be attracted to the industry and the pre-employment programmes intended to prepare young people for future management roles. But as Cothran and Combrink (1999) point out, attracting is one thing, transferring to and retaining in the industry is something different again. While some work has been done in this area overseas (Barron & Maxwell, 1993; Jaffe, 1990; Murphy, 1990) no published research related to New Zealand has been identified.

This is an important issue given that the New Zealand tourism industry has been growing both in size, as measured by visitor arrivals, and importance as a contributor to the overall economy. International visitor expenditure (excluding airfares) for the year ending June 1997 totalled NZ\$ 3,232 million. This equates to an average expenditure of NZ\$ 2,334 per person per visit (Statistics New Zealand, 1998). That there has been significant growth can be seen in the 103.3% growth in numbers of arrivals since 1987 to reach a level of 1.55 million international visitor arrivals into New Zealand as at March 1997 (Statistics New Zealand, 1998).

While its current share of the international tourism market is only in the order of 0.2%, the New Zealand Tourism Board has estimated that in 1996 16,500

businesses directly employed around 90,000 people. The total salary and wages paid to employees in the accommodation, cafes and restaurant sector was NZ\$1,004.2 million for the year to March 1997. This is 2.84 per cent of all salary and wage payments in all industries in that same year (Statistics New Zealand, 1999).

The identification of any changes to the levels of employment within the industry is not easily done given the diversity of types of operation with varying levels of capacity utilisation. Clearly the number of visitors requiring accommodation has almost doubled as the number of visitors who came to New Zealand for a holiday or business has increased from 517,168 in 1987 to 1,024,184 in 1997 (Statistics New Zealand, 1998). This represents an increase of 98%. During this same period there has been even more spectacular growth among international visitors to New Zealand who came particularly for conferences and conventions. This particular sector experienced a 282% increase from 7,974 in 1987 to 30,485 in 1997 (Statistics New Zealand, 1998). However, this does not necessarily translate into increased bed nights, as visitors' average length of stay may vary along with the proportionate mix of the various types of accommodation sought. For example, in the following table visitors may have stayed in more than one category of accommodation.

Table 1.1: Showing total number of visitor nights spent in each type of accommodation and percent of total market share by international visitors in New Zealand for the year ending March, 1999.

Accommodation Category	Total Nights*	%
Private home of a friend or relative	9,119,263	37.4
Hotel	3,827,856	15.7
Backpacker / hostel / budget / private hotel	2,706,907	11.1
Motel/Motor Inn	2,488,684	10.2
Student homestay, boarding, hostels	1,934,387	7.9
Motorcamp	1,590,399	6.5
Rented / shared accommodation	1,543,188	6.3
Farm or home stays	602,580	2.5
Luxury lodge / retreat	114,505	0.5
National Park/DOC hut/tent	67,051	0.3
In transit	23,661	0.1
Other	363,725	1.5

(*Source: NZTB, 1999)

Clearly those visitors staying with friends and relatives in private homes and those renting or sharing accommodation will generate little hospitality industry

employment, albeit they may create some demand for restaurant and bar services. Increases in the numbers using the other categories of accommodation will create higher levels of overall employment in this industry; but given differing levels of staff to guest ratios and services offered, increases in job opportunities will not be equally distributed. Changes in the mix of visitors will also influence employment outcomes. More family groups staying in multiple bed units will increase the number of bed nights used but not necessarily increase the staffing required to service them. Not all guests of hotels, motor inns or motels are international visitors. Domestic travellers also use these facilities and therefore create further employment opportunities.

In addition to the effects of increasing tourist numbers on employment is the impact of changing expenditure and behaviour patterns of New Zealand residents. Improving economic performance in the economy will lead to increasing demand for accommodation as business people travel more in reaction to new opportunities. In Wellington, where hotels have striven to develop a weekend market to complement the Monday to Friday corporate market, anecdotal evidence indicates that even residents of the city are indulging themselves with the weekend package deals to stay in hotels. Added to this has been the increase of a new domestic tourism market. A case study which illustrates this is the changing nature of professional rugby. With the increased professionalism in sport, such as Super 12 Rugby, not only are more players travelling and staying in hotels, but also there are increased numbers of supporters travelling to watch their favourite teams. Higham (1996) identified that 21,260 out of town visitors attended a Bledisloe Cup rugby match in Dunedin during 1993. Each of these visitors was attributed to have spent an average of \$123.78 on accommodation and food alone during their stay. This is a total injection to the regional economy of \$NZ 2,631,588. Allowing for other spending on shopping, transport, tickets to the match and so on, Higham suggests that the total effect is in the order of \$NZ 6,734,285. Such direct expenditure is subject to a multiplier effect and undoubtedly results in much greater overall benefit than even this large injection of money to the Dunedin economy implies.

Regionally such events have obvious benefit. It needs to be recognised that visitors to a region have come from somewhere, and the benefit of what they

might have spent at home will not occur in their absence. However, in travelling away many, if not most, individuals will spend more on airfares and accommodation than they would even if they might have dined away from their home as much as they have to when travelling. Higham and Hinch (1998) concluded that not only has Super 12 seen an increase in tourism during the autumn period as a result of the competition but clearly supporters and players are travelling further and more frequently to attend games. This is attributed to changes in the attractiveness of how the game is played as a result of rule changes and how it is promoted. Clearly such increased distance and frequency of travel is benefiting the accommodation and food and beverage sectors of the market as well as extending to the retail and tourism sectors in general (Higham and Hinch, 1998). Together these factors are all contributing to increased demand for rooms and food and beverage services and the staff to operate them.

While accommodation is synonymous with travel and tourism there are other dimensions which are not necessarily dependent on either domestic or international tourists. Food and beverage operations are also key components of the hospitality industry, which employ large numbers of people. Restaurants, lunch-bars, cafeterias, night clubs, businessmen's clubs, student hostels, bars, cafes and fast food outlets all need employees with catering skills to prepare and serve food and drink to guests, travellers, workers on their lunch breaks, people in town shopping and so on. Waldren (1999) describes the restaurant industry as New Zealand's third largest retail employer with 72,000 full and part-time workers generating daily sales of \$NZ 5.4 million and growing at the rate of 15 per cent annually. He identifies in his analysis a need to recruit an additional 15,000 staff over the next three years. While most of these will be waiting and kitchen staff a number will be needed as supervisors and in management roles. However, even the waiting staff will need to be well skilled and motivated to meet the increasingly demanding standards being set in the industry. This in turn points to a need for well trained management personnel.

As the numbers of domestic and international tourists increase and coupled with the growing acceptance of dining away from home, an increasing demand for hospitality services and therefore more staff certainly appears inevitable. This is reinforced by the expectations of the Hotel and Catering Industry Training

Board (HCITB), now the Hospitality Standards Institute, (HSI), which estimated a need for 113,814 new positions to be filled between 1995 and the year 2000 (HCITB 1995). An additional 1,240 managers would also be needed to match this projected growth in the tourist hotel sector alone (HCITB 1995). These projections did not include additional operational and management staff who would be needed to match growth in areas such as restaurants, cafes, bars or rest homes.

During 1995, as part of a strategy to meet these staffing needs, the Aviation, Tourism and Travel Training Organisation (ATTTO) and HCITB approved a new Bachelor of Tourism and Service Management qualification to commence at Victoria University of Wellington in 1996. Approval was also given for the Auckland Institute of Technology (AIT) and the Central Institute of Technology (CIT) to offer new specialist three year undergraduate degree programmes in hospitality (Bachelor of Hospitality Management) in 1997. These New Zealand Qualifications Authority approved programmes were the first specialised hospitality degree courses in New Zealand and marked a major shift in policy by the HSI and industry representatives who had previously denied the need for such higher level qualifications. These new degree programmes complement those with tourism or hospitality electives offered by Waikato, Massey and Lincoln universities and Waiariki Institute of Technology.

At the same time HCITB approved additional providers to offer already existing diploma and certificate programmes. Increased student intakes to these programmes were also agreed for the National Diploma in Hospitality Management (NDHM), and the Certificates in Travel Consultancy and Front Office Operations. Formerly the CIT Diploma in Hotel and Catering Administration, the NDHM had commenced in 1977 at CIT with an intake of 18 students. In 1993 the national intake to the NDHM had increased to 142 (HCITB, 1995) at four provider institutions. One of these providers, Wanganui Community College, ceased offering the NDHM in 1997. However, both Waikato and Otago Polytechnics became providers of the programme with intakes in 1996.

Paralleling these developments in hospitality management training there has been increasing demand for trained chefs, kitchen, bar and waiting staff to cope

with the expansion in tourist hotels and visitor arrivals as well as the increasing number of restaurants, bars and cafes opening throughout the country.

Run as pre-employment training and/or educational courses these programmes involve considerable commitment of time and effort by students as well as taxpayer funding. Despite the use of competitive entry, minimum age and educational criteria coupled with industry and faculty selection interviews, many students fail to complete the programmes. Of the 1993 NDHM national intake of 142, only 85 or 60% graduated in 1995 (HCITB 1995). Many of these 85 graduating students will have taken up employment outside the hospitality industry.

Why this occurs does not appear to have been researched in New Zealand, at least according to the published literature. However, experience based on course exit interviews suggests that students have often altered their initial positive expectations of hospitality employment as their subsequent personal experiences have altered their perceptions. While some realise that academic study towards management positions is not what they want to do, others develop negative perceptions about the work itself, the industry or their personal potential and available roles within it.

Personal experience indicates that some of the changes in perceptions can be attributed to experiencing the effects of alcohol on peers and customers, negative attitudes of others toward "service staff", and occasionally sexual harassment from work mates, supervisors or customers. Such experiences can severely test an individual's desire to "work with others". Added to this are the effects of high staff turnover making the development of social bonds in the work group difficult, which in turn is exacerbated by rostered shifts, unsociable hours that progressively alienate friends and severely limit the time available to take part in "normal" activities outside of work. Taken in isolation or together, these suggest possible causes of lower than required levels of motivation to provide good service, poor co-operation among service staff, and high rates of absenteeism and staff turnover. Claims by students and staff that they are underpaid and often work in situations of understaffing are recognised by many industry spokespeople.

Chapter Two reviews the identified literature dealing with processes of transition from school, through tertiary education into hospitality employment. While no published research has been identified specifically investigating New Zealand student views, it is clearly established that students' perceptions of the industry frequently become less positive as their exposure to it increases (Barron & Maxwell, 1993; Purcell, 1995). This may be expressed as reduced levels of reported commitment or be as extreme as not seeking hospitality employment upon graduation. Some authors report a general disenchantment with the work and the image of the industry (Getz, 1994) while others (Ross, 1991; Ross, 1992) have found that young people are at least prepared to seriously consider careers within the wider tourism industry. Irrespective of the correctness of these views, there is general agreement that despite their training and industry exposure many students, even those near graduating, have distorted views of what the industry has to offer, or what the work requires of them.

A number of possible contributing factors are discussed. One suggestion is that career and course selection counselling may be inadequate, or not being offered early enough, in secondary schools (Jarvis, 1994). As a result students may have to opt for less-preferred careers in hospitality simply because they have not taken the right subjects in the earlier secondary schooling. When this is coupled with a widely held perception that hospitality jobs do not require training or skill, it is understandable that many less well prepared school-leavers are guided towards this industry. It is also argued that some students accepted for places on vocational educational programmes may not have been effectively screened as to their suitability. Ineson and Kempa (1996, 1997) found not only inconsistent application of student selection criteria but that these may not even be valid in selecting for either the industry or the educational experience being offered. Personal experience supports the idea that these United Kingdom findings are applicable to practices in New Zealand. As Government tertiary funding is based on the number of students enrolled there is a financial incentive for educational providers to offer places based on likelihood of academic success rather than interest in the industry. While this probably is pertinent to many programmes in New Zealand, this study does not investigate how students are selected. Rather it emphasises the possible causes of hospitality students changing their intention to pursue careers in the hospitality industry. Consideration is given to the published literature relating to the

development of concepts of self and how young people in general develop and decide upon future careers. Emphasis is given to work in this area by Herriot (1984) and Super (1980).

It is argued in this thesis that young people, when developing their views about which career to pursue, will also alter their expressed intentions to undertake various behaviours such as study, applying for positions or developing relevant skills and interests. In accord with the Ajzen and Fishbein (1980) model of reasoned behaviour, it is expected that the intention to seek work in the hospitality industry will be measurable in self reports by subjects. In particular it is argued that changes to the commitment of students to their original career choice will be indicated by changes to underlying values and beliefs about self and future careers in the hospitality industry. It is expected that a positive correlation will be identified between revealed career intentions and these values and beliefs.

Morrow's (1993) five universal forms of work commitment are discussed in Chapter Two, with particular emphasis given to those aspects relating to career, affective organisational and continuance organisational commitment. Items for inclusion in the survey instrument are identified from the original research literature reviewed by Morrow (1993).

As part of the measurement process of the underlying belief system that students hold, the items used by Ross (1991) to measure attitudes and beliefs about work are discussed. It is expected that changes over time in the reported scores for these items will identify some of the causal relationships between experience of the industry and the continued commitment to seeking careers in it.

More universal concepts of work satisfaction and motivation are considered, as these are particularly relevant to not only employment continuance but also the impact on customer satisfaction. Service capability, job satisfaction and customer satisfaction are positively correlated (Schlesinger & Zornitsky, 1992). Some discussion is also offered as to whether job satisfaction is relevant in the context of students employed in jobs that are primarily funding their studies and

are necessary to gain the requisite number of work experience hours for their course.

Chapter Three describes the objectives and the model developed for the research. Essentially the model is a gaps model. Independent variables are age, gender, prior educational attainment, industry experience, whether individuals identify good or poor industry knowledge, and whether they have friends or relatives in the industry. Dependent variables are the self-reported scores on the selected measures of satisfaction with career choice, industry prospects, customer and expected supervisory appreciation and various measures of commitment.

As explained in Chapter Four, the methodology used in this research was a longitudinal study over two years with data collected by means of a self-report questionnaire. This procedure was adopted so the successive measurements of reported importance ratings would identify the magnitude and direction of changes in students' values, beliefs, and expressed career intentions. As students will have undertaken a wide range of jobs in different locations around New Zealand, and even overseas, it would be difficult to isolate individual employment practices as causing any reported changes. However, it is this diversity of employment experience that forms the growing collective student awareness of the industry as an employer. The implicit increase in knowledge and awareness is effectively the principal independent variable in this research.

While difficult to quantify, or even realistically compare and categorise individuals' industry experiences, it is this collective experience against which the dependent variables are analysed to determine what, if any, are the effects of the independent variables of age, gender, prior educational attainment, family support, level of prior industry knowledge and experience along with expressions of feelings about work in general. Chapter Four describes the development and administration of the instrument used to gather respondents ratings which form the bases of the measurements over time. Also discussed in this chapter is the industry study which was conducted in October 1998 to form a basis of comparison for the student data.

The profiles of the respondents are described and compared in Chapter Five. This chapter also discusses the comparability of the results collected from the different Polytechnics taking part in the study. More details of the overall responses is provided in Chapter Six, which provides the overall descriptive statistics from the study as a whole. This chapter therefore, provides an overview against which the responses of particular interest, namely those of the three-year diploma and degree management programme students, can be seen.

More detailed statistical analyses of the differences between the various student groups are reported in Chapter Seven. Comparisons are made between the respondents to identify whether the students undertaking one-year skills based programmes and each of the years of the NDHM and BHM programmes are significantly different from each other. This is provided to establish whether any of these groups possess characteristics which identify that their underlying motivations and or backgrounds might contribute to other differences.

These analyses are extended into more detailed consideration of the responses of the three-year students in Chapter Eight. In both Chapters Seven and Eight the presentation of the analyses follows the order of the objectives for the study which are described in Chapter Three. Also introduced and discussed in Chapter Eight is the qualitative data collected during the final round of the study, in October 1998.

Some discussion of identified significant differences in the data, and other points of interest, are provided throughout Chapters Six, Seven and Eight. An overall discussion of all these findings and their importance in the context of the literature and the industry is presented in Chapter Nine. The conclusions to be drawn from the discussion and the study itself are in Chapter Ten.

CHAPTER TWO – LITERATURE REVIEW

2.1 The Hospitality Industry Labour Market

This research investigates aspects of the supply side of the hospitality industry's labour market. A number of authors (eg Purcell & Quinn, 1996; Sciarini, Woods, Boger, Gardner & Harris, 1997; La Lopa, 1997) have noted that there is an increasing demand for labour as internationally the hospitality industry grows in both importance and size. These writers and others such as Williams and Hunter (1992) and Lucas and Jefferies (1991) also point to the demographic trend in many more developed countries of declining numbers of young people. As this is the age group who have made up the bulk of the hospitality industry's traditional labour pool, future recruitment difficulties are predicted.

In some cases more refined arguments are presented. One such argument being that of Dickson and Ineson (1993) who saw the creation of a single common market with the advent of the European Community as leading to increased competition among employers for the demographically shifting workforce. They were also concerned at the resultant necessity to accept staff who were not necessarily best suited to the task of providing quality service. Further, this was seen as a potential cause for increased staff turnover as such recruits would be less likely to have their employment needs met by the hospitality industry. It is also Ross's (1997a) opinion that simply attaining staff numbers is not enough. He sees it as critically important that the ability to efficiently deliver services is not a sufficient criterion for staff selection. He argues the necessity of employing staff who are willing to manage, rather than merely be participants in, the service encounter process. Such willingness cannot be instilled into the individual by any amount of training (Ross 1997a).

Together these aspects point to a labour market facing decreasing supply and increasing demand, while at the same time increasingly requiring greater levels of service orientation for hospitality businesses to maintain competitive advantage. Individual businesses and the industry itself need to identify, attract and retain those best suited to providing quality service.

Food service staff in restaurants who are oriented towards providing better customer service are characterised by customers as being personally attentive, dependable, prompt and competent (Dienhart, Gregoire, Downey & Knight, 1992). Increased levels of job involvement, job satisfaction, job security and team orientation are positively associated with decreased intention to leave the organisation and increased customer orientation. Dienhart, et al (1992) argued that not only can management influence these factors, but it must do so to counter high staff turnover and achieve good customer service.

Despite dealing with experiences associated with relaxation and pleasure the roles carried out by front of house staff contain stressors for those employed in them. Waiting and bar staff, and receptionists, not only represent and sell the organisation but must remain responsive to individual customer's needs. These boundary spanning staff must therefore also contend with role conflict as they attempt to meet both management's and customers' expectations. Ross (1997b) argues that lack of autonomy and ill defined or inappropriate work roles engender work related stress. This fits with the arguments presented by Ross and Boles (1994), Ross (1995) and Weatherly and Tansik (1992).

However, such stress is not confined to front of house employees. Even though they only infrequently come face to face with guests, housekeeping staff also experience stress although at generally lower levels than receptionists. In discussing this, Faulkner and Patiar (1997) found that while customer requirements necessitating individual initiatives, demanding work requirements and high performance standards can be sources of stress, unclear promotion prospects, or perceptions of limited chances of career progress, also create stress among these staff. It is argued that such stress, if unresolved, leads to job dissatisfaction and increased staff turnover

Additional causes of job dissatisfaction, according to Kokko and Guerrier (1994), may be found among individuals who possess qualifications above those required for the position in which they are employed. This can result in a personal sense of under-employment which is exacerbated by the trend towards de-layering and flattening organisational structures and so reducing the available promotional opportunities.

While many of those who have attained management status report that they like the fast pace, environment, travel opportunities and prestige, others report the hours, poor pay, stress, routine, politics and inflexibility of assignments as causes of significant dissatisfaction leading to staff turnover (Pavesic & Brymer, 1990). Yamaguchi and Garey (1993), while concurring with the need for management to pay attention to issues of pay, promotion and the work itself, also found evidence that the degree to which work forms the individual's central life interest has an impact on their job satisfaction. A non-job orientation may be positively associated with lower reported levels of satisfaction with promotion. In some cases individuals may perceive that they are not able to achieve management status or be treated fairly. This may be due to perceived barriers for promotion due to employees' cultures, ethnicity or colour (Charles & McCleary, 1997), gender or sexual orientation (Woods & Kavanaugh, 1994), or simply the lack of time and effort by senior management to identify and nurture employees with the potential to assume managerial roles (Ruddy, 1989).

Considered together, these points depict an industry which needs to attend to its image in order to attract not only good applicants but also in sufficient numbers to meet its labour needs. Further than this though, is the argument that industry policies with regard to matters such as remuneration, work, employment conditions, promotion, training and development need to be reviewed to reduce the attrition among existing employees. Middle managers exhort their superiors to show more appreciation and recognise the efforts that they make (Pavesic & Brymer, 1990). Williams and Hunter (1993) present the case that greater attention is needed to overcome supervisors' perceptions that the work of managing is technically difficult and has many inhibiting social characteristics which make it less attractive. Active programmes to overcome racial stereotyping and discrimination (Charles & McCleary, 1997) are also seen as means of improving both the diversity among management and tapping into an underutilised source of management potential.

At lower organisational levels, reduced role ambiguity, better supervisory support and communication processes by management, increased employee empowerment, better matching of training and skills to the actual demands of the work and position, will all go towards reducing stress and reduced job

dissatisfaction and resultant staff turnover (Ross, 1997a; Ross, 1995; Ross & Boles, 1994; Kokko & Guerrier, 1994)

2.2 Attraction, Training and Retention of Young People in Hospitality

Such actions as those discussed may well improve retention and development of existing staff but do not overcome the challenges of increasing demand for and reducing supply of new labour for the industry. In his longitudinal study in the Spey Valley of Scotland, Getz (1994) found that youths' attitudes toward potential careers in the industry had become much more negative over the 14 year period of the study. While some of this was due to difficult times experienced by the industry, jobs in the tourism and hospitality industries were largely perceived as undesirable. Getz argues for school and community based education and training programmes to ensure that school leavers better understand the career prospects offered by the tourism and hospitality industries. Campaigns aimed at improving public awareness of career opportunities and improving the image of the tourism and hospitality industries have been run in many countries including Canada, Hong Kong, Singapore, Fiji, Guam, Western Australia, the Philippines and Korea (PATA, 1992). The ILO 1990 Labour Conference concluded that there was need for improved protection and fairer treatment for hospitality industry employees in terms of their hours of work, rest periods and holidays to establish equivalence with other industries. While this was largely focused on lesser developed economies in Asia, the case for better linkages between training, job classifications and rates of pay has been argued for Australia (PATA, 1992). However, Ross (1991), while seeing a need for greater understanding of the beliefs and intentions of school leavers in Australia to enable better labour force planning and career guidance, also found school-leavers to be largely accepting of the idea that tourism jobs are worth considering.

An analysis of human resource issues of the Pacific Asia region (PATA, 1992) shows a diversity of concerns facing hospitality and tourism when they are considered as a transnational industry. In some countries formal recognition of the economic and social contribution of these industries is needed to ensure

adequate attention and resourcing by government agencies to aid in the training and development of the necessary labour skills. Calls are made for better manpower planning, development of national and even transnational curricula and certification standards as well as better resourcing educational and training programmes. In some cases the need is for improved basic education to enable effective higher educational and vocational training programmes to be adopted, but for more developed economies such as Japan, New Zealand, Australia and Singapore problems of retention are reported (PATA, 1992). As already noted, a common problem in these more developed countries is students being put off the idea of working in the industry as a result of work experience undertaken as a part of their training programmes. Such student responses are not confined to the Pacific Asia region as students in France, USA, Germany, and the UK have similar reactions. The phenomenon is particularly notable where the work experience is a compulsory rather than elective option for students. The cause is often attributed to poor quality and limited supervision of student experiences. Students' reported perceptions of their experiences include exploitation as cheap sources of labour, lack of interest in their development by the hotels offering the experiences, and few opportunities to develop their own ideas and understanding (PATA, 1992). This is not unsurprising with many hotel managers identifying training and development for regular employees as a luxury item, while others seem to presume that it is somehow happening automatically on the job (Haywood & Maki, 1991). It would seem unlikely that any more effort would be put into the training of students who are placed with hotels by training and education providers.

Barron and Maxwell (1993) found a marked disparity in the views held about the hospitality industry between students newly embarking on training programmes and those who had completed some work experience in the industry. Students' expectations of good career opportunities, good training and treatment of staff by employers, and that the job is not all demanding of a capacity effort changed to perceptions of the industry as being not lucrative, demanding of total dedication and poor treatment of manual staff. West and Jameson (1990) identified that increased exposure to the industry reduced students' commitment to working in it. It is argued by Barron and Maxwell (1993) that new entrants to hospitality training programmes may well have illusory images of the industry as

glamorous. This study of Scottish students was supported by a wider United Kingdom survey of undergraduate and HND students (Purcell, 1995).

Supervised work experiences were identified as a key contributor to reduced levels of commitment towards the industry as career choices. However, it was also found that students who claimed to have chosen their course because they were interested in the vocation, rather than for course related reasons, were more likely to have entered and remained in the industry. The higher transfer rate into the industry among HND as compared to the undergraduate programme students that Purcell identified may also reflect a higher level of vocational commitment among this group.

Two other possible explanations are also offered by Purcell (1992). Firstly, that graduates are better able to pursue alternate employment, with better pay and less onerous conditions, simply because their degree education is perceived by more employers in all industries as being readily transferable. They are therefore more likely to be seduced away from hospitality by other industries. Secondly, that students undertaking HND vocational course rather than degrees may have lower career aspirations and simply do not seek better positions than those immediately apparent as a result of their hospitality education. While vocational commitment and prior knowledge is considered important in selecting students for vocational degrees, such assessments are undertaken and applied inconsistently and accorded far lower priority than past academic attainment and likelihood of successfully completing the degree programme (Ineson, 1996; Ineson & Kempa, 1997). This suggests that those less academically able are more likely to gain entry to HND programmes which means they are faced with reduced transferability between industries due to the lower level of their final qualifications.

An Australian study by Barron (1997) found that while new students did hold very positive views about the industry these were probably unrealistic. He further reported that students saw the public image of the industry as one which offers glamorous and easy jobs, filled by part time staff with no requirement for qualifications or training. These student assessments of the industry will probably become less positive, based on the findings of post work experiences among students elsewhere in Australia (Waryszak, 1997). Interestingly, such changes in perceptions about chosen career industries were noticed among

students studying banking, accounting, travel, tourism and other courses, as well as among hospitality students. Barron (1997) suggests that a requirement for students to undertake a period of employment in the hospitality industry prior to enrolling may be one means of ensuring more realistic expectations among students.

In considering the level of accuracy of students' assessments of what hospitality employment requires of the individual and has to offer, American graduating students have realistic assessments in terms of the work hours and pay rates for initial job assignments, although males do have slightly higher and so perhaps somewhat less realistic expectations than females (Casado, 1992). However, students' expectations about the availability and benefits derived from trainee management positions in industry have been found by researchers to be overly optimistic. When comparing graduating students' expectations with employers' policies, Durocher and Goodman (1991) found that students expected to receive higher and more frequent pay rises from in-house manager trainee-ships than employers provided. The expected number of work hours and shifts were also under-estimated by students.

If students near the end of their vocational tertiary education are not fully informed as to what industry expects of them as employees, then those still at the point of choosing their vocational education are even less likely to be well informed. However, entry level students report that their information is highly accurate and broad but accept that they could be lacking in some important information (Sciarini, Woods, Boger, Gardner & Harris, 1997). As discussed earlier, there are a number of authors who have commented on the general attitude towards employment in the hospitality and tourism industries, but few investigations have been identified that specifically investigated how much potential employees or students know of the industry. That hospitality jobs are increasingly not desired, despite varying levels of casual employment experience while still at school, suggests that young peoples' opinions may not be uninformed (Getz, 1994). Studies by Ross (1991; 1992; 1993) found that of young school leavers studied, those with higher internal locus of control and Protestant work ethic and/or female will be more likely to persist in doing what is needed to gain a career in tourism. While he provides school leavers rankings

of what they thought was needed to successfully gain tourism jobs, Ross does not comment on how realistic these values might be.

Purcell (1995) identified that more than half of the students she surveyed had worked in the industry prior to commencing their study, but she does not identify any relationships to subsequent perceptions of and entry into the industry. However, Purcell did find that students who based their course choice more on an employment rather than course rationale were more likely to remain on the programme and enter the industry. Barron (1997) also found more than 56% of student respondents had previously worked in the industry. However, these students were predominantly school leavers who reported themselves as having worked in restaurants and fast food outlets. Therefore, their experience was undoubtedly in entry level jobs and probably part time or casual in nature. It must also be recognised that not all students are necessarily accepted into programmes on the basis that they are most likely to be successful in the industry, but rather that they will pass the courses. It may also be that some tertiary education providers are variable in their choice and use of selection criteria, even against their own admission standards. Issues of quota filling to achieve funding requirements, inadequate training of selection tutors, and varying attitudes towards the appropriateness of different selection criteria all suggest that some less suited students enter hospitality programmes. Of particular concern is the low priority accorded criteria which are considered relevant by industry employers. Often these are not being used or fully evaluated by academic placement tutors (Barron, 1997; Ineson, 1996; Ineson & Kempa, 1997).

During the period over which this research has been conducted, the New Zealand Government funding of tertiary education has been based on the number of student enrolments. Therefore, any student who is likely to fail academically or to become disenchanted with their programme or career choice, is a financial risk to the tertiary provider. Far better to take a student who will stay for the full programme. New Zealand institutions have a smaller population base from which to attract students than most US and UK tertiary educational institutions and face increasing competition for Government funding. There is therefore a strong financial incentive to accept students who

will be able to complete a three year diploma or degree irrespective of how realistic their expectations of the industry might be.

A contributing factor in the UK has been the limited and late vocational guidance provided in secondary schools. This impacts on all industries. With limited resources being applied late in the education process, many early school leavers do not have the necessary preparation and knowledge to pursue preferred careers (Jarvis, 1994). Experience with students entering programmes at CIT indicates that based on their knowledge, New Zealand secondary school career guidance is variable, and sometimes poorly based.

Irrespective of any guidance received, students will start their tertiary studies with differing life or prior employment experiences. Consequently, they will have differing views of what the industry is and its career opportunities. Some might expect to work in hotels while others want to pursue careers in cafes, fast food restaurants or even backpacker hostels. The causes of such differences are not the subject of this study. It is sufficient that each student has felt positive enough about their vision of the industry to commit three years of their life and upward of \$10,000 in course fees, to prepare themselves for hospitality employment. These costs do not include the opportunity cost of foregone income and career progression incurred while studying.

Another study in the United Kingdom investigated a related area. Purcell and Quinn (1996) identified a difference between Higher National Diploma (HND) and degree students as to their reactions to supervised work experiences. Similar percentages in both groups reported no alteration in their perceptions of the industry as a career option. However, among the degree students, fewer reported increased enthusiasm and more reported decreased enthusiasm than did HND students. No statistical significance was reported for these data. It was noted that at the end of their studies only 50% of the graduates still had a preference for hospitality employment as compared to 60% HND holders. This differential in expressed intentions between the groups was born out by actual first positions accepted. Purcell and Quinn (1996) reiterate Purcell's (1995) view that in part this possibly reflects the greater transferability of the degree qualification to other industries. It may be that HND students are equally keen to choose work outside their original vocational choice but are constrained by the

level of their qualifications. Whatever might be the case, it is clear that despite students' original intentions when enrolling, their exposure to actual industry conditions when on supervised work experience resulted in reduced enthusiasm for, and ultimately transfer to, hospitality employment at any level.

A partial explanation may lie in the level of training received relative to what is needed to gain employment or develop a career in hospitality. In a study of UK graduates in general employment, Brennan and McGeevor (1988) identified that more than half of the graduates who were employed in the hospitality industry believed they were over-qualified for the work that they were doing, and that less than 20 % felt that the work needed graduate level training or ability. This fits with the findings of Pavesic and Brymer (1990) who identified that 28.5 % of 449 survey respondents who had graduated from hospitality courses were not employed in the hospitality industry a year after graduating. Among the reasons given for changing jobs, or industry, were poor pay for the hours worked, little recognition for efforts made or opportunity to progress, long hours and the stress of the work, as well as not receiving acknowledgement of qualifications gained.

There are a number of aspects of these studies which were not reported. Firstly, there is no information on the rate of attrition during the course of the programmes, for whatever reasons. So, in the case of the Pavesic and Brymer (1990), the respondents may exclude a significant number of individuals who took employment in industries other than hospitality prior to graduation. In other words, students who became disillusioned may have given up their studies and found alternate careers, or discovered while undertaking co-operative education that tertiary qualifications were not really necessary. This latter point would fit in with the findings of Brennan and McGeevor (1988). Should students in this latter case be seen as failures of the pre-employment training model, or pragmatic individuals able to think for themselves?

In the New Zealand situation any attrition reduces the number of graduates available to the industry. To the extent that the hospitality industry expects these largely Government funded programmes to prepare enough young people to fill management vacancies any reduced number of graduates represents a reduction in the system's effectiveness. However, if exposure to the industry or

courses of study assists individuals to identify that the industry is not for them, then, while it may be argued that there has been some waste of educational resources, the avoidance of subsequent dissatisfaction of being in the wrong career has been averted. Hopefully, the individual has also received some educational benefit from their studies even if the industry context has not been appropriate for them.

It should be recognised at this point that the New Zealand NDHM programmes have a significantly different structure than most overseas programmes. While the length is commonly three academic years, co-operative education in New Zealand is seen as largely the responsibility of students to arrange during their inter-semester breaks. Students simply have to present evidence of having completed their required 1200 work hours in general areas of hospitality work such as kitchen, reception, or restaurant and bar. Specific skills or levels of attainment are not laid down. Further, the tertiary providers do not generally get involved in approving where students gain their experience. In contrast, most UK students undertake their co-operative work experience as part of the second year of study, and are often required to work where directed in positions designed to meet specific learning outcomes. Such differences may be important in how students react to their exposure to the industry. For example, it may be that some UK students resent the level of direction in their work experience placements similar to that which anecdotal evidence and personal experience indicate occurred previously in New Zealand.

It used to be the case that NZ students were directed to employers and specific positions in order to gain their co-operative education work experience. This only occurred during the long summer vacation period and generally only work hours completed during this period could be counted towards the 1200 hour programme requirement. The researcher was involved in changing this when students increasingly expressed dissatisfaction with their placements and what were often very low rates of pay. It had become increasingly difficult to find employers who were prepared to actively train their allocated students and monitor their performance. Some students resented the location to which they had been sent while others simply did not get on with existing staff, supervisors or managers. For some years the positions were unpaid and only received an allowance, but by the mid-1980's most employers were paying something

equivalent to the award rates of pay. However, with many positions being live-in, board was frequently deducted. On the pretext that the students had to be shown how to work in a real environment, and that they were also receiving training and valuable industry insight, many employers set the lowest rates of pay possible. This was often done irrespective of ability and level of skills compared to regular staff, who often knew far less than the students, but received higher wages. Most students, observing that they did the same duties as other staff and were not receiving any special instruction, felt they were exploited. Of course there were also a great many instances where students received excellent training and development and greatly valued their experiences. CIT has reaffirmed a number of times that the current NZ practice of allowing students to find their own placements does reduce a source of potential disaffection and also allows the students to explore and choose the area of hospitality that most appeals to them and suits their developing career ideas. This appears to be the general practice with all the providers of the NDHM and BHM programmes. Students are only directed when they have failed to take appropriate action to gain a placement of some kind, or ask for assistance from their teaching institution.

2.3 Some Possible Solutions

It is argued by Barron and Maxwell (1993) and Barron (1997) that ensuring that students applying for training courses have realistic expectations based on appropriate exposure to the industry will reduce the shift from favourable but unrealistic to less favourable perceptions. This view is supported by the general human resource literature which argues for realistic job previews to ensure that job applicants understand what it is that they are applying for (Armstrong, 1988; Dessler, 1997; Flipppo, 1984; Nankervis, Compton & McCarthy, 1996; Rudman, 1991). However, such a strategy assumes that the training provider can afford to choose applicants based on their likely retention in the industry rather than preparedness and ability to complete the training course. It gives the training provider the role of industry recruiter for the industry as it currently exists, rather than a role of preparing school leavers as educated managers, better aware and able to change the industry into which they are going. A strategy of ensuring realistic job pre-views also assumes that those entering the training

programmes will not change their areas of interest during the three years of their training.

The second solution proposed by Barron and Maxwell (1993) and Barron (1997) is that the industry improves its performance in a number of areas, such as hours of work and pay rates, and to project a better image of the industry as a career prospect. While this is also commendable, the authors appear to have overlooked what should be most obvious, and that is to incorporate realistic portrayals of working in the industry into teaching programmes. To wait until students go out on work experience to discover that the hours and conditions are often not pleasant, is bound to be less conducive to retention. Advanced warning that not all aspects will be good, and that there will be times of stress and even unpleasantness, can only help prepare the student for what is to come. They could also be given greater information about the diversity of opportunities in the industry that may better suit their temperaments, post training.

In New Zealand, declining applications for programmes have resulted in a reduced opportunity to choose students who are not only academically capable but who also appear more suited to the industry. Increasingly, reliance has been placed on self-selection, providing criteria intended to determine academic capability are being met. In other words, individuals expressing an interest, and who are able to demonstrate the relevant academic skills, are accepted into the NDHM and BHM programmes. This is defensible in the light of personal experience which has often shown that whatever the applicant's prior experience might be, their preferences as to areas of specialisation in the industry change, often more than once, during their programme.

2.4 Career Intentions and Choices

A number of definitions are used in the literature to explain the concept of career. Both Ruddy (1989) and Brownell (1994) use this term in the sense of individuals gaining promotion to higher levels of management. While this perhaps fits a popularist concept of having a successful career it is important to recognise that individual's careers might not be marked by achievement in terms of promotion. Fournier (1997) draws on the concept of career as

developed by the sociologists at the Chicago School of Sociology to identify that the term embraces a number of themes. Firstly the term fuses together two dimensions, namely the different positions an individual has held and how they have experienced those positions. This fusion is important in providing meaning to the individual in terms of what they have done and achieved, and where they see themselves going on to, from the present. In this sense careers provide meaning and purpose for the individual.

The second theme identified is particularly important to this study as careers are seen as a mechanism for change. Careers are seen as encapsulating and intertwining the individual's roles and identity. As the individual's career develops the different roles that they take are central to the process of identity formation. This in turn influences how the individual presents themselves to others, are treated by others and interact with others. Successively, as the individual takes on different roles they move from being a student, to worker, supervisor and manager with changes both in their relationships with, and behaviours towards and from others. Such changes do not have to necessarily involve promotion within an organisation's hierarchy. The recent graduate also is able to progress from the status of new employee and learner, to competent team member and ultimately expert in their field, without seeking promotion or progression to other work. In contrast to the doctor or lawyer, who may choose to remain at the same level within their chosen career and still attain professional status, the graduate of the three year management programmes, NDHM or BHM, logically would expect to progress beyond their initial entry level positions. If all they wanted to do was become a specialist waiter or wine steward, there is no need to undertake a three-year management programme. Justification for such a lengthy period of study must lie in an increased potential to progress towards a divisional or general management role within a hotel or similar organisation. In other words, the graduate should not be expected to remain satisfied with an entry level role as their career role.

The third dimension explained by Fournier (1997) is that careers are expressions of the relationships of power, norms and scripts used in particular settings such as those in a given profession or organisation. In this context careers are seen as the process of adopting new perspectives and internalising

the norms and values of the new position. Careers serve as the vehicle for adult socialisation.

These concepts fit with Super's (1980) broad definition of career as being "the combination and sequence of roles played by a person during the course of a lifetime" (p282). This definition is not confined to the world of work, but embraces changes that typically occur in a person's life. Super specified nine major roles that are played in the course of a lifetime; child, student, leisurite, citizen, worker, spouse, homemaker, parent and pensioner. These roles are normally played in different theatres but they may spill over from one to the other. The theatres are the home, community, school and college, and the workplace. Herriot (1984) gives considerable importance to the significant change in roles that young people make as they move away from home for the first time and assume roles in the workplace at a time that they are often also becoming spouses and parents. Herriot highlights that the changes involved in moving through different levels of schooling while living at home are nothing compared to the shift in roles going from university to the workplace and the wider world of adulthood. These are the very changes being experienced by many, if not most, of the hospitality students in this study.

Fournier (1997) argued that graduates will assign notions of promotion and progression as central to how they attach meaning to their careers. This would be evident in their applying criteria relating to the opportunities for responsibility, challenge and upward mobility when choosing their first jobs after graduating. Herriot (1984) argues that the individual must meet the employer's requirements as well and will have to accept the roles required by the employer. These roles are clearly related to that of being a worker, but may be refined to embrace concepts of occupational roles and organisational roles. In the context of this study the graduate may be expected to undertake occupational roles as a waiter or room attendant, while they are developed to take on the larger organisational roles of supervisor or manager. To the extent that the graduate's self-concept is congruent with these roles they will be accepting of their new roles. Where congruency is lacking individuals must reconcile themselves to accepting a role that they are less accepting of until they are able to resolve the incongruity. If the level of incongruity is large it is expected that the graduate would not accept that position and look elsewhere to start their career.

Even among those who do accept positions with an employer, there are likely to still be a number of personal adjustments that will be made. For example, Fournier and Payne (1994) found that during the first six months of their employment university graduates modified their self-construction. They pointed out that for some individuals the work experience had been disappointing, there had been difficulties in defining new identities and that increased flexibility was important. For others the discovery was that work could be enjoyable and that achievement at work was an important part of their self-construction. Support was also found for change occurring in self-image and new core role constructs developed. The changes were not necessarily towards socialisation and exhibited great diversity. In some cases graduates came to see themselves in terms which were the opposite of what they did not like in their new surroundings, and that they were determined not to fall into the accepted models of routine they felt others had given in to. In some cases this was expressed as being no longer interested in the career offered.

An added complication pointed out by Herriot (1984) is that the individual may also be undergoing conflict with regard to other non-work roles that they are entering, or able to enter. For example, the roles of worker, wife, mother and homemaker may present some difficult choices at the commencement of a career. The female graduate may have to make quite different decisions than the male, who can more easily become a father and continue with their career activities.

Recruiters of staff expect applicants to be prepared to accept the roles and values expected of them. But as Herriot (1984) points out, unless the applicant has sought to find out about the business they are applying to, or have formed views of what is expected from the literature or discussions with others, then in the absence of work experience, how can the recruit know of these aspects? Prior experiences such as babysitting, or being a prefect at secondary school, may have partially prepared the individual to accept responsibility. To the extent that the expected roles have been thought about and the expected transition rehearsed the individual may have to some extent prepared themselves for their new roles. For students at the end of their study programme, final examinations signal the need to prepare for the transition from

student role to that of worker. Anticipatory activities, like asking others about occupations and organisations, collecting brochures and evaluating how well their individual subject strengths fit given occupations, help in this process. While the effectiveness of these preparatory activities will impact on the appropriateness of final career decisions, general societal values about work, the expectations of important others and potential employers will impact on the decision to pursue a given occupation or career with a given employer.

This discussion has focussed on the graduate moving into the role of worker. In the case of the hospitality students, who are the subjects of this study, they have to complete 1200 hours work experience before they can graduate. Additionally, in choosing their programme of study they already have opted for the industry in which they propose to develop their career. While new students in these programmes have not made formal commitment as employees to any particular branch or occupation within the industry, they have indicated something of the direction they expect their career to take. Given that they could have chosen one or two semester courses to gain skills and qualifications in restaurant, kitchen or reception work it is clear that they have expectations beyond such positions.

The three-year diploma and bachelor programmes have always been promoted as management qualifications tailored for the industry. The particular emphasis has always been hotel management, although institutional catering, halls of residence, restaurants and other types of hospitality operations have been covered in the programmes. To the extent that students have selected these particular courses as meeting their personal continuing educational needs, it is reasonable to presume they understand the intended differences between the various programmes and potential career development. Twenty years personal experience with one of the main providers clearly indicates that almost all students entering these programmes were clear as to the intended outcomes.

2.5 Career Commitment and Related Concepts

Purcell (1995) reports that the hospitality industry does lose highly-educated employees due to the unsociable working hours, relatively low pay, and poor conditions of employment. Of those who remain in the industry many may well

have low career aspirations or have been fortunate to find a position where satisfaction comes from a high diversity of opportunities and / or the rapid rate of growth experienced by some sectors of the industry. She also identified that of those who had left the industry, most were still either working in jobs connected to the industry or which used their hospitality skills.

While the industry may lose many of those specifically trained to enter it, these individuals are able to pursue alternative career opportunities which utilise at least some of their training. This raises the issue of just what constitutes commitment to a career. In a brief review of the literature Blau (1985) identifies a number of researchers who point out that commitment to a career is distinct from commitment to a job or organisation. Particularly pertinent to this research is how Blau defines career commitment.

“Career commitment can be defined as one's attitude towards one's profession or vocation. Although the referents ‘profession’ and ‘vocation’ are somewhat restrictive, they are necessary. It is important to anchor the career commitment concept in more specific terminology than ‘work in general’, while also using broader referents than ‘job’ and ‘organisation’, so as not to make career commitment redundant with other concepts (e.g. work involvement, job involvement, organizational commitment). Past research operationalizing professional commitment, occupational commitment, and career orientation suggests a pool of items from which to develop a measure of career commitment” (Blau, 1985, p278).

Blau goes on to discuss various approaches that have been applied to measuring each of these concepts. However, most of these can only be applied to individuals already involved in employment in their career field. For example, the gauging of the extent to which an individual engages in professionally related activities such as reading professional journals, attending meetings or joining professional associations are hardly applicable to students. Occupational commitment has been operationalised in terms of desire to remain in an occupation after assessing feasible alternatives provides some insight into how students' commitment might be assessed except that what constitutes feasible alternatives may be extremely variable between individuals. Clearly, as Blau suggests, the use of measures of job withdrawal cognition can offer little as a means of measuring career commitment. Questions might be asked of individuals with respect to jobs, for example asking: how often they think about quitting their job; what is the likelihood that the individual will seek alternative employment. Responses may reflect the relationship with other employees,

rates of pay and conditions, and numerous other factors which the individual believes might be alleviated by changing jobs or employer rather than occupation.

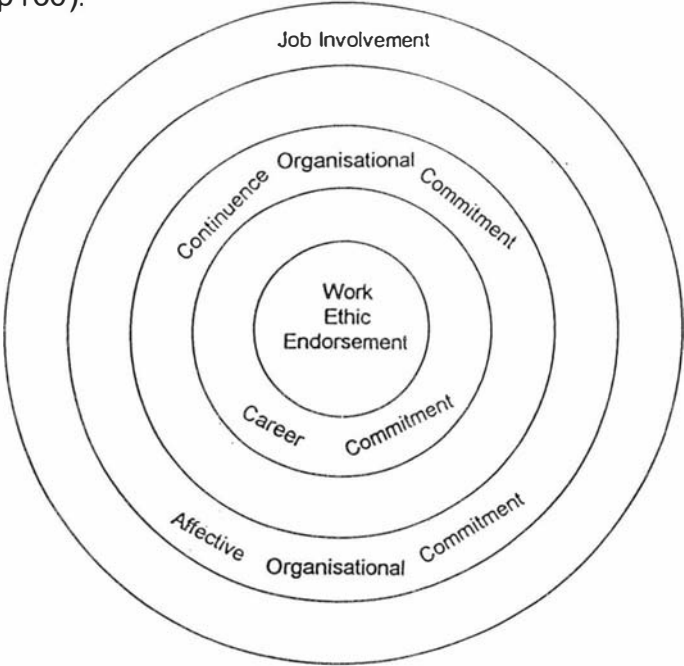
Blau (1985) modified and tested a number of items to measure individual's career and organisational commitment as well as job involvement, job and career withdrawal cognitions. These items were taken and adapted from a wide range of other researchers' studies. Several of Blau's items were adapted for this study.

In a comprehensive review of the literature dealing with concepts of work commitment Morrow (1993) provides a useful model of interrelationships among the different forms of work commitment. Starting from a position that work commitment is central to organisations and relevant to all employed individuals, she examines four forms of work commitment; (1) work ethic endorsement, (2) career commitment / professional commitment, (3) job involvement and (4) organisational commitment. From her analysis and evaluation of the literature it is possible to identify a number of items that are pertinent to measuring aspects of career commitment. However, Morrow's primary focus is on work commitment from an organisational perspective rather than vocational choice aspects.

Two particular conclusions of Morrow are particularly relevant to this research. After considering the literature she proposes a model of five rather than four universal forms of work commitment. She concludes that the organisational / professional commitment form is better replaced by two concepts; affective organisational commitment and continuance organisational commitment. She argues that the professional dimension is not as useful as it is not as universally applicable to all workers. This distinction between how workers feel about their employing organisation in contrast to how they perceive the costs of leaving provides a potentially useful mechanism for this research. Students may well be attracted to the idea of hospitality work but at the same time perceive that the rewards are not as great as they might be in other employment or careers.

The second conclusion of Morrow is that each of the forms of commitment are related to each other in a particular way. This is shown in the following diagram (figure 2.1).

Fig 2.1 Interrelationships between five universal forms of work commitment (Morrow, 1993, p160).



As can be seen, the work ethic endorsement is central to what Morrow argues are progressively more situationally determined forms of commitment as we move out from the centre through career, continuance organisational, and affective organisational commitment with job involvement as the outer shell. This certainly fits well with the anecdotal evidence known to date about students’ commitment to the hospitality industry.

Students often report little interest in their part time jobs, but still remain keen to work in the industry; they may wish to work in hotels, but not the one they are currently employed by, and so on. This fits with Morrow’s (1993) contention that work ethic endorsement and career commitment are more stable over time and relate to the individual’s disposition and cultural background rather than to their cohort. Job involvement and affective organisational commitment are subject to change based on situational aspects. She further argues that work ethic endorsement will have more impact on career commitment than will affective organisational commitment or job involvement. Therefore, working in a meaningless job may lead to reduced job involvement and consequently lessened continuance organisational commitment, but may only have minimal impact on career commitment. However, Morrow identifies the need for more empirical work to verify the existence of such causal relationships.

This model suggests that while dissatisfaction in a particular job may limit or reduce the level of involvement the incumbent feels towards that job and possibly their affective organisation commitment, there will be less impact on their continuance organisation commitment. Morrow sees the influence of job involvement on career commitment as minimal compared to the more outer rings of the model. She further argues that as organisations develop more flexible workforces by using temporary and contract staff to replace many permanent employees, individuals may more clearly define their career in terms of their job skills, rather than organisations or positions.

Because no uniformity can be presumed between students as to the jobs, locations, size and types of hospitality organisations or even their individual entry level aspirations, Morrow's (1993) forms of commitment and any interrelationships between them need to be reconsidered and possibly modified. Most obvious is the need to alter her affective organisational commitment and continuance organisational commitment to refer to 'industry' rather than 'organisations'.

While students will undoubtedly be influenced by any current employment situation, they are expected to be focussed on training to enter the industry, rather than having already done so. In this sense, commitment itself needs to be considered as the intent to follow a proposed course of action rather than continuance of existing employment. Determining whether each of the forms of commitment are independent, or antecedents and consequences of others, is not the focus of this study, but rather what is the degree of change in any or all of them over time. Reliance will be put on a number of tested items that have been established as reliable measures of aspects of these constructs. By this means, changes in student values can be identified.

The correctness of the reciprocal causation argument of Salancik and Pfeffer (1977) referred to by Morrow (1993), and that attitudes and perceptions are strongly influenced by situational factors, is thought to have little impact on this study. It may be true that students' experiences in meaningless or unpleasant jobs do result in less positive feelings about the industry and consequently a lower assessment of continuance industry commitment. What the causal links and sequencing of Morrow's concentric rings (see fig. 2.1) might be is not the

focus of this research. Rather what is of interest is that there might be absolute changes in any or all forms of commitment relative to a range of independent variables.

A strong work ethic endorsement may well relate to higher career commitment. However, the argument that doing a meaningless job as a student trainee will lead to reduced affective organisational commitment and thence continuance organisational commitment is difficult to sustain, if the student is simply working in any convenient job that contributes towards their Co-operative Education 1200 hours requirement, or pays enough to enable them to continue to study. Such experiences might of course influence the individual's perceptions about particular directions their career could take within the industry, or even alter their conceptualisation of the industry. However, given that the hour requirements must be completed before the qualification can be awarded will effectively oblige the individual to continue in approved employment, no matter how they feel about the industry or job. Persistence with their studies may well be more to do with completing their course than any intent to continue in their original career path.

Accordingly, unless each student's employment situation can be defined clearly, attempts to identify causality between the forms of commitment are unlikely to be reliable. While Morrow (1993) argues that the interrelationships between the various forms of commitment need to be clarified, and even operationalised, it is the *possibility of changes* in any form of commitment that are of interest in this study. Whether there is a relationship between the level of an individual's vocational commitment and their initial work assignment and subsequent levels of organisational commitment or occupational commitment is of little importance since some of these cannot be reliably measured.

2.6 The Theory of Reasoned Action and the Intention to Behave

Unlike the situations described by Herriot (1984) and Fournier (1997), the subjects of interest in this research are in the process of gaining qualifications which are intended to equip them to pursue management roles in the hospitality industry, that is, to pursue a hospitality based career. The subjects of the study are not at a point of decision but rather going through a process intended to

prepare them to choose their area of interest. Given the diversity of potential employers, employment relationships and types of businesses, students can only be expected to have varying levels of comprehension of the industry. Some may well have sound understanding of the opportunities and challenges, and the positive and negative aspects of hospitality employment. Indeed some may not even envisage being an employee but rather take up an entrepreneurial role as a small business owner. However, others will have less clear understanding and may even be misinformed about the industry.

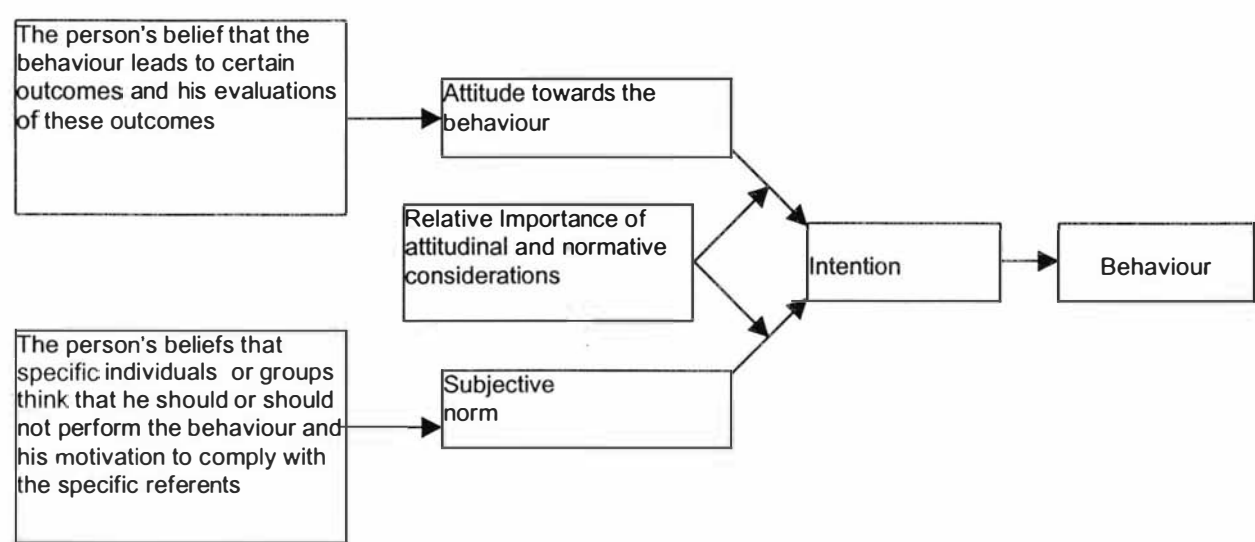
What is evident from the rate of attrition of students who were initially keen, and the low transference of graduates to the industry, is that the once firm intention to develop a career in hospitality alters towards some other direction. Ajzen and Fishbein's (1980) theory of reasoned action (TRA) provides a basis for investigating changes in the intention to pursue a given set of behaviours, namely seek employment and a career in hospitality. At its simplest TRA states "that people consider the implications of their actions before deciding to engage or not engage in a given behaviour" (Ajzen & Fishbein, 1980, p5). While their intention was to predict and understand specific behaviours of individuals, the model provides a basis for understanding why individuals' intentions alter.

Apart from occasional emotional outbursts and autonomous reflex actions, Ajzen and Fishbein (1980) contend that there are two basic determinants of individual's behaviour intentions which in turn determine their actions. Identifying an individual's intentions to undertake a given behaviour provides a basis of predicting whether they will carry out that behaviour, although not with total certainty. They further argue that if the basic determinants of the intentions are known, then more useful and reliable behavioural predictions will be possible.

The individual's *attitude toward the behaviour* is the first determinant that will determine whether the behaviour will occur. A positive evaluation of potential outcomes from a behaviour will be positively correlated with the occurrence of the behaviour. This attitude toward the behaviour will be based upon *behavioural beliefs*, which in turn will be subjectively based on past experience and what the individual has been told or possibly imagines will be the outcomes of the behaviour.

A second determinant which Ajzen and Fishbein (1980) term the *subjective norm*, will also act upon the individual's decision to undertake any given action. The subjective norm is that person's perception of the social pressures put upon them with regard to the particular action. Such pressures will come from their referent group of family members, close friends, or other individuals with whom they are most likely to comply. If the individual believes that this group will see the action as positive, then they are likely to undertake the behaviour.

Where both the attitude and the subjective norm are positive towards the behaviour then it will probably occur, and if both are negative, the behaviour is unlikely. Where either the attitude or subjective norm is positive and the other negative, Ajzen and Fishbein (1980) argue that the likelihood of the action occurring will depend on the relative importance to the individual of each aspect. They depicted this model in the following diagram (abbreviated) (figure 2.2).



Note: Arrows indicate the direction of influence.

Fig 2.2 Factors determining a person's behaviour; Ajzen & Fishbein (1980), p8

The role of attitudes toward targets, personality traits and demographic characteristics are considered as *external variables*, by Ajzen and Fishbein (1980). They contend that although external variables undoubtedly influence behaviour there is not necessarily a given relationship between any one variable or set of variables and a behaviour. Further, it is likely that any such

relationship will change over time and situation. As external variables may influence behaviour they need to be considered along with other variables.

In their review of the historical development of research into attitudes, Ajzen and Fishbein (1980) point out that there is considerable agreement that attitudes contain not only affect but also cognitive and conative components. To avoid the interchangeable use of terms such as belief, feelings and intentions and the inconsistent results of studies looking at the relationships between attitudes and behaviours, Ajzen and Fishbein (1980) "restrict the term "attitude" to a person's evaluations of any psychological object and we draw a clear distinction between beliefs, attitudes, intentions and behaviours" (p27). They contend that an individual's attitude towards a behaviour will be more predictive of their behaviour than their attitude towards the target. Therefore an individual may have a negative attitude towards the hospitality industry, but may still seek employment in it if such behaviour is seen as resulting in positive advantage.

Strong support for the model can be found in its widespread use by social psychologists. Additionally the model performed quite well in predicting behaviour and behavioural intentions according to Manstead (1996). Further support is found in two meta-analyses of results from numerous studies using the TRA model. Sheppard, Hartwick and Warshaw (1988) considered the results from 87 studies. They found a weighted average multiple correlation of 0.66 for the relationship between attitude and subjective norm and the behaviour intention. An average correlation of 0.53 was found between behavioural intention and behaviour. A later meta-analysis by Van den Putte (1993) considered the results from 150 TRA studies. The respective weighted average correlations were reported as 0.68 and 0.62.

Consideration was given to alternative models of behaviour as possible bases for this study. In particular Ajzen's (1991) theory of planned behaviour was considered. This model adds another construct, namely perceived behavioural control, to the TRA model. While this model has been reported as significantly improving predictions of intentions and behaviour by as much as an average of 13 and 11 percent respectively compared to the basic TRA model, it was not adopted. In the first instance this was because the research is not looking at

actual behaviour, but rather attitudes and beliefs about the behaviour of seeking a career in hospitality. More importantly however, was the consideration that students at each level of study will have markedly differing perceptions of their control over career behaviours. In other words, this was seen as adding an uncontrolled variable to the research that might confuse rather than clarify the results.

Another approach considered was to use the commitment or investment model as proposed by Rusbult and Farrell (1983). This model also utilises attitude-behaviour relationships but seeks to predict behaviour on the basis of how much effort the individual makes towards achieving an output and the rewards expected from those outputs. While an application in an educational setting was available, the results of this comparative study indicated that the commitment model was not as good a predictor of behaviour as the intentions model (Koslowsky, 1993).

In adopting the TRA model it was important to recognise that Ajzen and Fishbein (1980) were very precise in what they said of their predictive model. In particular they made the observation that behaviour “always involves a single action, with respect to a given target, in a given context, at a given point of time” (Ajzen & Fishbein, 1980, p39). If a wider context of action is needed a number of observations, of different targets, at differing times, and range of contexts may be necessary. In the situation of this research the specific behaviour of enrolling in a hospitality course does not necessarily provide evidence of studying to complete that course, nor seeking a career in the hospitality industry. Multiple observations of a range of behaviours, such as attending lectures, notetaking, sitting tests, using library resources, and so on, would be needed to infer the behaviour of studying. However, as many factors can influence passing or failing, it is not possible to infer an intention to study and gain a qualification simply from examination or graduation outcomes. Similar considerations would be necessary to infer the behaviour of “pursuing a career in hospitality”.

To the extent that graduating is important to gaining employment in the hospitality industry, students' study behaviours would have some relevance for this research. However, it is known that students can get jobs in the industry

before, or without ever graduating. It is the intended behaviour of choosing to work in the industry that is of interest in this research. While the skills used in waiting and kitchen jobs may be developed to a level of unthinking response processes, the process individuals go through in selecting which job to pursue, or persist with, is not. Career, employer and job selection behaviours are in the control of the employee, although they may in many circumstances feel that there is little choice available to them. It is the individual who must engage in job search behaviour. Such behaviour may be carefully reasoned to maximise career progress, or simply be a choice of the highest pay offer, or the most convenient hours to suit the individual's current circumstances.

A tacit assumption of this research is that students electing to enrol in a three-year diploma or degree programme intend developing a career beyond some basic entry level job, the skills for which can be learned in a relatively few weeks. For example, a general catering kitchen and restaurant skills programme can be completed in sixteen weeks. This implies that students who deliberately choose a specific vocationally based study course do so with particular employment opportunity outcomes in mind, which in turn indicates both expectations and intentions.

It is argued here that any change in the behavioural beliefs or evaluations of the outcomes of the behaviour of undertaking a career in hospitality will result in a change of attitude and consequently the likelihood of the behaviour occurring.

Ajzen and Fishbein (1980) contend that asking the intentions of an individual to behave in a particular way will predict how they will behave. They accept that where there are alternative behaviours and various dimensions of the behaviour, the discovery of an individual's intentions will be complex. In the current research the intention to seek employment in hospitality may be discovered by asking individuals to respond "yes" or "no" to an item such as:

"I intend to seek employment in the hospitality industry"

The item asks about a simple *choice intention* and the response can only indicate the more probable behaviour and will not necessarily accurately predict behaviour. A better measure of intention might be obtained by asking the respondent to indicate their *subjective probability* of behaving in a given way

using a Likert type scale to indicate how strongly they agree or disagree with such a statement. Given the distinction between simply getting a job and pursuing a career the item might also be modified to read as :

“I intend to pursue a career in the hospitality industry”

Totally Disagree 1 2 3 4 5 Totally Agree

The predictions of behaviour will be more accurate for groups than for any one individual as personal circumstances can easily alter such that the intention changes and the original prediction is no longer reliable. It is also important to note that the longer the period is between measuring the intention and the behaviour occurring, the greater will be the opportunity for this to occur.

However, Ajzen and Fishbein (1980) point out that even group predictions can become inaccurate if new information alters the wider population’s view of the behaviour. For example, a decline in overseas visitor arrivals might alter many peoples’ views about the attractiveness of tourism and hospitality employment as a career. A number of other variables are suggested by Ajzen and Fishbein (1980) as having moderating effects on behaviours. Among these, they identify experience with the situation, level of skill in the behaviour, the presence of other people and the occurrence of other extraneous unforeseen events. More accurate predictions of behaviour will be formed if the presence and reaction to such moderating variables can be incorporated into the expression of intention. An appropriate question might take the form:

“I intend to seek employment in the hospitality industry when I graduate provided I can get a position as trainee manager.”

It needs to be recognised that some researchers do not agree with Ajzen and Fishbein’s (1980) concepts of measurement. In particular, evidence and argument presented by Davis and Warshaw (1992) challenges the use made by Ajzen and Fishbein (1980) of intention scales. Davis and Warshaw (1992) argue intention scales must be “inherently trichotomous, not continuous as Fishbein and Ajzen assumed, and perhaps the standard 7-point Behavioural Intention (BI) scale evokes a concept other than intent in subjects’ minds” (1992, pp 403-404). They argue that individuals can only say that they will or will not perform some behaviour, or do not know what they will do. The argument that

Behavioural Expectation (BE) is conceptualised as a belief and can therefore use a multi-point scale assumes that the respondent actually would notice a difference between Ajzen and Fishbein's (1980) conditional intention statements and Davis and Warshaw's (1992) queries. The widespread adoption of the TRA model, as indicated in the literature and particularly the meta-analyses of Sheppard, Hartwick and Warshaw (1988) and Van den Putte (1993), indicates that it is an effective and reliable predictor of future behaviours irrespective of arguments about theoretical correctness.

Personal experience with students in the NDHM programmes strongly suggests that the distinctions made would not be noticed by them. This is particularly true, given, that by enrolling in a hospitality based educational / training programme, the subjects have already indicated a firm intention to seek such employment. What is being explored is how the strength of that intention varies in relation to attitudes and beliefs about hospitality employment as well as independent variables such as age, gender and stage of study.

While a number of semantic differential scales could be used to measure subjective ratings for different aspects of attitude towards a specified behaviour, Ajzen and Fishbein (1980) argue for a simple direct question as to the individual's overall attitude toward the behaviour. While there may be variations between individuals for various aspects that go to make up the attitude, Ajzen and Fishbein (1980) point out that it is overall favourableness or unfavourableness towards the behaviour that is needed. This approach avoids the problems of deciding what weightings should be given to each component part of the overall attitude and whether they can be simply summed together as argued by other investigators. By obtaining the individual's subjective rating on a simple bipolar scale the researcher avoids the need to understand why or how that attitude was formed.

The basic model of reasoned behaviour of Ajzen and Fishbein (1980) has as a second component "the influence of the social environment on intentions and behaviour"(p57) - the *subjective norm*. They define subjective norm as "the person's perception that important others desire the performance or non-performance of a specific behaviour; this perception may or may not reflect what the important others actually think he should do"(p57). The person will

undertake those behaviours that they perceive as favoured by other people who are important to them, if all else is equal.

Generally, it is argued by Ajzen and Fishbein (1980) that individuals hold similar attitudes towards behaviours as they perceive are held by their important others. In such cases the intention and predicted behaviour will be in accord with the attitude and subjective norm. However, where the attitude and subjective norm are at variance it is not clear cut as to whether the behaviour will occur. Whether the behaviour will be performed will depend on the relative weighting for each factor.

An important point made by Ajzen and Fishbein (1980) is that where a behaviour is competitive then attitudinal considerations may have greater importance than normative considerations. They further argue that the reverse is probably true for co-operative behaviours. It is not clear the extent to which students perceive study and resultant grades as important in gaining employment positions and therefore competitive or co-operative. However, given that achieving future promotion will be in a competitive rather than co-operative atmosphere, there are possible implications in terms of the behaviours of individuals training to become supervisors or managers.

According to Ajzen and Fishbein (1980) there is general agreement among researchers that attitudes and subjective norms are both determined by an individual's beliefs. These result from the characteristics, qualities and attributes that the individual associates with the objects, behaviours or outcomes in question. Where the characteristics are generally positive a favourable attitude will be formed and conversely, if the characteristics are generally negative an unfavourable attitude will eventuate.

While a large number of beliefs may be held about an object, behaviour or outcome, it is argued that there will only be five to nine beliefs that can be attended to at any point in time. According to Ajzen and Fishbein (1980) it is these *salient* beliefs that are the immediate determinants of a person's attitude. Based on the individual's personal experience and observation, acceptance of others' information, or inference, the beliefs and their salience may change over time.

Where prediction of individual behaviour is not required, what Ajzen and Fishbein (1980) term *modal salient beliefs*, can be utilised. The most frequently listed beliefs by a sample population are the modal set of beliefs, and from these the salient beliefs can be developed. A questionnaire constructed of these salient modal beliefs can then be used to assess each belief using a bipolar scale. A similar process can be used to establish the determinants of subjective norms.

The significance of these various points can be seen more clearly when the following argument is considered. It is implied by Ajzen and Fishbein (1980) that any relationship between the respondent and the referent(s) will be more or less stable over the time from when the belief is assessed and the intention to behave is formed and the occurrence of the behaviour. In the situations discussed by Ajzen and Fishbein (1980) this is not unreasonable, but in this research a number of factors can conceivably moderate those relationships. Intuitively some of the more obvious aspects of these include:

1. the duration of the study course is such that many new personal and work relationships will develop and old ones change or reduce in importance;
2. new entrants to the courses are typically still very close emotionally and physically to their family but by the end of the programme are largely independent;
3. there is an increased need to take personal responsibility for dealing with drugs, sex, social, financial and political issues;
4. the size, styles of business in the industry is in a state of flux, as is the mix of tourists coming to the country; and,
5. many of the referents of each individual will also be going through similar processes of change as they go from school to work and from youth to adult.

The first three of these are particularly pertinent to the theory propounded by Ajzen and Fishbein (1980). Even utilising their concept of modal normative beliefs and identifying the salient referents by taking the most frequently mentioned individuals or groups will not negate the issues identified above. The composition and importance to individuals of each of those referent groups is bound to alter over the years. Even if the pattern of such change is consistent between groups of students it becomes an uncontrolled variable in the study. In

other words, the referents, the beliefs about what they might want the respondent to do, and the motivation to comply with that wish, may all change. This suggests that even if clear measures of modal normative beliefs were developed at the start of the study, they will be likely to be redundant by the time the intended behaviour occurs. Ajzen and Fishbein (1980) do not discuss such a long time frame, but it is clear that any changes in the beliefs will be expected to moderate the intention to behave and therefore the behaviour.

The argument by Ajzen and Fishbein (1980) that variables which are external to their model (eg age, sex, education and occupation) are accounted for in the expressed beliefs ignores the fact that the variables may be undergoing significant actual change, or change in salience. This is particularly relevant in the context of this research, which is investigating the changes in perceptions of predominantly young people who can be expected to be making a number of significant adjustments as suggested by Super (1980).

For an eighteen year old student three years of tertiary study not only significantly alters his or her education but adds one sixth more life experience. Given that this is often the individual's first experience of adulthood independent from family, school friends and familiar surroundings the impact of that learning may be proportionately far greater. Progressively the idea of working in hospitality changes into reality as the student undertakes work experience and comes closer to having to decide in which part of the industry they will start their career. As their study programmes progress female students are more likely to be confronted by sexual harassment than male students. As a result females may be subject to greater changes in their beliefs about others than are male students. But for all students, the full import of shift work, dealing personally with difficult customers, or deciding whether they can serve individuals who might have had too much to drink, and so on, brings home the reality of the workplace. This is important given the argument by Pratkanis and Turner (1994) that attitudes are influenced by the social environment and may not accurately represent either the needs of the individual or their environment.

2.7 Ryan's Variant

Ryan (1995) argues that Fishbein's (1967) model of attitude can be modified to measure an individual's intentions to visit a particular holiday destination.

Unlike the Fishbein model's intent to identify the influence of important others, individual belief systems, subjective norms and so on, Ryan argues that it is sufficient to measure the individual's desire for given attributes sought from their holiday destination along with their belief that a given destination has those attributes. He further argues that the desire to visit a given destination would have some relationship to the proportional knowledge the individual has of that destination relative to other possible destinations. This was expressed by Ryan (1995) as:

$$BI_{ij} = A_{ij} = \sum_{j=1; m} \sum_{k=1; n} (B_{ijk} V_{ik} PPK_{ij})$$

Where: -

- i = holidaymaker
 - j = destination
 - k = attributes of holiday destination
 - n = number of attributes
 - m = number of holiday destinations
 - BI_{ij} = Holiday maker i's intention towards destination j
 - A_{ij} = a unidimensional measure of consumer i's attitude j
 - B_{ijk} = the strength of belief by I that attribute k is possessed by destination j
 - V_{ik} = the degree to which attribute k is desired by individual I
 - PPK_{ij} = the proportional knowledge that I has about destination j
- (Ryan 1995, p77)

It is important to note that Ryan (1995) is not seeking to identify important others' values or belief systems, or how these are viewed by the subjects of interest.

While these dimensions may well be operating in the decision process of choosing where to go, Ryan seeks only to identify the outcomes of such processes. He does not seek to identify either what influenced these or even what processes are operating. It is not part of his model that the children of an intending traveller figure strongly in their thought processes, but simply that there are safe beaches or that there will be a lot activities for the children at a given destination. This approach therefore focuses more on the outcomes of the individual's belief system and what can be identified external to that individual. Understanding personal value systems is not crucial to the model.

This suggests that the expressed views are more useful in predicting future behavioural intention than are the processes or influences acting on those processes. In other words changes in how an individual expresses their evaluation of various attributes of a destination will be predictive of their likelihood of going there. Similarly it should be possible to identify the likelihood of seeking a career in the hospitality industry depending on the direction and magnitude of changes in evaluations of attributes of the industry. An adaptation of Ryan's (1995) model provides a basis for developing the model for this research.

2.8 Concepts from the Human Resource Management Literature

There is a considerable volume of material available covering philosophies and methodologies of staff recruitment and selection which could be useful in understanding why young people undergoing training and education for the hospitality industry do not always either complete their studies or go in to the industry. Reference to any general textbook dealing with recruitment and selection of staff provides information on the processes necessary to ensure that the better, if not the best, applicants are selected (Flippo, 1984; Armstrong, 1988; McCarthy & Stone, 1987; Rudman, 1994; Nankervis, Compton & McCarthy, 1996; Dessler, 1997). In general such human resource management texts will also espouse methods for designing jobs, analysing and evaluating them, appraising staff and rewarding them through remuneration and other policies. The key to these processes lie in developing accurate person specifications which will enable more efficient recruitment for clearly designated jobs but with sufficient incentives relative to similar positions to retain selected staff.

The intervention of tertiary education between the training and recruitment by an individual employer confounds this process. Students entering the NDHM or BHM are not applying to work for any particular hotel or hospitality institution, although they may well have some clear, if inaccurate, idea of which company they will seek to work for in the future. However, acceptance by the tertiary provider into such educational programmes is tantamount to their saying that they believe the individuals are suitable to undertake the programme and therefore by implication possessing some level of suitability for the industry.

This was certainly true when selection interviews were utilised as one means of allocating the available places among the large number of applicants.

Without actual positions it is not possible to apply recruitment approaches which utilise job content analysis, job descriptions and person specifications against which students could be screened. Additionally there is such a range of jobs and organisations to choose from, that students may well alter their final employment choice irrespective of how clear they are at entry. However, the use of job component analysis and repertory grids would enable the development of general guidelines for some "typical" positions. This would enable student's attention to be drawn to the "personal and physical attributes required and to a definition of other requirements such as age limits, location of work, travelling, night or shift work" (Armstrong 1988, p 235). Flippo's (1984) suggestion that requirements needed to perform a given job be specified as "mandatory" or "desirable" may also help. But again these must remain generalised statements in the absence of specific employment positions.

A logical extension of such discussion is the development of better screening devices to identify those less suited to hospitality work and so better counsel those wishing to enrol. Clark (1992) draws attention to the need for reliability and validity in the selection process. However, with little or no previous employment history and no relevant qualifications or references there would be little to distinguish between candidates.

The use of structured employment interviewing as advocated by Taylor and O'Driscoll (1995) offers a sound basis for deciding whether applicants understand enough about the jobs and even the industry. However, the key issue in the discussion is that the educational programme is meant to be providing and developing skill, abilities knowledge to better enable entry into the industry. Again though is the issue of validation against particular positions. However, further to this is the issue of how well trained in selection procedures are the academic staff who approve students' enrolments. What point is there in having better guidance or screening processes if education providers are unable to implement them.

Cohen and Pfeffer (1986) also point out that there will be separate standards related to individual positions and that these will be distinct from those set for the

organisation as a whole. However, most of the research done relates to the area of technical standards, such as educational qualifications and credentials.

Ultimately they concluded that while technical aspects determine some minimal job requirements, it is the beliefs of those in control which influences who gets any job. This leads to the conclusion that technical competence, and even practical experience may be insufficient for a candidate to win a position. Interpersonal relationships with the selector, and their perceptions as to the relationships with other staff and departments etc could be as, if not more, influential. Bell and Sims (1990) also stress the need to ensure that service roles be clearly defined in terms of the position requirements and not as needing to be filled by someone similar to the selector. They indicate the need to ensure that the applicant makes an accurate choice also. This means that both parties to the selection process must be candid and clear as to what is required in the position. Service personnel must be more than courteous and friendly. They need also to have a drive to achieve a sense of closure or completeness, that what they have done was finished in the customers' eyes.

The particular appropriateness of work samples as a means of assessing likely work performance is stressed by Gatewood and Field (1987). Ineson and Brown (1992) and Muchinsky (1993) identify self-evaluation and biographical data as two areas worthy of further study. While students effectively do self-evaluate when choosing whether to enrol this may well be based on their perceptions of likelihood of succeeding academically or reflect the value they see in doing the course rather than their ability to undertake hospitality work on graduation. Biographical data may be more useful by considering the level of community, social, sporting involvement during school years as indicators of suitability for a career in hospitality.

Personal experience indicates that none of the educational providers in New Zealand consistently applies any set of criteria to the selection of students. Personal experience at CIT indicates a possible exception to this. Academic achievement levels have been used to rank applications when these have exceeded the number of places available, or individuals do not have the minimum secondary qualifications to allow them to enter the programme. This fits with the findings of Ineson (1996) and Ineson and Kempa (1997).

2.9 Some Issues From The Services Marketing Literature

Having qualified staff is not the only dimension of providing quality service. A common theme in the service literature (Bitner, Booms, & Tetrault, 1990; Carlzon, 1987; Kelly, 1993; Parasuraman, Berry, & Zeithaml, 1993) is the role of the customer as final arbiter of whether service is good or poor. Customers' judgements will reflect their expectations and perceptions as well as the physical experience. Service which is timely, efficient, polite and correct will normally be considered good. However, even when it does not meet these tests it may well still be judged by the customer as great provided the manner in which it is provided is appropriate. An apology, smile, offer of discounts or gifts done can help; but the spirit in which service staff face up to the problem and how they look after the customer's needs are paramount in how the customer will ultimately judge the experience (Bitner, Booms, & Tetrault, 1990). Customer needs are however not constant and will be situationally and experientially influenced. Service employees have to be motivated as well as skilled to consistently meet customer expectations (Zeithaml & Bitner, 1996).

Staff can be trained in what Kelly (1993) calls routine discretion, but to correct service failures employees may need to deviate from normal service standards and procedures. They may need to be creative and deviant, using discretionary responses requiring more employee driven actions, even to the extent of going against company policies and procedures. This requires both empowerment to do so and the willingness to exercise discretion. The likelihood of these behaviours occurring, let alone being successful, will depend on organisational and individual factors including organisational commitment, motivation and mood states. Of course, getting it right first time is preferable.

However, not all employee discretionary behaviour may be intended to mediate adverse customer reactions for the benefit of the organisation as management may wish, but may rather be aimed to relieve role stress experienced by having to effectively serve two masters (Weatherly & Tansik 1993). Ross (1995), identifying five sets of divergences between the quality service ideals held by management and those of staff, points to differing perceptions of service roles and the relative importance of some factors. Employee perception and

attitudes are positively related to customer satisfaction which is related to organisational effectiveness (Tornow & Wiley, 1992; Schlesinger & Zornitsky, 1992). Cotter (1993) goes further and identifies a positive relationship between employee satisfaction and guest satisfaction and consequently profitability.

Together these points indicate that individuals aspiring to enter the industry must meet not only the technical skill requirements, but also the service motivation expectations of their employer and future customers. To predict what these expectations might be requires that the individual identify the area of employment interest, or else rely on a general attitude of being prepared to serve and be adaptive to customer expectations. This hardly seems an appropriate basis for making a vocational course decision, three years before entering the industry.

Ultimately continued employment in the industry will depend on the satisfaction that individuals derive from their employment. The literature on job satisfaction tends to focus on issues about the job or work itself, and whether one or more facets are of greater significance than others. Whether scored in a linear or multiplicative manner the items considered for measurement include skill, feedback, autonomy, physical effort, complexity and similar factors (Hinton & Biderman, 1995; Highhouse & Becker, 1993; Taber & Alliger, 1995). Some work suggests that there are genetic factors that predispose or even limit the job satisfaction of individuals (Arvey, Bouchard, Segal & Abraham, 1989). Relationships have also been found between dispositional affectivity and individuals' organisational commitment, performance, and turnover intentions (Cropanzano, James & Konovsky, 1993).

Staff selection processes frequently ignore the characteristics needed to relate to others and stress those that relate to the ability to work or undertake a given occupation (Smith 1994). He suggests that congruence between the values of the individual and the people to whom they relate will result in lower turnover and better performance ratings. The direction and content of relationships will indicate which are the more important relationships as well as the compatibility of the values held. As tertiary training programmes are marketed to attract new entrants to the hospitality and tourism industries, there is a similarity with marketing tour destinations and tourists' satisfaction (Chon & Olsen, 1991). In

both cases the individual makes their decision based on preconceived images that can only be tested by trial. The level of congruity between expectations and perceptions, self-image, image of others and destination image, may be significant in the level of overall satisfaction. Indeed, incongruity in these areas might override any sense of job satisfaction from the work itself, sense of challenge, future opportunities and so on.

Even before facing these issues the new entrant has to contend with reality distortion. For example, the source of information about an available job has impact on expectations, role clarity and ability to cope, which in turn will impact on subsequent job satisfaction and therefore the intention to quit (Saks, 1994). Also the level of perceived violation of psychological contracts experienced by service staff may well have an adverse impact on perceptions (Robinson & Rousseau, 1994).

A possible means of moderating these effects is the use of job previews. The concept has been extensively used in industry and military application with the effect of reducing staff turnover (Armstrong, 1988; Clark, 1992; Dessler, 1997; McCarthy & Stone, 1987). A study by Meglino, De Nisi, Youngblood and Williams (1988) provides further supporting argument for the suggestion by Barron and Maxwell (1993) that realistic job previews be used as a means of influencing turnover. However, they found differing responses between categories of army recruits. The lowest levels of turnover were found among individuals whose initial commitment was high or had been identified as having higher levels of intelligence compared to other respondents. Given that hospitality management programmes are at tertiary education levels and generally academic criteria are used to select students most likely to be capable of completing the course of study, students can be expected to be in the more, rather than less, intelligent category. However, this does not mean that they are necessarily those with the highest level of initial commitment.

A particular finding of Meglino, De Nisi, Youngblood and Williams (1988) was that any job preview programme should cover both positive and negative aspects of the position involved. This implies a controlled, considered delivery of a consistent preview process rather than that suggested by Barron and Maxwell (1993) which suggests some form of employment experience and / or industry

interview and orientation programme. However, given the diversity of businesses and management practices that makes up the hospitality industry, there can be no certainty that consistent delivery of even the same basic components would occur. As a consequence hospitality study programme applicants might well be exposed to varied levels of realism with resultant reduced effectiveness of any such pre-programmes intended to ensure more realistic expectations.

Directing applicants for the programme to better employers to gain some insight into their future employment may be effective if the individual has a clear idea of which sector of the industry they seek to work in. Where students are less clear as to which job they seek, this is less likely to be helpful. Perhaps simply allowing them to enrol in general management programmes such as the NDHM and BHM and progressively developing their understanding and awareness is appropriate for such people.

La Lopa (1997) found among resort employees that job satisfaction was a significant predictor of organisational commitment and turnover. He also found that low bona fide career interest (a desire to develop a career in resorts) accompanied by low job satisfaction led to higher turnover than if only one factor was low. This supports the earlier argument that if students do not necessarily aspire to seek a career in the part of the industry in which they are currently employed, their reported organisational and job commitment may well not reflect their career commitment. La Lopa (1997) also found that there was a significant positive correlation between dealing with customers and organisational commitment. Dealing with customers was assessed using three modified items from Hackman and Oldham's (1976) Job Diagnostic Survey. Together these suggest that should students perceive the industry differently from their expectations their career and industry commitment may well alter.

Added to this is the possibility that intra-group and inter-group relationships between different cohorts of students influence their perceptions of the industry as a current and future source of employment. However, the real issue is what changes do occur and are these sufficient to impact on entry to and retention by the industry. The mechanism may be a personal growth and self-understanding process such that students come to the realisation that being a chef is not for

them, just as they perhaps long ago discarded the desire to be a fireman or locomotive driver. If, on the other hand, it is the exposure to the industry over time that leads to this realisation, is this a question of cognitive dissonance, perceptions not matching expectations. This further leads to the question of which is wrong, the expectations or perceptions; or again is it an issue that the closer reality of actually going to work, rather than continue as an as yet uncommitted student, that leads to a reduction in attractiveness of the industry.

Given these points it is clear that there is little likelihood of a single linear explanation of change being identified that explains the causal relationship of changes in intent to pursue careers in hospitality. Rather, what is developed in the next chapter is a model that allows for multiple influences to be identified and considered as contributory factors as well as exploring the effects of those factors that are moderating variables.

CHAPTER THREE - THE RESEARCH MODEL AND OBJECTIVES

3.1 The Central Question

The purpose of this research is to investigate the intention of hospitality students to pursue careers in the hospitality or tourism industries and how such intentions might change during their three-year tertiary education programmes. As the intention of the programmes is to educate and develop school leavers for entry into this industry it is important to better understand in which aspects and to what extent students become disenchanted. That there is attrition from the programmes (Chapter 1) and poor transference to the industry (Chapter 2) is clear. Given the level of funding from Government, the involvement and effort by industry and tertiary providers in developing and operating the programmes, the issue has considerable economic and financial importance. This involves both real and opportunity cost in time and money for the students, the explicit financial input by Government and the economic costs of not producing as many qualified and motivated staff for the industry as intended or required.

As the critical issue in this study is the ultimate transference of students into the industry as motivated workers, it is important to focus on the students. Irrespective of the education providers' or industry's evaluations of the importance or quality of the programmes, course syllabi, the teaching or industry experiences, it is the students' evaluations of their developmental experiences that will determine their future career direction. Students' attitudes towards work in general, as well as towards the industry, or occupations within the industry will affect their intent to apply for positions in the industry. This will be influenced by how they perceive the demands of the work and rewards that the industry provides. Students' attitudes towards what is required to get a job in the industry will affect how they perceive the value of their intended qualification. It can also be expected that increased life experience in general, meeting other students with similar aspirations as well as increasing industry knowledge and experience, will all affect perceptions of future opportunities and career intentions.

The fundamental process used in this study is to identify and measure gaps between students' expectations at entry to their educational programme and

subsequent perceptions of what being employed in the hospitality industry will offer them. Additionally, the extent to which intervening and moderating variables like length of experience, age and gender affect these gaps will be investigated. An emphasis of this study is to identify the level of congruity between the employee's self-image in terms of expectations from their future employment and the images that they have of co-workers, employers and customers. It is postulated that changes in these images will correlate positively with changes in the reported levels of various dimensions of employment satisfaction and commitment to pursue careers in hospitality. Increased levels of incongruity between individuals' work expectations, such as earning a high income, and their perceptions of industry rewards, will result in reduced commitment to a career in the industry. It is further contended that even if the individual does enter the industry, they will do so expecting reduced levels of job satisfaction and a consequential reduction in the quality of service delivery.

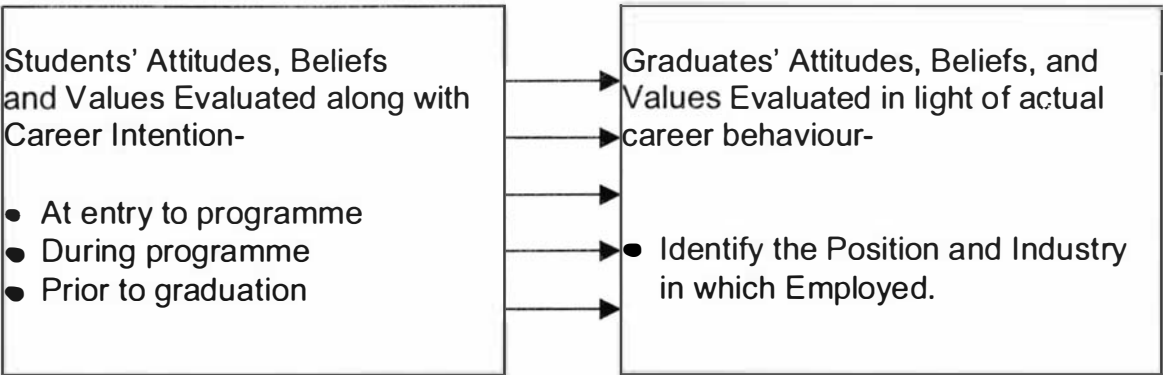
It is also proposed that higher degrees of congruity between self-image and images of others will be associated with current positive attitudes towards employment in the industry and subsequent intentions and career patterns.

3.2 The Research Model

In the absence of any published research into this area in New Zealand it was necessary to develop a methodology and research model. A number of situational constraints meant that what might otherwise have been more ideal could not be utilised. In particular there were issues of access to the subjects, both during their studies and after graduating. Geographical distance from the researcher meant that there would be a great deal of cost associated with personally collecting the data and therefore reliance had to be placed on colleagues at each institution administering the instrument. As the ideal would be that each student be followed over time and re-surveyed to identify the extent of any changes in their attitudes, staff would have to repeat the exercise each time. This was potentially disruptive of their work schedule and therefore as few administrations as possible was indicated. To follow-up respondents after they graduated would require obtaining and maintaining an accurate address list which was both administratively daunting and would impact on

respondent confidentiality. This would also be relatively expensive in postage and stationery. Establishing whether students did continue, or at least start, their careers in the hospitality industry after graduating was seen as both problematic and too expensive.

Fig. 3.1 An Ideal Conceptual Model for the Research



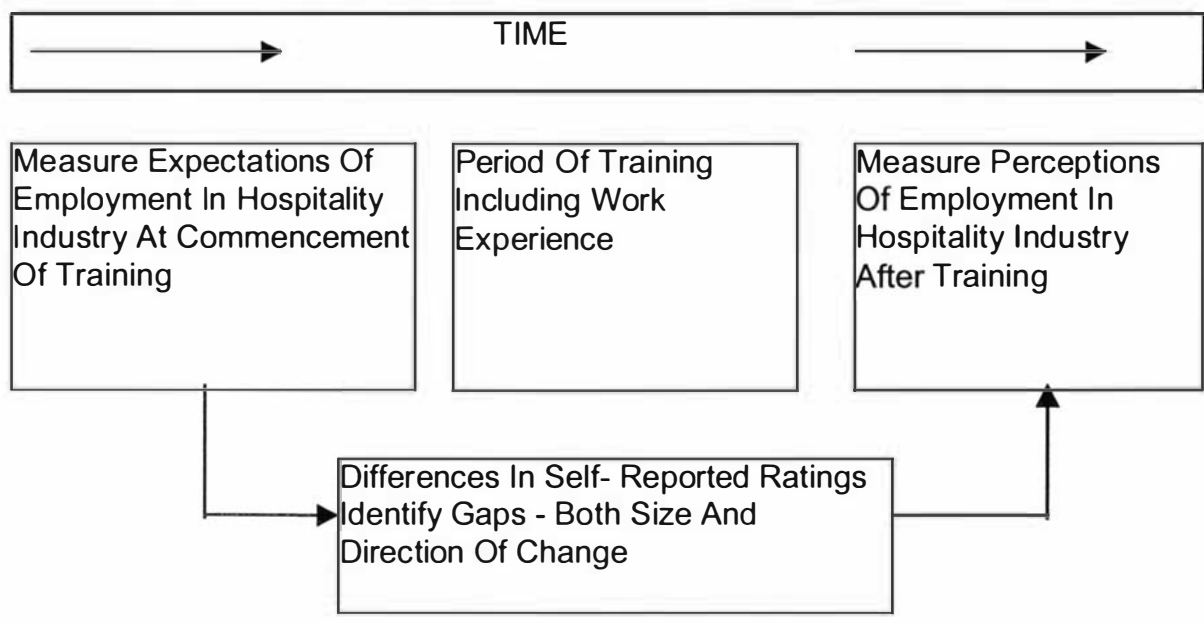
As no teaching institution was prepared to provide details of student names or private addresses anyway, any research process followed was dependent upon contacting the subjects through their programmes. It was also not considered ethical to ask students to provide contact details as the researcher works in one of the teaching establishments. In other words collegial support was needed and considered to be more likely if distance was maintained between the researcher and the students. Further, taking up employment in the industry does not indicate that the individual will continue with this as a career, or that they would have entered it if other opportunities had been available at the time. In other words it cannot be presumed from employment alone that career commitment exists. This would require further follow-up studies to verify continued employment and satisfaction with the career decision. Accordingly, the idea of a post education follow-up phase was abandoned.

As any change in career intention could be expected to occur progressively rather than as a result of any one event such as graduating, such change should be measurable during as well as after the study programme was completed. The research sought therefore to investigate the existence and changes in any gaps between what are effectively individuals' pre-employment expectations and their subsequent perceptions of the careers they have chosen to prepare themselves for in the hospitality industry. What the effects of any

such gaps occurring over time might have on the individuals' levels of commitment to their chosen careers was to be analysed.

Career rather than job intentions are presumed from individuals enrolling in a programme of study to gain either a diploma or degree in hospitality management. That these programmes involve three years of full time study indicates a level of industry employment commitment above that of an entry-level position which requires only limited training, if any, to achieve. More importantly for this study, the length of programme provides an opportunity to observe the effects of individuals' development of knowledge about the industry and their self-awareness. The basic concept of the model adopted is shown in Figure 3.2.

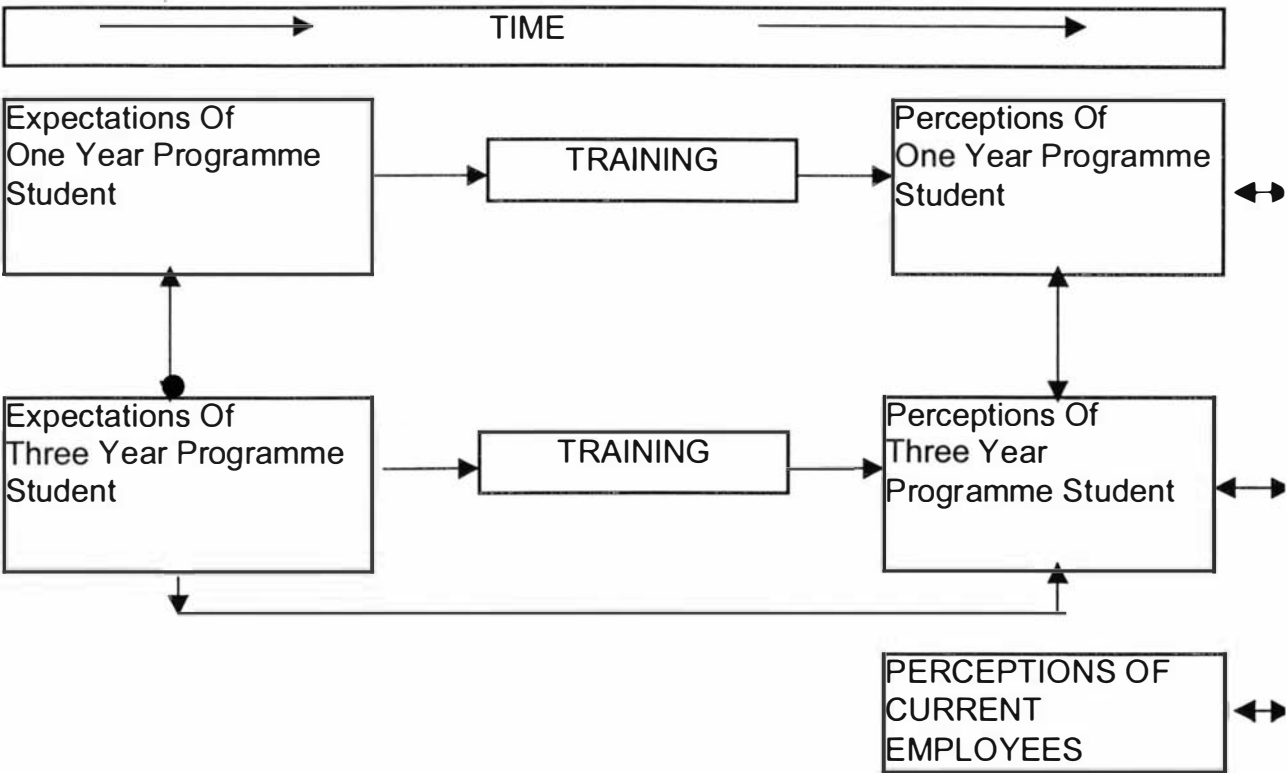
Fig. 3.2 The Basic Research Model



To provide a basis of comparison to identify the relative extent of any changes in perceptions, all other hospitality students enrolling in one-year programmes during 1997 were surveyed. The extent to which these students also altered their perceptions during their year of study provides a basis of determining what might be considered normal. Students on one-year programmes generally have achieved lower secondary school qualifications and / or have left secondary school a year or two earlier than diploma and degree students. Their lower academic aspirations and largely skill based training accompanied by an earlier

expected entry into the full-time workforce, provides a measure of the amount of perceptual shift related to work readiness.

Figure 3.3. Extended model comparing three year study programme students with both one year programme students and current industry employees



Over time it is expected that individuals will either alter their evaluation of employment in the hospitality industry, or alternatively adjust their expectations of what they require from employment. Such adjustments can be expected as a result of more accurate understandings of what the industry involves or the individual altering their self-concept in terms of what they expect from and / or believe they have to offer their future employer. Asking individuals how much they agree with statements about the industry or how they feel about it, will reflect either or both of these causes. Changes will be indicated by the gaps which are to be explored.

These gaps include:

- Expectations of one-year programme students vs perceptions of one year programme students
- Expectations of three-year programme students vs perceptions of three-year programme students
- Expectations of three-year programme students vs perceptions of current employees

- Expectations of one-year programme students vs perceptions of current employees
- Expectations of three-year programme students vs expectations of one-year programme students
- Perceptions of three-year programme students vs perceptions of one-year programme students

Laws and Ward’s (1981) model of the processes of career development exemplify the developmental process being explored. As the individual becomes more aware of both the industry and their own ability to perform in it, their self-reported level of agreement to statements about how they feel towards the industry and what it has to offer may alter. This is expressed in Figure 3.4.

Figure 3.4 Laws and Ward’s (1981) model of the processes of career development.

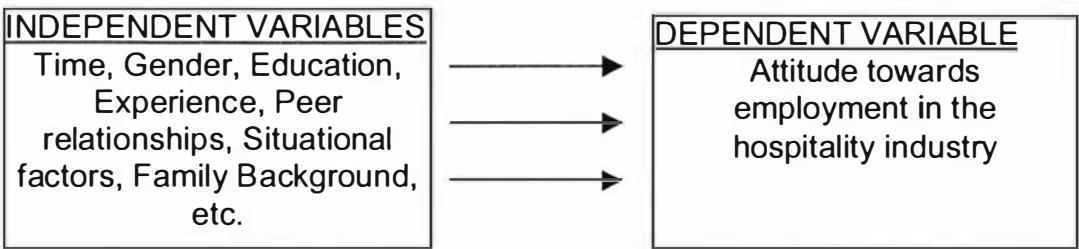
Criteria controlling the process	Location of material informing the process	
	In the person	In the situation
Performance	What has the person to offer?	What tasks are there for the individual to perform?
Motivation	What satisfactions does the individual seek?	What incentives and rewards are available?

As students cannot have identical experiences and indeed will have differing levels of ability, motivation and commitment from each other before they commence their programmes of study, interpersonal differences must be expected. Individuals will have formulated their expectations of the industry on varying degrees of realistic prior knowledge. Indeed it is reasonable to expect a range of expectations, from naive images based on personal experiences as a customer of fast food outlets, through to accurate knowledge from immersion in family businesses. Some will equate industry careers with entry level jobs such as waitering and kitchen hands which progress on to positions of maitre d’ or chef. Others will perceive the distinction between a job and a career path towards senior management responsibilities and even business ownership. Past experience, family up-bringing and background and attitude to being self employed, may all possibly impact on attitudes towards the industry, or indeed even whether being a worker or part of the management structure. Gender may also play a role in level of commitment. This may be particularly true for women who perhaps expect to take time out of their careers to bear children. In

contrast males may well still expect to carry out a role of continual money earner for their family. As Herriot (1984) points out these possible roles are more likely as individuals go from their late teens to their early twenties.

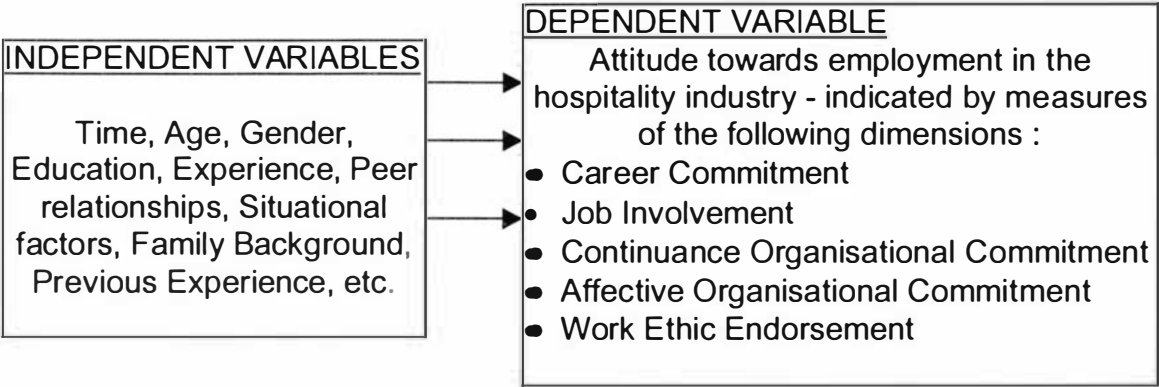
As the above differences between individuals may alter attitudes towards and intention to pursue careers in hospitality they are each independent variables. This fundamental relationship is shown in figure 3.5.

Figure 3.5 The Research Variables



As individuals will develop differing ideas of the industry and how they personally identify with it, some combination of Morrow's (1993) five universal forms of work commitment may better represent any one individual's level of commitment. As discussed in Chapter Two, Morrow suggested that these forms might be inter-related. A positive change in one might have a positive influence on one or more of the other forms of commitment, or job involvement. Each of these could be said to be dimensions of attitude towards employment in the industry. Having respondents complete items relating to these dimensions would provide a measure of how these dimensions change relative to the independent variables. Whether these forms as developed by Morrow are dimensions of the individual's attitude or are dependent variables in their own right will require statistical examination of the responses. Figure 3.6 shows Morrow's forms of commitment as dimensions of the dependent variable. High levels of career commitment may or may not correlate with high reported scores on the concept of job involvement, or any of the other forms, but are expected to be positively correlated with attitudes regarding the industry.

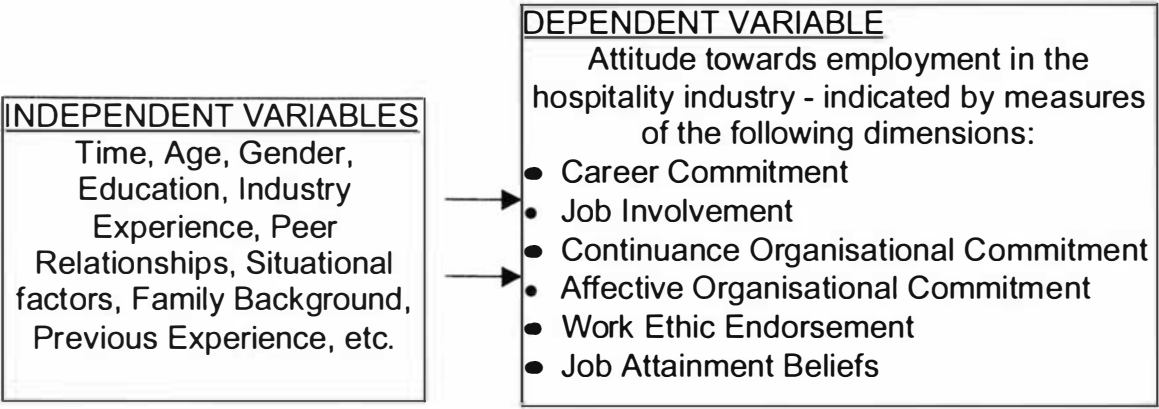
Figure 3.6 Differing forms in which the dependent variable may be expressed.



By definition students are first and foremost just that - students. Many will be regularly employed in part-time jobs to provide themselves with some income as well as complete a course requirement of 1200 hours work experience. Such industry experience is a requirement of both AIT's and CIT's Bachelor of Hospitality Management degrees, as well as the National Diploma in Hospitality Management. However, students are neither expected nor encouraged to accept full-time positions. Neither are they encouraged to enter into corporate training programmes, even though some students are offered such positions. Therefore, while they will progressively gain more experience of the industry and even with the same employer, it is probable that most do not identify their current employer(s) as the organisation that they propose to work for when they graduate.

In recognition of this and to ensure greater generalisability between students' responses the dependent variables of continuance organisational commitment and affective organisational commitment need to be modified to provide an industry rather than specific organisational measure.

Figure 3.7 Modified list of dependent variables to reflect student status.



An additional dimension of the dependent variable, namely job attainment beliefs, is added using the concepts in Ross' (1992) study as a basis for measuring any change in individuals' perceptions of what is important in getting a job in the industry.

It is expected, that as individuals gain both education course and industry based knowledge, their self-confidence in their ability to both gain and perform basic entry level jobs will increase. As this occurs, the ranking of Ross' (1992) job attainment beliefs can be expected to alter. Progressively through the three years of training / education a number of shifts might be expected. While such shifts might be of interest they are peripheral to the central focus of the research. Nonetheless they may offer insight as to why individuals alter their intentions to continue their study and develop towards a management career.

3.3 The Model of Reasoned Behaviour

Ryan's (1995) variation of Fishbein's (1967) model, as discussed in Chapter Two, can be further modified to reflect the factors impacting on the individual's intention to pursue a chosen career.

$$B_{ij} = A_{ij} = \sum_{j=1}^m \sum_{k=1}^n (B_{ijk} V_{ik} PPK_{ij})$$

Where: -

i = individual

j = career

k = attributes of career

n = number of attributes

m = number of possible careers

B_{ij} = individual i's intention towards the career j

A_{ij} = a unidimensional measure of individual i's attitude towards j

B_{ijk} = the strength of belief by i that attribute k is possessed by career j

V_{ik} = the degree to which attribute k is desired by individual i

PPK_{ij} = the proportional knowledge that i has about career j

While it is possible to consider a number of different careers the almost infinite range that might be identified presents a number of difficulties. Given that the individuals of interest have already nominated hospitality as their proposed career then 'm' will be set at = 1.

Such a limitation on the model then renders the idea of proportional knowledge about alternative careers redundant. In its place it is proposed to incorporate the concept of altered knowledge over time. This is represented as AKT_{ij} .

The relationships of interest can now be represented as

$$BI_{ij} = A_{ij} = \sum_{j=1} \sum_{k=1; n} (B_{ijk} V_{ik} AKT_{ij})$$

AKT_{ij} can not be effectively measured, although examination grades might be indicative of such change. However, knowledge states will vary so greatly, both between individuals and over time, that reliable and relevant comparable measurement will be impossible.

The effects of such altered knowledge states and their effects on career choice can be inferred from mean scores calculated from measurements at different points in time. Individual's assessment as to their present level of knowledge can also be inferred from their altered assessments about the industry as an employer.

The final version of the relationships of interest can be generally stated as

$$BI_{ijt} = A_{ijt} = \sum_{j=1} \sum_{k=1; n} (B_{ijkt} V_{ikt} K_{ijt})$$

Where

$t = 1, 2, \text{ or } 3.$

These three time periods equate to February 1997, October 1997 and October 1998.

B_{ijkt} = the strength of belief by i in period t that attribute k is possessed by career j

V_{ikt} = the degree to which attribute k is desired by individual i in period t

K_{ijt} = Assessment in period t of the industry as an employer with regard to pay, training, etc.

At the time of the research model's formulation, the precise relationships between these components were not known and thus various analytical approaches were subsequently used to determine any correlations, the existence of principal components, and how the factors contribute to any altered behavioural intention with regard to pursuing a career in the hospitality industry. These results are discussed in subsequent chapters. The overall research model can thus be depicted as a table that can be analysed for each cohort of students.

Table 3.1 The research model's variables over time.

Independent Variable = Time Period	Dependent Variable = Career Intention	Dependent Variable = Importance of Factor	Dependent Variable = Beliefs About Industry	Dependent Variable = Knowledge About Industry
1	BI _{ij1}	V _{ik}	B _{ijk1}	K _{ij1}
2	BI _{ij2}	V _{ik}	B _{ijk2}	K _{ij2}
3	BI _{ij3}	V _{ik}	B _{ijk3}	K _{ij3}

Subjective measures of job satisfaction and work commitment are used along with other global measures of satisfaction including career choice, lifestyle, training experience, and relationships to identify the effects of pre- and post-employment experience. Subjects' reported intentions to continue in the chosen industry, current job, or employer, are used as measures of these effects.

3.4 The Research Objectives.

The primary objective of this research is to investigate changes in New Zealand hospitality students' intention to pursue a career in the hospitality industry as they progress through the three year National Diploma in Hospitality Management and Bachelor of Hospitality Management educational programmes. The following are the specific research objectives:

1. To measure students' values about work in general at different times over a two year period and compare them to identify how these change.
2. To measure students' beliefs about what is needed to gain employment in the hospitality industry at different times over a two year period and compare them to identify how these change.

3. To measure students' beliefs about employment in the hospitality industry at different times over a two year period and compare them to identify how these change.
4. To investigate the relationships between the independent variables of sex, age, prior experience, qualifications, having relatives and friends working in the industry, the area of employment interest and students' beliefs, values, expectations and perceptions of work and employment in the hospitality industry.
5. To measure students' commitment to their chosen career in the hospitality industry at different times over a two year period and compare them to identify how these change.
6. To investigate whether there are any relationships between students' beliefs, values, expectations and perceptions of work and employment in the industry and their commitment to seeking careers in the hospitality industry.

The first two of these objectives will provide a measure of the stability of students' basic expectations about their future employment and what will be needed to gain such employment. In part these objectives are considering the dependent variable identified in Table 3.1 as 'Importance of Factor'. Should these be found to be unstable then it will be more difficult to determine what, if anything, is causing any variations in career commitment, or the other dependent variables. Variations identified under the second objective could indicate altered student perceptions about the worth of the programmes they are undertaking. Together these first two objectives set the basis for considering the importance of changes found in the third and forth objectives.

Both objectives three and four are directly aimed at measuring the dependent variables 'Beliefs About Industry' and 'Knowledge About Industry' (table 3.1) relative to the independent variables . Objective five is directly related to the dependent variable 'Career Intention' a specified in the model. Any changes in this variable are of particular interest, as measures of variations in subjects' reported intentions to continue to pursue a hospitality career are the primary focus of this research. Objective six is however of perhaps greatest importance as it is this objective that aims to determine any underlying relationships between any of the dependent and independent variables in the model. It will be from the achievement of this objective that possible causation and therefore remedial action(s) can be determined.

CHAPTER FOUR – METHODOLOGY

4.1 Overview

To investigate the changes that might occur in students' attitudes towards careers in hospitality during their three year education programmes, a longitudinal study through this period and beyond would be most suited. Repeated measurement during their study programmes would enable any changes to be identified and measured, in terms of both direction and magnitude. As previously noted, ideally each student would also be followed into their subsequent post-programme employment. Such a procedure would enable both within-programme changes to be measured, as well as whether career intentions became actual behaviour. To follow this process would take at least three and a half years and would still only allow one intake of students to be fully studied.

With anticipated total national intakes of around 100 to 120 students in any one year, and new degree programmes starting at two of the tertiary providers, some concern existed as to what would be the final year sample size even if all students agreed to take part. As the new hospitality degree programmes were anticipated to be starting at the same time that this study was to commence, it was decided to include them in the research. Although the two degrees have somewhat different content and structures from each other and the NDHM, they too are three year management programmes which also require 1200 hours work experience. While total available subjects might increase students might simply opt for the new programme. The available sample size might not therefore increase.

Given the rate of attrition in past years there was a risk that relying on one year's intake could lead to a small final year sample size and consequently less reliability in the results. To follow several intakes from several years would overcome this, but result in the entire study extending by a further year for each extra year's intake. There existed a risk that programmes might alter, or that one or more providers might decide to discontinue offering either the NDHM or BHM. Accordingly it was decided to follow all NDHM and BHM students who enrolled in any stage of the programmes in 1997 and follow them through until

the end of 1998. This would reduce the data collection time to two years, but still provide multiple cohort data.

The ideal of following students on into their later employment was considered. However, to do so would necessitate obtaining their private contact addresses. Access to these through the institutions was clearly not possible given the provisions of the Privacy of Information Act. While asking students to provide their home addresses on the questionnaires would get around this constraint, it would mean respondent confidentiality and anonymity would be compromised. It would also be difficult to maintain an accurate address database throughout the study. Given that many graduating students move overseas, or to tourist centres such as Queenstown and Rotorua, the address lists would be especially hard to keep up to date. It was also felt that the critical changes probably occur within the duration of the programmes, more so than afterwards. Clearly any within programme changes could be measured at the end of each academic year, although further change may crystallise in students' minds after examinations and starting work full time. It was decided to not follow subjects beyond their study programmes.

4.2 The Sample Population and Plan

The process settled upon was to survey all enrolled students at the start of the 1997 academic year, then repeat the study at the end of that year and again at the end of 1998. In this way changes in reported values and attitudes for each group of first, second and third year students could be identified. The repetition of the survey at the end of the second year would measure any reported changes from the start of students' first year of study to the end of their second year, and the start of the second year students' study until the end of their third year. In this way changes occurring in each year and over the entire programme could be assessed. The survey pattern for the respective cohorts is shown in Table 4.1.

Table 4.1 : Showing patterns of administering the survey for respective groups.

GROUP	Start of 1997	End of 1997	End of 1998
NDHM Year 1	X	X	X
NDHM Year 2	X	X	X
NDHM Year 3	X	X	
BHM Year 1	X	X	X
One year certificate and award students	X	X	

Two other aspects of this planned sequence were also seen as offering greater insight. Firstly, the second round of data collection at the end of the academic year would be before students went on their summer break during which many would be working full-time. While many students would be involved in at least part-time work during the year, a significant, if not principal influence on their perceptions would be their study programmes. The data from the end of the second year would include the effects of their summer break work experiences along with a further year of academic experience. This difference in experiences in each of the inter-survey periods might reveal some causation factors. Secondly, surveying at the end of the first year of the study would avoid some attrition from the sample due to some students staying on permanently in what were intended as summer jobs. This would result in greater reliability at least for the first year's data.

A possible contributing factor to the attrition of students from the three-year NDHM, is the length of the programme. To provide some basis for assessing the extent to which this might be the case, students undertaking one-year hospitality and tourism skills programmes were included in the 1997 data collection rounds. Comparisons between these one-year programme students and the NDHM and BHM students would provide a basis for assessing the existence of any differences in motivations for undertaking the respective programmes and whether attitudes and values altered differentially during the year.

4.3 Inter-regional Differences

With the main providers of the programme located at Auckland, Hamilton, Christchurch and Upper Hutt, and subsidiary providers at Timaru and Wanganui, there was a possibility that there may be regional factors that could moderate subject responses. Such moderating factors might be differences in how the programme content was interpreted from the national prescription, differences in the student groups due to variation in socio-economic circumstances of the regions, the length of time that programmes had been operating at each institution and whether all subjects were taught by specialist or general business department staff. While these could not be controlled for,

inter-group differences could be analysed to ascertain if significant differences did exist, which would suggest that the sub-groups should be treated as dissimilar.

An additional known area of difference is the nature of the hospitality industry at each of the programme provider locations. Wellington hotels certainly have a higher proportion of their guests coming from the corporate or business traveller market segment, while Auckland and Christchurch enjoy higher proportions of international tourists. This might be a cause of difference in student perceptions of what hospitality service is about. However, it was decided to ignore this given the diversity of jobs which students undertake when completing their work experience requirements. Further discussion of this is presented in Chapter Five - Results.

4.4 The Industry Survey

As an additional basis for assessing how realistic students' expectations were, it was decided to also survey current hospitality employees. A modified survey instrument was mailed to hotels, motor inns and lodges, large motels with attached restaurants and bars, and backpacker establishments located throughout New Zealand. All establishments that could be identified from the listing in the 1997 Automobile Association Accommodation Guide as probably employing waiting, reception, cooking etc staff, were included in the sample.

As this was a subsidiary process to the main research there was no particular effort made to ensure the sample was fully representative of the working population. There were two principal reasons for this approach. Firstly, is the absence of any database of employees in this industry in New Zealand, let alone by type of establishment or job engaged in. Secondly, if anonymity was to be maintained, no certainty could be given that the responses represented all New Zealand. Instead, reliance was placed on the randomness of managers' decision to take part and who they selected to complete the questionnaire.

A letter was sent to each manager, addressed by name, as listed in the AA guide. The letter invited management to ask members of their staff to take part

in the study. In selecting staff to be involved the manager was asked to try and make the selection as representative as possible. Each letter had three to nine questionnaires enclosed, depending on how large the establishment appeared to be, based on the AA listing.

The questionnaire was modified to reflect the fact that staff were employees first and foremost, rather than students. These modifications are identified later in this chapter. Stamped addressed envelopes were attached to each of the 700 questionnaires mailed out.

Of the 225 responses received back 221 were completed fully enough to be usable. While the response rate is 32% the distribution pattern across New Zealand based on an informal analysis of the legible postmarks suggests the sample is at least nationally representative. However, no assurance can be made as to how representative the sample is of positions, sex, age, managerial status, front of house or back of house, etc of the workforce employed in the hospitality industry. The data are included in the study as a basis of comparison rather than as a definitive data set.

4.5 The Instrument

4.5.1 Some Design Considerations and Constraints

A number of constraints were recognised when designing the survey instrument. Firstly, given the geographic distribution of the population of interest, the researcher would not be able to attend the different locations to administer or interpret the instrument. Secondly, colleagues at each location who would administer the survey, may well possess differing levels of understanding of research protocols and issues such as not discussing or interpreting questions for respondents, and so avoid biasing the responses. Accordingly the instrument had to be not only self-reporting, but also largely self-administering so as not to require any further explanation than contained in the written instructions or questions themselves.

Additionally, as the administration of the instrument was to be undertaken by colleagues, it was important that the time students took to complete it was not

too long. Respondent fatigue was also considered a potential problem. It was thought that part of the rationale for some students choosing skills based training courses may have been to avoid a lot of reading and writing, the instrument needed to be brief and to the point. To allow inter-programme analysis the same instrument was to be administered to all students whether they were enrolled on degree, diploma or certificate courses. As the entry criteria for the respective levels of programmes are different, the instrument had to be easily completed with minimal reading and writing to allow for the lowest levels of academic ability that would exist among the various student groups. For these reasons it was decided to use short items, Likert type response scales, or circle the preferred choice, types of items. Based on past personal experience administering instruments to the same categories of students, and after discussion with a number of the students who had taken part in the initial focus groups, it was also decided to limit the length of the instrument to two pages plus the instructions. These parameters were used to design the first round instrument.

As no published research investigating similar situations could be identified, it was necessary to develop a new instrument which would reliably measure respondents' attitudes and values on successive occasions. While the first round of data collection could be used to test the instrument it was highly desirable to collect reliable data so as not to miss this opportunity to gather useful responses. To maximise comparability of the data over time, major revisions of the instrument needed to be avoided.

One issue anticipated was that students might use different words to describe concepts such as career, rewards, customer, job satisfaction, or even the industry itself, might be different from those chosen by the researcher. To minimise this potential problem, three informal focus groups were convened at the end of 1996 to identify what, if any, vernacular, slang terms or phrases hospitality students use when talking of their careers, employment, peers or educational experiences. The students invited to take part were all in their final year of the NDHM at the researcher's institution and would not be subjects of the research as they were to graduate at the end of 1996. While no formal attempt was made to balance the representativeness of the groups based on gender mix or background it was considered that those who took part were

representative of the students who had been through the programme, at least at CIT.

The researcher took notes during the meetings with the three groups convened, and added further commentary immediately after each meeting. However, nothing was identified in these group discussions that pointed to any need to greatly modify any language aspects of the study. It was clear that students did distinguish between concepts such as career and job, job skills and industry knowledge, training and education. Terms such as customer, guest and client were commonly used interchangeably; but, the term guest was more generally reserved for someone staying in an accommodation facility even though it is also appropriate in the context of a dinner guest. Visitor, traveller or tourist were considered to be terms reserved for the wider context of the tourism industry as compared to the hospitality industry.

Despite the reasonably common use of terminology, there was little agreement as to how the industry can be defined. Each student preferred to identify it in terms of their personal experience, employment hopes, or in more general concepts reflecting the diversity of the industry. This presented the problem of whether to attempt to define the industry for the purpose of the study, or leave it to respondents to respond in terms of their own personal perceptions, irrespective of any differences between subjects that this might represent. As the issue being studied is more about entering or staying in the industry, rather than any one part of it, the approach decided on was to leave respondents to decide in their own way what it meant. For example, a question about how knowledgeable or experienced a respondent is in terms of the industry will have different levels of meaning depending on the job and sector of the industry with which they have been involved. A respondent who has been working in the family hotel for a number of years will have a very different level of awareness of what the industry really comprises as compared to someone who was employed part time after school at Macdonald's.

The focus groups had not been used to identify issues to research, but rather to clarify the language used among students when talking of the industry. This left the second significant issue to resolve, namely what concepts to include in the instrument.

Morrow's (1993) review of commitment pointed to a diverse range of instruments having been used over the years. While the reliability and validity of each of these is well established, no one instrument was reported that dealt with all the dimensions envisaged for this study. While combining all the previous instruments into one omnibus version might replicate the reliability of each, the result would be extremely lengthy. Careful editing might reduce the length of such a measurement instrument somewhat but would still not produce either a cohesive whole, or a validated instrument.

No published research report could be identified where all the dimensions of Morrow's (1993) commitment concepts were brought together. Additionally, the subject students were arguably in an intermediary state of developing their ideas about careers. While many were employed, some of them virtually full time, they were all engaged in study programmes designed to prepare them for careers. Accordingly, while they might fit some individual circumstances, items asking about organisational or job commitment, or even job satisfaction, might have little relevance, depending on how the subject saw themselves relative to the process of making final employment choices. In other words, the current employment of students, where they are gaining the requisite experience hours for their NDHM or BHM, might have no relationship to the type of work they finally intend to take up. For example, every NDHM student must undertake a minimum of 240 hours work in a front office role. Such jobs are actually not easily found and the student might have to undertake this work in a motel or backpacker establishment when they are already adamant that they want a career in international tourist hotels.

Despite the fact that existing reported measurement items almost exclusively relate to current employment as if the individual has already made final industry or career choices, it was seen as important to utilise such items if at all possible, at least as a basis for items in this instrument. Such an approach takes advantage of the prior testing of items and scales already developed. In this way both the wording and self-scoring approach had already been tested. However, it is accepted that using one, or even a few items from one assessment, in combination with items taken from others, cannot be presumed to have been validated or tested for reliability.

4.5.2 The Independent Variables

Based on the literature, a number of independent variables had been considered as potentially relevant and were identified in the research objectives (p 64). These were listed in objective 4 as sex, age, prior experience, qualifications and area of employment interest. Also listed in this objective were respondents' basic values and beliefs and values about work and employment in the industry. The intention was to identify what effect, if any, each of these had on how respondents altered their perception of the industry and employment in it.

Possibly the most critical of these was the developing experience and knowledge of the students as they progressed through their three years of study. However, the variability of students' experiences and time spent in employment would make meaningful measurement impossible. It was decided to rely on changes in group reported scores as a measure of the effect of these aspects of the respondents' educational and developmental experiences.

Similar measurement issues arise when assessing the ability to make informed study and career choices. Age at entry, self assessment of whether the individual had a good or limited knowledge of the industry and whether they had previously worked in the industry were used as means of gauging how able and informed the respondent was in making their decision. It was expected that there would be less subsequent change in reported scores among older-at-entry students, and those with more experience and knowledge. Respondents were asked to give their date of birth so that their age at entry could be determined. The following questions were used to measure aspects of the other dimensions:

- Have you ever worked in the tourism / hospitality industry before?
- Do you have any close friends or relatives who have ever worked in the tourism / hospitality industry?
- Do you consider that you have a good or only a limited understanding of the industry? Good Limited

Of course students might early on in their studies identify a different reality and wish they had chosen another study programme, but their personal assessment

of prior knowledge at the time of the decision to start the programme was considered to be most critical. Three other questions were asked which directly related to this dimension. Respondents were asked to report their level of agreement with the following statements:

- The decision to train for employment in the hospitality industry was an important one in my life.
- I fully discussed my choice of career with my closest friends and family.
- At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen.

While other questions were asked about career choice and related matters, these questions, together with the reported level of current qualifications, would reveal dimensions about the awareness and deliberateness in each individual's choice. Purcell (1995) discussed the issue of prior industry knowledge and course versus work related orientation impacting on the likelihood of remaining in the industry.

Sex had also been used as a relevant independent variable in many previous studies, including Getz (1994), Ross (1992, 1993, 1997a) and Charles and Marshall (1992). Therefore respondents were therefore asked to identify their sex.

Respondents were also asked to indicate from a list of possible areas of work in the industry which they preferred. Given that the NDHM and BHM are both management rather than skills based programmes, it was expected that these students would choose the "administration" or "management" options. Students in other one year skills based courses were expected to identify preferences in areas such as front office, kitchen, portering, restaurant or bar. Such a difference was also expected between these broad categories of respondents in the WAPS scores (Pryor, 1982). In particular the three-year management students were expected to show a higher importance rating of the item:

- Being in charge of other workers

These anticipated differences were not only expected to indicate differing motivations for the programme choices but also that the individuals involved were reasonably aware of future choices and developmental opportunities rather than just trying to qualify for a first job out of secondary school. All the

items seeking this information are shown in the following tables and in particular table 4.5.

4.5.3 Case Matching Details

To follow the same students through their programme it was important to be able to match their successive responses. Respondents were invited to write their name, or student identification number, on the questionnaire. The right to not answer any question had been pointed out to respondents in the letter accompanying the questionnaire, most did give either their name or Student ID number, and in many cases both. This had been expected to be redundant information. Given that the data were collected by cohorts at each institution, and each student was asked for their sex and date of birth, sufficient discrete details were present to match almost all cases, without names or ID numbers. Among the remaining cases, where one or more details had been left off in the first, second or third rounds, so few cases were involved it proved possible to match a number of the respondents responses by their handwriting. The items used for matching cases are shown in Table 4.5.

4.5.4 Type, Style And Layout Of Questions

The fundamental issue was to identify changes over time of individuals' levels of commitment to hospitality careers. While open questions would probably give more insight into what they felt and why, comparison of results over time was a paramount concern. Closed questions using Likert type responses scales were chosen as the most appropriate format. Using numerical response scales would be necessary to enable the subsequent statistical analysis that was envisaged. Each question was phrased as a statement for which the respondent was asked to indicate either the level of importance the item content held for them or their level of agreement with a statement about themselves, or employment in the industry.

When selecting the type of response options to use in the instrument, the views of Garland (1990) and Ryan (1995) were considered. It was expected that the student respondents would be relatively comfortable using numerical scales,

especially with descriptive statements defining the differentials. In considering the number of points to use for these scales, a review of the sources of some of the items used showed that Ross (1995), Blau (1988), Jackson, Stafford, Banks and Warr (1983) used five points, but Colarelli and Bishop (1990) and Morrow and McElroy (1987) used seven points. The latter form was chosen to provide greater refinement for the response options.

Ryan's (1995) concerns about odd numbered scales reinforcing the central tendency where respondents do not have an opinion were considered. However, the alternative of using even scales would deny a valid choice of indifference, or being undecided. The chosen scale did not allow respondents to opt out of making a choice. Of course, respondents were free to not respond to any item if they wished. Ryan's argument for providing respondents with an option to indicate that they feel unable to comment has merit. This was subsequently further reported in Ryan and Garland (1999). However, in this case the aim was to monitor how respondents might, over time, move along the scale of response alternatives. While numerically contiguous with 1 through 7, a 0 option is actually not part of that same continuum. The subsequent analysis would not be able to use such ratings. They would simply provide another category of response. Although this extra information might have been revealing, it was thought that there were no statements included on which respondents would not have an opinion. Use of such an option would also run the risk of reducing the opportunity to perform pair-wise comparisons and reducing the effectiveness of a fragile sample. Consequently the scales used did not provide a "no opinion" option, and so effectively forced a choice.

The two scales used were:

Very important	7	6	5	4	3	2	1	No importance
Totally Agree	7	6	5	4	3	2	1	Totally Disagree

Space was provided for respondents to record their rating at the end of each statement.

4.5.5 Dependent Variables

The research objectives were to measure how students' views about the industry and employment in it changed over time. In its broadest this relates to changing career intentions. As identified in the objectives listed in section 3.4,

there are three aspects that can be investigated. Firstly, what is it that the individual wants or expects from their employment? Secondly, what does the individual need to possess to get such employment? And lastly, what does the individual believe they will gain from their employment? Changes to any of these were expected to impact on overall commitment towards a career in hospitality.

A number of dependent variables could be investigated as indicative of changed commitment to pursuing a career in hospitality. These might include whether such positions were applied for, accepted, or the length of time students stay in the industry after they graduate. Issues of access to student addresses and whether these could be kept up to date as students move around New Zealand or the world, even what constitutes employment in the industry present practical difficulties. In what category should a graduate of the programmes be recorded if they were unemployed but seeking work in the industry, or alternately unable to get work because the industry thinks they are unsuited, or they are prohibited from managing a bar because of criminal offences preventing them getting a Manager's Licence, or even working in another profession such as employee recruitment, but specialising in hospitality positions?

Such an approach would also require a longer period of time to observe and record actual behaviour in gaining employment. Accepting the theory of reasoned action as predictive of behaviour, it was decided to use self-reported measures of attitude about employment in the industry as indicative of intent to seek such employment. Several items with apparent face validity were selected from a number of studies reviewed by Morrow (1993). While good validity and reliability had been established in previous studies, this had been done with multiple items with people in employment, who were often older, and in many cases where they had already achieved some promotion with their employer. No reliability could therefore be inferred from these original studies, especially as the items were used in isolation from other items included in the original scales. However, it was assumed that the wording of items had been tested to have meaning and clarity. In some cases changes were needed so the wording suited the research circumstances. For example, given that students are still meant to be undergoing training to enter the industry, questions had to

reflect intent rather than current or past action, expected rather than experienced satisfaction.

The original source of items, the rationale for their selection and the changes made to each item are now discussed. Because a number of changes were made at each stage of the study, all items used are included in the following tables, but whether each item was used at any stage of the survey process is indicated in tables 4.2, 4.3 and 4.4. The items in Sections One and Two remained unaltered throughout. However, as the instrument was at first considered to be lengthy Section Two items were not used outside of CIT in the first round. Subsequent feedback from colleagues at the other providers indicated that there was no issue with the length of the instrument and these items were added in the second and third rounds.

Table 4.2: Items used in Section One : Feelings about work, as used in each of the data collection rounds, both with students and industry employees.

ITEM	Feb 97	Oct 97	Oct 98
Working with people who are friendly and understanding	•	•	•
Developing and using my skills and abilities at work	•	•	•
Making or doing something original through my work	*	•	•
Earning large amounts of money as the reward for my work	•	•	•
Living life my own way and not having it determined by my work	*	•	•
People thinking that my work is important	*	•	*
Others being helped through my work	*	*	•
Feeling sure I will not lose my job	*	•	•
Being in charge of other workers	•	•	*
Being free from having to work in my spare time	*	•	•
Being physically active in my work	•	*	*
Working in pleasant surroundings	*	*	*

Table 4.3: Items used in Section Two : Getting a job, as used in each of the data collection rounds.

ITEM	Feb 97 ***	Oct 97	Oct 98
Formal qualifications	*	*	*
Practical experience	•	•	*
Performance at job interview	•	•	*
Good references	*	*	*
Your contacts	•	•	•
Your appearance	*	•	•
Positive attitudes	•	•	*
High motivation	*	•	•
Liking for people	*	•	*
Being outward going	•	•	•

*** These items were only asked of the CIT students in February 1997, but were included in both subsequent rounds.

The next table (Table 4.4) indicates the variation in items as used in the respective rounds. Three items were deleted after the first round as they were seen as relating more specifically to the first round when individuals had just chosen a career related training / education programme and it was not expected that respondents would alter their views over time. These items were:

- I fully discussed my choice of career with my closest friends and family
- At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen
- I am proud to tell others that I am training to work in hospitality

The intent was to identify the extent to which the individuals had been able to choose and had consulted with important others. These items are based on Herriot's (1984) important considerations in career selection processes. The item relating to pride is intended to measure something of the individual's level of independence and willingness to be public about their choice of career.

A number of items were added to the second and third rounds of data collection to provide more detail about possible changes in views and values. These are listed here in the order they appeared in the instrument.

1. I am still as keen to work in the industry as when I chose this training programme
2. I now know a very great deal more than before about the hospitality industry
3. Jobs in the hospitality industry involve more hard work than I previously realised
4. My classmates have similar expectations as me about their career prospects in hospitality
5. Deciding on this career was a definite mistake on my part.
6. I don't really mind which organisation I work for as long as the job is interesting
7. I expect to get promotion and pay increases more quickly than my classmates
8. I would readily take a job in another industry if it will pay slightly more money
9. Getting more qualifications will make it easier to get ahead
10. I am very satisfied with my choice of career in hospitality

Items 1, 2, 3, 5, 8 and 10 were intended as a reality check for the respondents; a measure of how much they had altered their perspectives about the industry as a career choice. Items 4 and 7 are intended as a means of identifying something of individual's self-concept relative to their classmates. Item 6 is intended to reveal something about relative loyalty to an employer as compared to the industry. This could be compared to the item relating to whether an

individual should stay more than a few years with any one employer. Item 9 was intended to reveal how committed students were to getting their qualification to assist future promotion and growth in their careers.

Clearly these questions would have been largely pointless in the first round given that students could be expected to have been very positive about their programme of study only weeks in. Subsequently this was seen somewhat differently given the stage that second and third year NDHM students were at in their studies. But having already administered the instrument in the first round the decision to not include these items then could not be altered.

Table 4.4: The items used in Section Three : Feelings about employment in the hospitality / tourism industry, as used in each of the student data collection rounds. (Blank spaces indicate that the item was not asked in that round)

ITEM	Feb 97	Oct 97	Oct 98
The decision to train for employment in the hospitality industry was an important one in my life	●	*	●
I fully discussed my choice of career with my closest friends and family	*		
I am still as keen to work in the industry as when I chose this training programme		*	*
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	*		
I now know a very great deal more than before about the hospitality industry		*	*
I expect to work in the hospitality industry most of my working life	*	*	*
I am proud to tell others that I am training to work in hospitality	*		
Jobs in the hospitality industry involve more hard work than I previously realised		●	●
I would accept almost any job to stay in the hospitality industry	●	●	●
People should not stay with the same employer for more than a few years	*	*	*
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	*	●	●
My personal values and attitudes towards work are similar to people already working in the industry	●	●	●
If I put a lot of effort into my job I will be well rewarded and get ahead	*	●	*
Direct customer contact will provide a lot of job satisfaction	●	*	●
My classmates have similar expectations as me about their career prospects in hospitality		*	●
Customers respect hospitality staff and appreciate the effort that they make	*	*	*
The hospitality industry is an exciting environment to work in	●	*	●
Most hospitality jobs are done in physically pleasant surroundings	*	●	●
Deciding on this career was a definite mistake on my part.		*	*
I don't really mind which organisation I work for as long as the job is interesting		*	●
I expect to get promotion and pay increases more quickly than my classmates		●	●
I would readily take a job in another industry if it will pay slightly more money		●	*
Getting more qualifications will make it easier to get ahead		●	●
I am very satisfied with my choice of career in hospitality		●	*
I am currently planning to change my career			*

The last item used in the third round was added to ask plainly for a response to the idea that career change might be in students' minds. To have used the item, “I am currently planning to change my career”, earlier in the cycle may have been useful, but was felt to be somewhat suggestive. Given that such an item

had been used by others (Colarelli & Bishop, 1990) and that the last round of data collection was relatively late in students' programmes, it was decided to use such a direct question.

The intention of each of the other items is discussed in subsequent chapters dealing with the analysis of the results.

As already discussed it was important to measure the independent variables against which changes in reported attitude towards the industry and aspects of employment within it would be compared. These questions are set out in table 4.5 along with a number of other questions that made up the last section of the instrument and sought more open and qualitative responses. These were expected to provide greater insight into the causes of reported change than could not be expected from Likert scale responses. The intent of each item is discussed in subsequent chapters.

Table 4. 5 : The questions as included in each round to collect information about the respondent to measure independent variables, to identify personal details to allow cases to be matched, and the qualitative questions.

ITEM	Feb 97	Oct 97	Oct 98
Date of Birth: dd/mm/yy	*	•	•
Sex; Male Female	•	•	*
Have you ever worked in the tourism / hospitality industry before? Yes No	•		
Do you consider that you have a good or only limited understanding of the industry? Good Limited	•		
Do you have any close friends or relatives who have ever worked in the tourism / hospitality industry? Yes No	•		
What area of employment are you most interested in going for? Front Office Portering Restaurant Kitchen Bar Maintenance Housekeeping Administration Management Other	•		
What is the highest qualification you already hold? School Cert 6th Form Bursary Tertiary Other	*		
Name or Student ID (Optional)	*	•	•
What job are you looking for or have already found?		*	
What sort of work do you expect to be doing in 5 to 10 years?		•	
Do you expect to have to change employers to reach your goal?		•	
What sort of things will you consider when choosing which job to take?		•	
What hourly rate of pay do you expect to be paid?		•	
How long do you think you will have to work before getting a pay rise or promotion?		•	
Which of the following categories of people do you know who have worked in the hospitality industry? Parents: Brother or Sisters; Cousins; Uncles or Aunts; Friends; No-one.		•	•
Briefly describe the sort of work that you hope to be doing in 5 to 10 years ?			•
Why do you want to do this work?			*
Thinking about your experiences since the start of 1997 what if anything has happened to cause you to change your views about a career in the hospitality industry. Briefly describe the positive and negative changes or events that have occurred for you. Positive Changes: Negative Changes:			*

4.6 The Industry Questionnaire

The questionnaire that was sent to individuals already working in the industry needed to be altered to reflect to current rather than future employment. Sections One and Two were unaltered, but the changes made to Section Three of the instrument are shown in the items in table 4.6. The items relate directly to those used in the final instrument administered to the NDHM and BHM students in October, 1998.

Table 4.6: Items used in Section Three : Feelings about employment in the hospitality / tourism industry, as used in the current industry employee survey.

The decision to gain employment in the hospitality industry was an important one in my life
I am still as keen to work in the industry as when I first started
I now know a very great deal more about the hospitality industry than before I first started
I expect to work in the hospitality industry most of my working life
Jobs in the hospitality industry involve more hard work than I realised before I started
I would accept almost any job to stay in the hospitality industry
People should not stay with the same employer for more than a few years
My supervisors always acknowledge my efforts and are understanding if I make a mistake
My personal values and attitudes towards work are similar to the people I work with in the industry
If I put a lot of effort into my job I will be well rewarded and get ahead
My fellow workers have similar expectations as me about their career prospects in hospitality
Customers respect hospitality staff and appreciate the effort that they make
The hospitality industry is an exciting environment to work in
Most hospitality jobs are done in physically pleasant surroundings
Compared to other industries pay and conditions are very good
Deciding on this career was definitely a mistake on my part.
I don't really mind which organisation I work for as long as the job is interesting
I expect to get promotion and pay increases more quickly than my fellow workers
Direct customer contact gives me a lot of job satisfaction
I would readily move to a job in another industry if it paid slightly more money
Getting more qualifications will make it easier to get ahead
I am satisfied with the staff training and development I receive
I am currently planning to change my job
I am very satisfied with my job

4.7 Sources of Items

While some items were written specifically for this research, many were taken directly from previous studies or are based on other researchers' work as identified in the following tables and discussion. Section One used twelve questions to measure respondents' feelings about work in general. These were modified from Pryor's (1982a) Work Aspect Preference Scale (WAPS) as used by Ross (1992) in a study of Queensland secondary school students. Pryor (1982a; 1982b; and 1987) developed the WAPS to assess the qualities and

attributes of work which individuals consider important to them. This scale was adapted as a means of measuring dimensions of students' work ethic.

Ross had asked the questions in the following form:

I want to work with people who are friendly and understanding (CO-WORKERS)
I want to develop and use my skills and abilities at work (SELF DEVELOPMENT). . . (Ross, 1992, p 321).

The categorising terms in parentheses at the end of each statement, as reported in Ross (1992), were discarded as possibly distracting respondents from rating the meaning of the sentence. The repetitive form of "I want to...." was also thought to be too repetitive, so each question was changed to an action statement as reported in table 4.7. Ross (1992) had asked respondents to report their level of agreement with the statements. This no longer made sense and did not fit the direction of this research. Therefore, respondents were asked to report on how important each item was to them using a scale ranging from (1= No Importance) through to (7 = Very Important). Ross used a five point scale but this was thought to offer insufficient refinement of choices as discussed in part section 4.5.4 of this chapter. The items in Section Two are as reported in Ross' (1992) study. Respondents were asked to rate how important they thought each aspect was in getting a job in the tourism / hospitality industry.

Table 4.7: Identifying the original source from which items used in Section One and Two were taken.

ITEMS in SECTION ONE	SOURCE
Working with people who are friendly and understanding	Ross 1992
Developing and using my skills and abilities at work	Ross 1992
Making or doing something original through my work	Ross 1992
Earning large amounts of money as the reward for my work	Ross 1992
Living life my own way and not having it determined by my work	Ross 1992
People thinking that my work is important	Ross 1992
Others being helped through my work	Ross 1992
Feeling sure I will not lose my job	Ross 1992
Being in charge of other workers	Ross 1992
Being free from having to work in my spare time	Ross 1992
Being physically active in my work	Ross 1992
Working in pleasant surroundings	Ross 1992
ITEMS in SECTION TWO	
Formal qualifications	Ross 1992
Practical experience	Ross 1992
Performance at job interview	Ross 1992
Good references	Ross 1992
Your contacts	Ross 1992
Your appearance	Ross 1992
Positive attitudes	Ross 1992
High motivation	Ross 1992
Liking for people	Ross 1992
Being outward going	Ross 1992

The next table (4.8) reports a diverse range of sources of items. While some are only slightly altered from the original, many have been considerably changed to suit both the format of the instrument and the fact that students are arguably not yet fully entered into a career. Some items were created to seek responses in areas identified as important in the research and writing of people such as Herriot (1984), Colarelli and Bishop (1990) and Allen and Meyer (1990).

Table 4.8: Identifying the original sources from which items used in Section Three were taken and / or modified.

ITEMS in SECTION THREE	SOURCES
The decision to train for employment in the hospitality industry was an important one in my life	Herriot (1984)
I fully discussed my choice of career with my closest friends and family	Herriot (1984)
I am still as keen to work in the industry as when I chose this training programme	Colarelli & Bishop (1990)
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Herriot (1984)
I now know a very great deal more than before about the hospitality industry	*
I expect to work in the hospitality industry most of my working life	Allen & Meyer (1990); Blau (1989)
I am proud to tell others that I am training to work in hospitality	Koslowski, Caspy & Lazar (1990);Blau (1988); Blau (1989); Colarelli & Bishop (1990)
Jobs in the hospitality industry involve more hard work than I previously realised	*
I would accept almost any job to stay in the hospitality industry	Colarelli & Bishop (1990); Morrow & McElroy (1987); Morrow & McElroy (1986); Blau (1988); Blau (1989)
People should not stay with the same employer for more than a few years	Allen & Meyer (1990); Shore & Martin (1989)
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	*
My personal values and attitudes towards work are similar to people already working in the industry	Colarelli & Bishop (1990); Blau (1988); Blau (1989); Jans (1989); Herriot (1984); Chon & Olsen (1991)
If I put a lot of effort into my job I will be well rewarded and get ahead	Morrow & McElroy (1986); Ross (1992)
Direct customer contact will provide a lot of job satisfaction	*
My classmates have similar expectations as me about their career prospects in hospitality	Herriot (1984); Chon & Olsen (1991)
Customers respect hospitality staff and appreciate the effort that they make	Dienhart, Gregoire, Downey & Knight (1992).
The hospitality industry is an exciting environment to work in	*
Most hospitality jobs are done in physically pleasant surroundings	Ross (1992)
Deciding on this career was a definite mistake on my part.	Colarelli & Bishop (1990)
I don't really mind which organisation I work for as long as the job is interesting	*
I expect to get promotion and pay increases more quickly than my classmates	Jans (1989); Herriot (1984); Chon & Olsen (1991)
I would readily take a job in another industry if it will pay slightly more money	Colarelli & Bishop (1990); Parasuraman & Nachman (1987); Blau (1989)
Getting more qualifications will make it easier to get ahead	Ross (1991)
I am very satisfied with my choice of career in hospitality	Colarelli & Bishop (1990); Morrow & McElroy (1986)
I am currently planning to change my career	Colarelli & Bishop (1990); Morrow & McElroy (1986)

* These items were created by the researcher based on more general reading rather than specific sources.

4.8 How Items Were Developed.

As indicative of the process followed in developing items for the instrument, four of the items used are discussed more fully. Some of the reasons for, and extent of, the changes made to items taken from other studies are discussed. As the greatest degree of development and alteration from original sources involved items used in Section Three of the instrument, only items from this section were selected for discussion. The section dealt with the feelings respondents had about being employed in the industry and sought their level of agreement with each of a series of statements.

- The decision to train for the hospitality industry was an important one in my life.

This item was created by the researcher with intent to gain some measure of the level of importance placed on the NDHM or BHM programme. It was thought that a low level of agreement would be indicative of less conscious thought and deliberateness in the career selection process than a high level of agreement would indicate. The original idea for the item came from Herriot (1984) and Fottler, Crawford, Quintana and White (1995) who discussed the idea of importance of the decision to take up, or continue in employment, for the individual. This is not intended to look at commitment but rather something of how central is the issue of employment to the individual.

- I expect to work in the hospitality industry most of my working life.

While the intention of this item is to gauge the level of career commitment, it is somewhat different from the item from which it was modified. Blau (1985 & 1989) asked a series of questions including, "want a career in this industry" and "ideal vocation for a life work". These two items, along with others, explored differing dimensions of his scale of career commitment, but together are asking something of dedication to a future intention and direction. The item as developed was intended to explore those concepts together.

- I am proud to tell others that I am training for the hospitality industry.
- I would accept almost any job to stay in the hospitality industry.

Both these items are modified from ones used by both Colarelli and Bishop (1990) and Morrow and McElroy (1987), and are similar to ones used by Blau (1989). The first item is intended to identify both pride and how open is the individual about their pride, and therefore something of how acceptable the respondent sees the industry. Another item used by others is "I talk up this career to my friends as a great career to work in" (Colarelli and Bishop, 1990), however the phrasing was considered too dated and did not add greatly to item 17. Pride in telling others was thought to be an important dimension given the indifferent views held of the industry (Getz, 1994; PATA, 1992).

The second item of this pair is found in modified forms in a number of studies, for example Blau (1985; 1989) and Colarelli and Bishop (1990). The wording is intended to identify the level of career intent based on the industry as distinct from simply gaining employment in a particular type of job. For example, an individual could be a receptionist in a wide range of industries, or really be focussed on becoming a chef rather than some hierarchical progression to become a manager of a hospitality operation. The item is intended therefore to measure something of the industry and form of career intended.

4.9 Is the Questionnaire Rigorous?

To assess the rigour of the instrument a number of statistical tests were applied to the data. This was divided into two stages. Firstly, whether internal reliability analysis showed similar alpha coefficients as identified in other studies using similar items, that the sample size was adequate, and that the correlation matrix was not an identity and so allow the possibility that there are underlying factors in the responses. These analyses are discussed in the next section, 4.9.1 - Internal Reliability Analysis. Secondly, the correlation matrices were examined and factor analysis conducted to identify whether the items used and expected to hang together appear to do so. This analysis is presented in section 6.4 - Underlying Relationships Within Student Responses.

4.9.1 Internal Reliability Analysis

Internal reliability was assessed using Cronbach’s Alpha. Alpha coefficients were calculated using SPSS 6.3.1 for all student responses together. Each section of the questionnaire was treated as a separate scale. Successive rounds of collection were treated as being independent and calculated separately. The results of the analysis are shown in the following table.

Table 4.9: Alpha coefficients of internal reliability for each section of the questionnaire on each administration.

	February 1997	October 1997	October 1998	Industry 1998
Section One - Feelings about work				
Alpha Coefficient	.6914	.7436	.8238	.7320
Number of items	12	12	12	12
Number of cases	1209	615	137	214
Section Two - Getting a job				
Alpha Coefficient	.7517 ***	.8000	.7598	.7477
Number of items	10	10	10	10
Number of cases	179	619	137	220
Section Three - Feelings about Hospitality				
Alpha Coefficient	.7428	.7890	.6880	.7294
Number of items	14	21	22	24
Number of cases	1199	548	129	200

*** = Part Two was only administered to CIT students in February 1997.

The internal reliability of the results is considered to be acceptable even though Section One in February 1997 and Part Three in October 1998 are slightly less than the 0.70 coefficient value which was suggested as appropriate by Ryan (1995). Bryman and Cramer (1997) suggest an even higher value of 0.80 as a criterion for acceptance. However, this criterion was rejected given the range of values found in other studies which investigated items and scales similar to those used in this study. Lee-Ross (1998) for example, reported values ranging from 0.42 through to 0.88 and argued that these were acceptable coefficients of reliability given the original coefficients calculated for Hackman and Oldham’s Job Diagnostic Survey instrument.

To assess the adequacy of the sampling, the Kaiser-Meyer-Olkin measure was applied to each section of the instrument for each period of data collection. The Bartlett test of sphericity was also used to assess the level of relatedness

between the items within each section of the instrument. The results of each of these tests are shown in the following table.

Table 4.10: The results of the Kaiser-Meyer-Olkin of sampling adequacy and the Bartlett test of sphericity shown by the sections of the instrument and for each period.

	February 1997	October 1997	October 1998	Industry 1998
Section One - Feelings about work				
KMO measure	.75218	.77732	.83616	.71250
Bartlett Test of Sphericity	1909.70	1302.44	433.27	471.70
Significance	.0000	.0000	.0000	.0000
Section Two - Getting a job				
KMO measure	.74779	.83405	.76645	.7712
Bartlett Test of Sphericity	427.25	1930.67	378.85	736.63
Significance	.0000	.0000	.0000	.0000
Section Three - Feelings about hospitality				
KMO measure	.86036	.87068	.81926	.81928
Bartlett Test of Sphericity	2976.69	3482.50	1036.53 20	1492.14
Significance	.0000	.0000	.0000	.0000

Kaiser (1974) suggests that Kaiser-Meyer-Olkin scores greater than 0.7 are middling and above 0.8 are meritorious. In six out of the twelve situations the scores are better than 0.8 and are above 0.71 in all other cases. These scores indicate that the sample is adequate. The high scores and low probabilities on the Bartlett test for sphericity allow the hypothesis that the correlation matrix is an identity to be rejected. Examination of the correlation matrices indicated that there are a number of underlying factors in the responses to the questionnaire. Given the above points, the large sample size and the large number of variables as per Ryan’s (1995) rules of thumb, further analysis using principal components, factor or cluster analysis was considered appropriate.

4.10 Administrative Procedure Used to Contact Student Subjects

4.10.1 The First Round of Data Collection

With the intention to survey all hospitality students enrolled throughout New Zealand during the survey period, clearly the researcher could not personally administer the instrument. A strategy was developed to involve lecturers at each of the polytechnics in New Zealand to administer the instrument on the researcher’s behalf. During November and December, 1996, the appropriate

Head of Department at each institution was contacted by telephone to obtain permission to undertake the survey and request administrative support. All but one institution agreed to take part. They also agreed to administer the survey instruments according to the requirements of the researcher.

As a trial of both the instrument and the administration process, one polytechnic which had an unusually early start to their academic year was requested to administer the survey within the first few days of their two courses starting. This proceeded smoothly and the questionnaires were returned in sufficient time to check for obvious errors, or problems, before needing to mail the questionnaires for other institutions in time for the commencement of their programmes. With these first questionnaires, a report form had been included on which the staff administering the instrument were asked to note any issues or problems that had arisen. The only comments were that there had been no problems for students in completing the questionnaires and indeed the exercise had been useful in starting subsequent discussion about what the industry involves and its job opportunities. In the light of this positive feedback and the absence of any obvious problems with either the instrument or the process, all other participating institutions were mailed their sets of questionnaires.

Sufficient questionnaires were despatched based on expected enrolments in hospitality or tourism related courses. Included with each mailing were addressed, reply paid, large Handibag mailers; one for each course or stage of programme involved. This enabled the lecturers administering the questionnaires to collect and seal the questionnaires for posting in each classroom. In this way subjects saw that confidentiality was maintained. Some individual SAE envelopes were also provided so any students absent on the day could mail their completed questionnaires back independent of the teaching staff.

Each questionnaire had a cover page setting out the nature and expectations of the study, assuring confidentiality and the right to not take part in any or all of the study. (See Appendix 1) Those administering the instrument were provided with written instructions asking that they ensure all students read and understood the covering letter. To encourage participation the lecturers were

also asked to point out the possible benefits of the study by way of providing better understanding of student career decisions.

In most instances the instrument was administered at the start of a class session during which the industry, its structure, employment and career opportunities were scheduled to be discussed. The survey therefore served as a point of subsequent discussion by the students and provided the lecturer with an effective means of introducing the subject area.

Administration and return of the questionnaires went as planned, although some of the enrolment projections had been somewhat optimistic and the final number returned was less than expected. As the researcher was employed by one of the providers, and details of actual enrolment numbers might be considered sensitive information, these were not sought. However, of the students enrolled in the courses of interest at the institutions involved in the study, the response rate is believed to be in excess of 95% overall. This belief is based on informal feedback from lecturers at the institutions involved.

Of the responses received in this first round of collection, only three instruments had to be discarded as unusable. In each case it was clear that the respondents had no intention of completing the instrument and entered nonsensical information. No such problem was identified in subsequent rounds.

4.10.2 The Second Round of Data Collection

A similar process was utilised again in the September / October period of 1997 to collect the follow-up data. As programmes at individual institutions were known to have different finish dates it was necessary to mail the questionnaires in sufficient time for the earliest finishing programme. In some cases there was a month difference between the first and last finishing date. As a result, local administration was not as good as at the start of the year, and the survey coverage of some programmes was quite poor compared to earlier in the year.

Particularly notable was one polytechnic which was subsequently unable to establish whether the questionnaires ever arrived. No students were surveyed at that institution at the end of 1997. Unfortunately, this institution was one of

the three main providers of the NDHM programme. At another provider, one cohort within the NDHM was poorly represented in the responses received back. These omissions, losses or oversights, were not discovered until after students had left their respective campuses, so follow-up action was not possible.

It was decided not to collect this missing data at the commencement of the 1998 academic year for two principal reasons. Firstly, these students would have potentially undergone an additional extensive period of industry employment compared to those students who had completed the questionnaire at the end of 1997. This raised the question of whether the data would have allowed inter-group comparisons. Secondly, it was felt that this would add extra disruption at the start of second and third year courses, when it was already planned to hold the final round of data collection at the end of the year. Accordingly no further action was taken.

4.10.3 The Final Round of Data Collection

In light of the data loss in the second round of collection, a change in procedure was proposed for the final administration of the instrument at the end of 1998. As this represented the final chance to survey all those students still enrolled in the NDHM and BHM programmes and who had been included at the start of the 1997 academic year, the researcher decided to visit each institution and personally administer the instrument. This also met a concern of the university research ethics committee that students understood that participation was voluntary.

During the weeks prior to end of year examinations in 1998, each of the four NDHM and BHM provider institutions was visited and the students were invited to complete the questionnaire. This worked well at all but one institution, which unfortunately was the same one that did not receive the instrument at the end of the previous year. While good responses rates were obtained at other institutions where between 80 and 90% of students still enrolled took part, the response at this particular institution was 10 to 15 % for each of the remaining second and third year cohorts.

4.11. The Overall Research Design

The overall research design reflects the concepts in the literature previously discussed, but integrates a number of factors as discussed in the model developed and introduces the longitudinal element to identify progressive change in respondents' views. The comparative dimensions of the design comparing different types and levels of programmes as well as current employees provides additional means of gaining insight to the significance of any changes that might be identified. The next chapter discusses the nature of the sample obtained with subsequent chapters reporting the results and their analyses.

CHAPTER FIVE - THE NATURE OF THE SAMPLE

5.1 An Overview

This chapter discusses the respondent sample obtained during the data collection rounds at the start and finish of the 1997 academic year, and the final collection at the end of 1998.

Nineteen polytechnics and technical institutes took part in the first round of data collection. Responses were received from students enrolled in a range of programmes related to the hospitality and tourism industries. However, while several differences between these programmes were evident, they could be categorised as being either one year skills based programmes or a part of the three year diploma and degree programmes. The one year programmes were aimed at providing skills in chef, waiting, reception and general service areas of the industry.

Responses are reported here with one year programme respondents as a single group and each of the year cohorts of the diploma and degree programmes being treated as other individual groups. The one year programme students were followed up at the end of 1997 and are treated as a homogenous group. Their responses provide a basis for assessing the extent to which any hospitality students may alter their views about the industry. It is against this background level of altered responses which the inter-group and time based analyses of the responses of the three year diploma and degree students were undertaken.

As a result of a number of administrative difficulties and the apparent loss of one mailing of questionnaires (discussed in chapter 4), a number of institutions either did not take part or were unable to include all the original student groups in the second round of data collection at the end of 1997. While seventeen institutions still took part in this second round, in the case of a few courses, several respondents could not be matched to the first round respondents. In some instances whole programmes were not represented in the second round. However, this was not seen as unduly detrimental to the study, given the large

sample size of 420 responses in the second round, with 315 matched cases between the rounds. Hence, the data permits, where appropriate, tests of group comparisons to be performed where pairwise comparisons cannot be undertaken (Bryman & Cramer, 1997).

The final round of data collection in October / November, 1998, involved only the five NDHM providers, two of which also offer a BHM programme. As only NDHM and BHM students were involved in this round far fewer responses were expected.

The following table shows the number of respondents in each of the three survey periods. The numbers are reported by cohorts with the total number of cases and the number that were able to be matched in each successive period. The matched cases reported in October / November 1998 are those which could be matched in both prior collection rounds. A small number of other cases could also be matched with either of the two previous collections, but are not included in the number of matched cases reported in this table.

Table 5.1: The number of responses in each survey period both by matched and unmatched cases.

	Feb 1997	Oct/Nov 1997		Oct/Nov 1998	
PROGRAMMES		Matched	Total	Matched	Total
One Year Skills Programmes	872	315	420	**	**
Nat Dip. Hosp Mgt - Year 1	149	51	53	26	61
Nat Dip. Hosp Mgt - Year 2	84	41	74	19	58
Nat Dip. Hosp Mgt - Year 3	74	29	43	**	**
Bachelor of Hosp Mgt.	42	15	17	8	18
Total Responses	1231	451	607	53	137

** = No longer part of the survey sample as their programmes of study were completed at end of 1997.

NB: Each of the programme groups is reported here as belonging to their original cohort. In reality each of the NDHM and BHM groups should be reported as one year further on in their studies for 1998, eg. NDHM Year 1 in 1997 became a Year 2 group in 1998.

A more detailed breakdown of these responses is shown in the next table which reports the respondents by programmes and institutions. This table indicates that the responses patterns are not consistent at all provider institutions. This was due to the administrative problems as discussed in the previous chapter, as

well as possibly differing levels of interest among the respondents and or their attendance at their institution on the day the instrument was administered.

Table 5.2: The number of National Diploma in Hospitality Management and Bachelor of Hospitality Management students who responded to the survey shown by programmes, cohorts and institutions.

PROGRAMME	INSTITUTE	February 1997	Oct/Nov 1997	Oct/Nov 1998
Nat Dip. Hosp Mgt - Year 1	Central Inst.Tech.	40	25	16
	Auckland Inst.Tech.	22	2	15
	Waikato Polytechnic	22	7	6
	Christchurch Polytech	38	0	4
	Otago Polytech	27	19	20
	TOTAL	149	53	61
Nat Dip. Hosp Mgt - Year 2	Central Inst.Tech.	45	31	22
	Auckland Inst.Tech.	4	32	27
	Waikato Polytechnic	17	11	7
	Christchurch Polytech	18	0	2
	Otago Polytech	n/a	n/a	n/a
	TOTAL	84	74	58
Nat Dip. Hosp Mgt - Year 3	Central Inst.Tech.	42	25	n/a
	Auckland Inst.Tech.	23	18	n/a
	Waikato Polytechnic	n/a	n/a	n/a
	Christchurch Polytech	9	0	n/a
	Otago Polytech	n/a	n/a	n/a
	TOTAL	74	43	n/a
Bachelor of Hosp Mgt.	Central Inst.Tech.	26	17	8
	Auckland Inst.Tech.	16	0	10
	TOTAL	42	17	18

5.2 Respondent Profiles

The following tables report a number of dimensions of the profiles of each of the groups of respondents. A separate table is provided for each of the data collection periods but shows the variables as reported by those individuals in the February 1997 round. In other words comparison between the tables would indicate the extent to which the respondent profiles have changed between periods. No analysis of this is undertaken in this chapter, but is addressed in Chapter Six which deals with the analysis of all the data.

5.2.1 Student Respondents

The first table (Table 5.3) of this section reports the sex, prior work experience, industry knowledge, whether the individual has close friends employed in the

industry, the overall mean age in months, and the highest level of qualification at entry to the study programme. These are as at February 1997.

Comparisons indicating whether females are older, hold higher qualifications, or are more likely to have friends in the industry, and so on, are not offered here.

There is also no breakdown by programmes or cohorts. Such analyses are reported in Chapter Six.

It will be noted in the following table that age is reported in months. This was decided as a more refined measure to reflect the greater relative differential that months represent in age differences between individuals of a relatively few years of age as compared to respondents whose ages range over several decades. Given that both Herriot (1984) and Super (1980) emphasise the amount of change occurring during these transitional years as young people move from school and home to independence and the world of work, a few calendar months difference in age between subjects may be critical and revealing.

Table 5.3: Showing the % of respondents in each independent variable category for each sub-group of respondents - February 1997.

	Skills	NDHM			BHM	All
VARIABLE		Year 1	Year 2	Year 3		
n	872	149	84	74	42	1231
Male	39.7	32.9	41.7	29.7	35.7	38.3
Female	59.3	67.1	58.3	70.3	64.3	60.9
Prior Work Exper.	57.1	65.8	89.3	91.9	78.6	63.1
No prior Work Exp	42.4	34.2	10.7	8.1	19.0	36.5
Good Knowledge	56.0	55.0	69.0	79.7	50.0	58.2
Limited Knowledge	43.7	45.0	31.0	20.3	50.0	41.6
Friends in Hosp	79.1	77.9	78.6	78.4	73.8	78.8
No Friends in Hosp	20.2	21.5	21.4	20.3	26.2	20.6
Mean Age (months)	241.7	243.0	248.4	263.0	253.3	244.2
Qualifications						
Nil	12.2	2.7	1.2	2.7	2.4	9.4
School Cert	17.2	5.4	2.4	4.1	7.1	13.6
6th Form	41.4	32.2	28.6	21.6	14.3	37.2
Bursary	10.6	32.9	23.8	29.7	50.0	16.7
Tertiary	8.1	16.1	40.5	31.1	21.4	13.1
Other	10.2	10.1	3.6	10.8	4.8	9.7

Note: Due to non-responses to some questions percentage results do not add to 100% in all cases.

The next period of data collection included respondents who had not taken part in the February 1997 collection, but as the October 1997 instrument asked

slightly different questions, what is reported here are the original February 1997 responses of those students who responded in both October and February. These results are for the matched cases.

Table 5.4: Showing the % of respondents in October / November 1997 for each independent variable category by sub-groups of programmes and cohorts where cases could be matched with respondents from February 1997. Results are based on responses given in Feb 1997.

VARIABLE	Skills	NDHM			BHM	All
		Year 1	Year 2	Year 3		
n	315	51	41	29	15	451
Male	35.6	27.5	31.7	24.1	40.0	33.7
Female	64.4	72.5	68.3	75.9	60.0	66.3
Prior Work Exper.	60.3	60.8	87.8	96.6	66.7	65.4
No prior Work Exp	39.0	39.2	12.2	3.4	26.7	33.9
Good Knowledge	57.1	45.1	65.9	72.4	66.7	56.8
Limited Knowledge	42.9	54.9	34.1	27.6	33.3	43.2
Friends in Hosp	76.8	80.4	73.2	79.3	60.0	76.5
No Friends in Hosp	22.2	19.6	26.8	17.2	40.0	22.6
Mean Age (months)	244.9	241.5	243.2	255.1	238.57	244.8
Qualifications						
Nil	11.4	3.9	0	0	0	8.4
School Cert	13.3	5.9	0	0	0	10.0
6th Form	45.7	31.4	36.6	27.6	13.3	41.0
Bursary	11.7	29.4	29.3	27.6	60.0	18.0
Tertiary	8.9	25.2	29.3	27.6	20.0	14.2
Other	8.9	3.9	4.9	17.2	6.7	8.4

Note: Due to non-responses to some questions percentage results do not add to 100% in all cases.

Inspection of Tables 5.3 and 5.4 shows that the mean age, proportions of responses to the categories of having close friends in the industry, levels of knowledge and prior work experience have altered only slightly. However, the representation of females in the sample has increased overall, and in each programme except the BHM, which has moved in the opposite direction. This fits personal experience and anecdotal evidence which point to males dropping out of programmes earlier than female students, who appear to give greater importance to completing their studies and gaining qualifications. While there have been some small changes in the proportions for each category of respondents' reported highest qualifications, these are not seen as important.

The next table (5.5) in this series shows the profiles of the respondents in the last data collection round whose cases could be matched. Again the profile details are those reported in February 1997.

Table 5.5: Showing the % of respondents in October / November 1998 for each independent variable category by sub-groups of programmes and cohorts where cases were matched with respondents from both February and October / November 1997. Results are based on responses given in Feb 1997.

	Skills	NDHM			BHM	All
VARIABLE		Year 1	Year 2	Year 3		
n	N/A	26	19	N/A	8	53
Male		26.9	31.6		50.0	32.1
Female		73.1	68.4		50.0	67.9
Prior Work Exper.		65.4	89.5		75.0	75.5
No prior Work Exp		34.6	10.5		25.0	24.45
Good Knowledge		50.0	68.4		25.0	52.8
Limited Knowledge		50.0	31.6		75.0	47.2
Friends in Hosp		80.8	73.7		75.0	77.4
No Friends in Hosp		19.2	26.3		25.0	22.6
Mean Age (months)		231.6	239.2		241.0	235.6
Qualifications						
Nil		0	0		0	0
School Cert		3.8	0		0	1.9
6th Form		23.1	42.1		12.5	28.3
Bursary		30.8	31.6		50.0	34.0
Tertiary		34.6	21.1		37.5	30.2
Other		7.7	5.3		0	5.7

Note: Due to non-responses to some questions percentage results do not add to 100% in all cases.

Inspection of this table compared to that for February 1997 shows that of those of the original sample taking part in this round, there is a similar same shift in male to female ratios as occurred in October 1997. The almost eleven month decline in overall mean age is as expected, given that the students who were in their third year of study in 1997 were not a part of this round in 1998. There has been a quite large increase in the overall percentage reporting prior work experience, but this can be explained by examining the results for the year 1 and 2 NDHM plus BHM in February 1997. The year 2 NDHM students in particular had reported a high level of prior experience, which possibly reflects how they interpreted the question. It is likely that many of these students answered the question in the February 1997 round on the basis of work experience gained subsequent to starting their studies. The intent of the question had been to identify the proportion of students who had industry experience before entering the programme, rather than before completing the questionnaire. The question did not make this clear. Second year students should have been explicitly directed to answer on the basis of experience prior to 1996 when they first enrolled. A similar issue probably existed with the third year students when they had responded in 1997. However, the BHM group

also had a high level of reported prior experience compared to the overall percentage responses.

The change in the overall percentage reporting prior work experience is not seen as a significant change in the profile of the final round respondents, but rather the result of the skills programmes and third year NDHM students no longer being a part of the sample. As the question was only asked in the first round, any changes reflect this original reported experience factor for respondents taking part rather than subsequent experience gained during the period of the study.

The proportion of students in this sample who reported previous good knowledge of the industry has fallen for both the original first year NDHM and BHM students. As the responses reported here are for the matched cases only, this must mean that the final sample included fewer students from those who had previously reported good industry knowledge. Whether this indicates that those students had left the programme, or simply did not take part in the final round, is not known. Personal experience suggests that the former may be the situation. In 1997 and 1998 there was a higher attrition rate among older students in the BHM programme at CIT. Many of these students had entered as mature students and were not necessarily as academically able as other students. This view is supported by the absence of students with either no qualification or only school certificate among the BHM respondents in the final round. There were similar changes in years one and two of the NDHM programmes. Whether the level of previous qualification is a determinant of student retention in the programmes or reflects their desire to take part in this study, is not known.

5.2.2 Industry Respondents

The next table (Table 5.6) reports some of the demographic variables relating to respondents to the survey sent to employees in the industry. While no assurance can be given as to how representative the sample is, the results do provide a basis for some comparisons with the student groups.

Table 5.6: Showing the % of industry respondents September / October 1998 for each independent variable category.

VARIABLE	%	n
Male	30.8	68
Female	69.2	153
Management Role - Yes	52.9	117
Management Role - No	46.6	103
Main income earner - Yes	44.8	99
Main income earner - No	51.6	114
Mean Age (months)	353	
Qualifications		
Nil	14.8	
School Certificate	12.2	
6th Form	24.6	
Bursary	6.2	
Tertiary - Not asked		
Other	26.7	

The proportions of males and females are similar to those of students respondents, particularly when compared with students in the final round of data collection. Accepting for the moment that these students are possibly more likely to remain till the end of their programmes and transfer to the industry, it is interesting to speculate on how the proportions of male to female progressively approach those of the industry responses. The October 1997 data relating to the skills programmes are also not greatly dissimilar.

Secondly, given that the age range is very much greater and many industry people started in their careers before non-trade qualifications were available, at least in New Zealand, the proportions for each category of qualification held by those in industry are roughly similar to the original student profile in February 1997 and even more so in October 1997. This suggests that the industry sample is similar to the students overall. A notable exception to these similarities is the higher mean age of the industry respondents at 29 years 5 months compared to the mean age of students at 19 years 7.6 months. None the less, some useful further comparisons between the groups can be made. How representative the sample is of industry overall cannot be assured, and therefore some caution needs to be applied when making any comparisons with student groups.

5.3 A Comparison Of Regional Differences.

It was considered possible that a number of factors related to regions and individual institutions might impact on responses to the survey items. For example, Auckland and Wellington students might have distinctly different values regarding the industry as an employer. Such different views could arise from the limited numbers of overseas visitors staying in Wellington which has a high reliance on the corporate market. Such differences could impact on how students perceive career opportunities as well as how the industry operates in each region. Similarly there may be differences between Christchurch, Wellington or Dunedin respondents. It was further possible that the students from the second and third round of data collection whose responses could not be matched with earlier responses might also be reporting in quite different ways from those students who could be matched. To evaluate the existence of such differences a comparative analysis between these sub-groups was undertaken of the results to determine what, if any, statistically significant differences existed.

Analysis using the Scheffé test of significant differences ($p < 0.05$) showed only one item to have any significant difference inter-regionally. The item asking whether respondents would be prepared to undertake any job in order to remain in the industry showed significant difference at the 5% level in February 1997 and again in October 1998. However, there were only four institutions involved in the former case and two in the second. While the same item was involved in both cases and two of the institutions were the same in both cases, this was considered to be anomalous, rather than holding any particular significance that would impact on the subsequent analysis.

Therefore, from a spatial perspective the sample can be treated as homogeneous. This permits analysis at a national level for assessing the importance of other variables like gender, previous work experience, level of industry knowledge, preferred work area, level of current qualifications, having friends or relatives in the industry, and so on. The overall results are presented in the next chapter, with more detailed analysis of these reported and discussed in Chapter Seven.

CHAPTER SIX - RESULTS

In this chapter the mean scores and standard deviations of all responses to each item for each round of data collection are reported, including the data collected from industry employees. To provide a consistent format the results are reported in the same order and sections as in the instrument. Where significant differences exist between the successive rounds of data collection these are indicated and briefly discussed. In the case of the industry data some sub-group analysis is introduced as the data from this part of the study has a more illustrative purpose in support of the research into student views and values. The differences that exist between sub-groups of student respondents along with the relationships between the individual items, sections of the survey and the different data collection periods are analysed and discussed in the following chapters.

6.1 Responses to Section One of the Questionnaire - What is Important About Work

The first table (6.1) presents the students' responses to Section One of the questionnaire. This section sought to identify respondents' basic views about what is important for them about work in general. A slight modification of Ross' (1992) scale was used in this research to identify the direction and extent to which these basic values change over time as individual's experience of both life and work increase. It is notable that there are general trends over the period of the study. For example, the desire to work with others who are friendly and understanding has a high mean reported score in the first round and this progressively declines in each subsequent round. However, as the changes are not statistically significant the trend is not proven. It can be speculated that to some extent students new to a hospitality study programme might feel that they are expected to say the right thing and give a high score but have become more relaxed and open about their true feelings over time.

The highest response in the first round was to the item about developing and using their skills and abilities at work (6.56). This also fits the idea of new students being eager to learn and even keen to be seen as having the right attitudes. This item also trends down over the first and second years, with the

decline to 6.35 being statistically significant ($p < 0.01$). The continued decline during 1998 however is not statistically significant.

Statistically significant changes are also shown between February 1997 and October 1997 for the items relating to helping others through their work (5.77 decreasing to 5.59; $p < 0.01$) and being free from working in their spare time (4.97 rising to 5.14; $p < 0.05$). These could be described as indicating a reduced level of altruism and greater realisation of wanting to do things for themselves. This is further supported by the increase in importance accorded to living life in their own way as indicated by the statistically significant increase of mean score from 4.86 in October 1997 to 5.00 ($p < 0.01$) in October 1998.

Other items in this section show similar patterns of change but not strong enough to be statistically significant. Interestingly the importance of money does not appear to alter over the period of the research. Overall, the changes suggest some increased sense of independence and realisation that work involves effort and should not be as dominant as might be more readily accepted by a new school leaver.

One of the most interesting results is from the item dealing with wanting to be in charge of others. Not only does it earn a relatively low mean score (4.3) but it declines during 1997 (4.23). This fits quite well with the idea that the majority of respondents in the sample are studying skills rather than management types of programmes. The increase to 4.77 in October 1997 is undoubtedly a result of there only being NDHM and BHM students remaining in the sample. However, the level of score hardly fits with the idea that these students are undertaking a management, rather than skills programme of study, because they want to be managers or at least supervisors.

It will also be noted in this table that the standard deviations change over time. While these changes are not very large, the direction of change fits a pattern. For the most part where the mean scores decline over time then the respective standard deviations increase. This suggests some level of increasing uncertainty among respondents as a whole as the scores show greater dispersion around the means.

In the case of the items highlighted earlier, the standard deviations show a reverse of this trend in that they reduce. This suggests that there is more agreement among respondents, and therefore possibly less uncertainty, that giving higher importance to earning money, being free to live life the way they want to, and being in charge of others is acceptable. Whether this is an indication of more worldly awareness or increased self confidence is indeterminable from this data alone. Overall, the exhibited level of certainty about what might be expected to be shown by hospitality students declines while the certainty as to what is important as individuals learning to make their way in the world increases. This is particularly indicated by the decline in importance accorded to items asking about the need to feel sure that they will not lose their job, or helping others through their work, or even having others think that their work is important. Perhaps this exemplifies Super's (1980) idea of transition through different roles in life.

The pattern of shifting values is reflected in the reported skew and kurtosis values for the items in Section One. While all the scores are skewed negatively to the right, the degree of skew changes over time in line with the changes in the reported mean scores. Some items, such as working with others, others being helped, or doing something original, become less negatively skewed in successive periods, but this pattern is not consistent. Some items move the other way and become more negatively skewed. Examples of this are the items dealing with being in charge of others and free time.

However, the items that move in one direction are more revealing when all students are included during 1997 and then reverse their direction in 1998 when only the three-year programme students were surveyed. The items dealing with developing skills and earning money exhibit such a pattern. The initial leftward shift in the data during 1997 may well represent a realisation that the amount that can be earned in this industry is somewhat proscribed by employers rather than individual efforts, and that the skill levels required for most jobs are not very high. The subsequent shift back to the right when only the NDHM and BHM students are asked may well indicate a stronger view about these aspects that has been masked by the results from the other students or a change in values.

Table 6.1: Overall mean scores, standard deviations, skewness and kurtosis and significant differences for ratings of items in Section One of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection.

Item	Feb 97					Oct 97					Oct 98				
	Mean Score	Std Dev	Skew	Kurtosis	N	Mean Score	Std Dev	Skew	Kurtosis	N	Mean Score	Std Dev	Skew	Kurtosis	N
Working with people who are friendly and understanding	6.49	.78	-1.658	2.927	1229	6.41	.84	-1.462	1.825	627	6.21	.93	-1.223	1.281	137
Developing and using my skills and abilities at work	6.56	.72	-1.848	4.168	1230	6.35 ***	.81	-1.235	1.408	626	6.26	.90	-1.390	2.822	137
Making or doing something original through my work	5.52	1.12	-.541	.211	1227	5.50	1.14	-.495	.088	624	5.03	1.18	-.112	-.370	137
Earning large amounts of money as the reward for my work	5.22	1.34	-.556	.185	1230	5.22	1.32	-.522	.086	624	5.35	1.28	-.707	.699	137
Living life my own way and not having it determined by my work	4.77	1.54	-.350	-.455	1222	4.86	1.57	-.323	-.615	622	5.00 *	1.33	-.611	.664	137
People thinking that my work is important	5.30	1.49	-.965	.679	1230	5.26	1.44	-.939	.759	626	5.21	1.31	-.760	.606	137
Others being helped through my work	5.77	1.18	-1.025	1.207	1226	5.59 **	1.18	-.911	1.285	626	5.35	1.33	-.516	-.440	137
Feeling sure I will not lose my job	6.03	1.18	-1.309	1.608	1227	5.92	1.24	-1.472	2.635	626	5.57	1.47	-1.197	1.087	137
Being in charge of other workers	4.30	1.56	-.370	-.301	1229	4.23	1.42	-.534	.084	626	4.77	1.28	-.600	.686	137
Being free from having to work in my spare time	4.97	1.55	-.452	-.370	1230	5.14 *	1.49	-.525	-.240	625	5.20	1.50	-.618	-.444	137
Being physically active in my work	5.40	1.26	-.708	.497	1230	5.30	1.27	-.631	.162	623	4.91	1.33	-.452	.188	137
Working in pleasant surroundings	6.26	.93	-1.235	1.342	1228	6.24	.90	-1.085	.815	624	5.88 *	1.13	-1.343	2.576	137

Note: a) 1 = No Importance, 7 = Very Important

b) Significant differences were identified using paired samples from the data overall.

c) The pairings between February 1997 and October 1997 included all programmes, whereas the pairings between October 1997 and October 1998 only include years one and two of the NDHM and BHM programme students.

d) Significant differences are in bold and the level is indicated as; * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$

Consideration of the kurtosis scores suggests that there are a number of items about which the respondents have very decided views. Even those items with relatively high measures of peakedness moderate over time. Three year programme respondents however, do appear to have quite consistent views about developing their skills and working in pleasant surroundings. This may well reflect their intention to pursue careers as managers rather than carry on in kitchen hands and waiting positions which many will have had during their early industrial work experience. While not as extreme, some other items such as earning large amounts of money show similar patterns. Stronger expressions of self interest may also be indicated by the changed kurtosis scores for the items relating to not having work determine how the individual lives their life, others being helped through their work and doing something original.

Table 6.2: The number of respondents for each item for Section One of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection.

	Feb 97	Oct 97	Oct 98
Item	n	n	n
Working with people who are friendly and understanding	1229	627	137
Developing and using my skills and abilities at work	1230	626	137
Making or doing something original through my work	1227	624	137
Earning large amounts of money as the reward for my work	1230	624	137
Living life my own way and not having it determined by my work	1222	622	137
People thinking that my work is important	1230	626	137
Others being helped through my work	1226	626	137
Feeling sure I will not lose my job	1227	626	137
Being in charge of other workers	1229	626	137
Being free from having to work in my spare time	1230	625	137
Being physically active in my work	1230	623	137
Working in pleasant surroundings	1228	624	137

6.2 Responses to Section Two of the Questionnaire - What is Important To Get A Job

The next section of the instrument asked about what it takes to get a job in the hospitality or tourism industries. There does not appear to be any marked change in the mean scores reported in table 6.3, but there are a few notable highlights.

During 1997 there is a statistically significant ($p < 0.01$) decline in the importance accorded formal qualifications. 'Contacts' also become significantly more important ($p < 0.05$) rising from 4.99 to 5.29. This latter trend continues into 1998 when NDHM

and BHM students are responding. This fits the anecdotal evidence that many good jobs are never advertised, but filled instead by word of mouth.

The higher mean scores for 'practical experience' and 'performance at the interview' shows that these are believed to be more important than 'formal qualifications' in getting a job. This would fit reality. By the end of their first year of study, many students in the three year programmes will already have some employment, and so be able to demonstrate ability rather than just theoretical knowledge of the work. In some cases skills programme students will have undertaken formal placement in industry positions as part of their courses and so probably have received some feedback on their abilities. Anecdotal evidence and personal experience certainly supports the high importance accorded to having positive attitudes, high motivation, liking people and being outgoing. While these aspects often bear little relationship to individual capacity and willingness to perform, hoteliers and restaurateurs continually stress these dimensions even though they cannot identify any practical means of measuring them.

The relatively low mean score for formal qualifications must be a cause for concern for education providers, the Hospitality Standards Institute, and the Government. If students and industry do not value educational outcomes, why develop and provide such training programmes at such high costs to the taxpayers and students? It must be of concern that having a positive attitude, high motivation and an acceptable appearance all rate more highly in gaining employment.

A further observation regarding personal contacts is worth noting. Because many jobs are never advertised in this industry, students learn to follow-up on leads from friends when openings with better employers become known. Sometimes 'better employer' is defined as being simply a better job in terms of money, hours, or where their friends are also working, but older students often are keen to gain more variety and supervisory experience in order to progress their careers. This helps explain the rise in score for "your contacts".

The negative skew reported in table 6.3 is not unexpected, but the degree of this for practical experience, job interview performance, appearance, attitude and motivation is notable. The high kurtosis for these items in the first round of data collection also points to most respondents ascribing to these as more important.

Table 6.3: Overall mean scores, standard deviations, skew, kurtosis and significant differences for Section Two of the questionnaire, reporting importance accorded items in getting a job in the Hospitality or Tourism industries; shown by period of data collection.

Item	Feb 97					Oct 97					Oct 98				
	Mean ***	Std Dev	Skew	Kurtosis	N	Mean	Std Dev	Skew	Kurtosis	N	Mean	Std Dev	Skew	Kurtosis	N
Formal qualifications	5.45	1.06	-.375	.171	180	5.38 **	1.29	-.732	.596	624	5.12	1.32	-.582	.261	137
Practical experience	6.24	1.00	-1.573	3.024	180	6.26	.96	-1.533	3.032	625	6.33	.78	-.935	.203	137
Performance at job interview	5.68	1.24	-1.063	1.451	180	5.77	1.09	-.677	.147	624	5.45	1.19	-.842	1.030	137
Good references	5.69	1.07	-.587	.031	180	5.81	1.10	-.876	.573	625	5.45	1.22	-.640	-.073	137
Your contacts	4.99	1.44	-.653	.008	180	5.29 *	1.48	-.838	.303	624	5.43	1.30	-.823	1.186	137
Your appearance	6.32	.95	-1.517	2.100	180	6.26	.99	-1.886	5.426	625	5.99	1.03	-1.124	1.774	137
Positive attitudes	6.59	.62	-1.525	2.463	180	6.57	.69	-1.895	4.989	625	6.45	.75	-1.284	1.145	137
High motivation	6.50	.72	-1.626	3.361	180	6.48 *	.77	-2.030	6.796	625	6.32	.82	-1.063	.457	137
Liking for people	6.09	.89	-.761	.326	179	6.12	.96	-1.470	3.723	624	6.21	.85	-.784	-.257	137
Being outward going	5.83	.95	-.517	-.077	180	5.89	1.07	-1.224	2.745	623	5.90	1.00	-.682	-.173	137

Note: a) 1= No Importance, 7 = Very Important

b) Significant differences were identified using paired samples from the data overall.

c) The pairings between February 1997 and October 1997 included all programmes, whereas the pairings between October 1997 and October 1998 only include years one and two of the NDHM and BHM programme students.

d) Significant differences are in bold and the level is indicated as; * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$

*** These items were only asked of students at CIT in February 1997, but were included in both subsequent rounds for all respondents.

Given that these are all students undergoing a training or education programme to enter the industry it might have been expected that formal qualifications would show with a similar degree of skew and peakedness in the results. It is interesting to see the values for qualifications increase during 1997, suggesting that those giving lesser scores and at the extremes did not take part in the second round; perhaps they had already left their studies. It is also interesting to note the decline in the degree of negative skew for many items between the second and final rounds. The next chapter discusses the extent to which this can be attributed to the differences between those leaving their programmes and those still carrying on with their studies. Of course part of the difference may lie in the fact that only CIT students were asked to respond to these items in the first round.

In part the skew and kurtosis values can be explained by the very much more constrained ranges of scores used by respondents in the second section of the questionnaire. As can be seen in table 6.4, a great many more items than in the Section One of the questionnaire show limited ranges of scores, and the ranges themselves are more limited. While the mean scores clearly show their importance, there is no doubt that all respondents in October 1998 see experience, attitude, motivation and liking for people as the prime determinants of success in gaining employment.

6.3 Responses to Section Three of the Questionnaire

Changes were made to Section Three of the instrument at successive rounds of data collection. As described in Chapter Four, a number of items were dropped in the second and third as well as additional items being added. In Table 6.4, which reports the results for each round, blank spaces indicate which items were not included in that round.

Items in this section mainly asked about two aspects of respondents' views. Firstly, their career decision, its importance, correctness and likelihood of changed direction. Even though those responding in the last round indicate by the mean score of 2.81 that they are not currently planning to change their career, there is a general, if slight, downward shift in mean scores over time. Many of these changes are statistically significant. The decision to train in the industry, level of keenness, expectation to work most of their working life in hospitality, satisfaction with their career choice, among other items, all decline ($p < 0.01$ or $p < 0.001$). Even the level of certainty with which respondents reject the idea that their career choice was a mistake is slightly less certain ($p < 0.01$). This fits a slight increase in reported readiness to take a job in another industry, although the change is not statistically significant.

The second area of interest in this section is how respondents see their peers, customers, future employers and the work itself. Clearly they see themselves as knowing a lot more about the industry than they did (6.21). While this suggests that they may have made a less than fully informed decision in choosing their career path in the first instance, they are better able to pass judgement on the industry in the second and third rounds of data collection. A general observation is that there is a significantly reduced acceptance that either customers or employers will respect, value and reward effort ($p < 0.001$). Respondents more or less anticipated how hard the work would be, but it is not as exciting nor done in as pleasant surroundings as expected ($p < 0.01$ or $p < 0.001$). While becoming slightly less certain that they have similar values and attitudes about work than people already in the industry, respondents also progressively report themselves holding different expectations from their classmates. However, they also report themselves as somewhat more likely to gain promotion ahead of their classmates ($p < 0.01$). In a dynamic, growing and opportunity laden industry this does not suggest that the respondents feel at all positive about getting ahead, and this perhaps explains the significant ($p < 0.001$) reduction in satisfaction with their choice of career (5.50 to 4.88). This is supported by a decline in the level of

certainty that they chose the right career ($p < 0.01$), and extremely dramatic decline in willingness to accept any job in order to remain in the industry ($p < 0.001$).

Three items reported in table 6.4 arguably should be reverse scored as individuals motivated to continue in the hospitality industry would be expected to disagree with each of them.

- Deciding on this career was a definite mistake on my part.
- I would readily take a job in another industry if it will pay slightly more money.
- I am currently planning to change my career.

However, items are reported as originally scored to emphasise the level of agreement respondents have with each. While respondents are not apparently planning to change careers or identify their choice as a mistake, they do appear ambivalent as to whether they will change to another industry for more money.

A further item in this section was used as having a neutral connotation in that it is not industry specific.

- People should not stay with the same employer for more than a few years.

While respondents were expected to have a view on this item, it was not thought that there would be anything inherent in their education or training which would be likely to alter whatever their original view happened to be. As is indicated by the very similar values for each period of the study, this appears to have held true. While only one item it does suggest that respondents as a groups identify somewhat with the idea that employees should not change jobs overly frequently. This is interesting in an industry with a reputation of high staff turnover where staff are reputed to change employer simply for the sake of change.

Table 6.4 : Overall mean scores, standard deviations and significant differences for Section Three of the questionnaire, reporting feelings about employment in Hospitality / Tourism; shown by period of data collection. (Blank spaces indicate items not asked in that round)

Item	Feb 97		Oct 97		Oct 98	
	Mean	S D	Mean	S D	Mean	S D
The decision to train for employment in the hospitality industry was an important one in my life	6.12	1.05	5.77 ***	1.18	5.43	1.28
I fully discussed my choice of career with my closest friends and family	5.29	1.69				
I am still as keen to work in the industry as when I chose this training programme			5.58	1.47	4.88 **	1.60
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	5.04	1.73				
I now know a very great deal more than before about the hospitality industry			6.21	1.02	6.00	1.01
I expect to work in the hospitality industry most of my working life	5.37	1.45	4.83 ***	1.67	4.34 **	1.73
I am proud to tell others that I am training to work in hospitality	6.30	.98				
Jobs in the hospitality industry involve more hard work than I previously realised			4.68	1.70	4.29 *	1.61
I would accept almost any job to stay in the hospitality industry	4.35	1.79	3.34 ***	1.76	2.36 ***	1.48
People should not stay with the same employer for more than a few years	3.30	1.72	3.49 *	1.80	3.35	1.45
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	5.44	1.51	4.86 ***	1.72	4.65	1.67
My personal values and attitudes towards work are similar to people already working in the industry	5.14	1.29	4.96 ***	1.33	4.59	1.36
If I put a lot of effort into my job I will be well rewarded and get ahead	6.14	1.05	5.74 ***	1.24	5.45	1.25
Direct customer contact will provide a lot of job satisfaction	5.67	1.29	4.97 ***	1.47	5.15	1.28
My classmates have similar expectations as me about their career prospects in hospitality			4.42	1.59	3.83 ***	1.62
Customers respect hospitality staff and appreciate the effort that they make	4.66	1.58	4.18 ***	1.53	3.28 ***	1.28
The hospitality industry is an exciting environment to work in	6.10	1.01	5.60 ***	1.26	5.49 **	1.22
Most hospitality jobs are done in physically pleasant surroundings	4.96	1.43	4.55 ***	1.43	4.22 **	1.58
Deciding on this career was a definite mistake on my part.			2.22	1.67	2.36 **	1.50
I don't really mind which organisation I work for as long as the job is interesting			5.11	1.56	4.61	1.61
I expect to get promotion and pay increases more quickly than my classmates			3.45	1.71	3.96 **	1.63
I would readily take a job in another industry if it will pay slightly more money			4.00	1.73	4.28	1.54
Getting more qualifications will make it easier to get ahead			5.21	1.52	5.00	1.45
I am very satisfied with my choice of career in hospitality			5.50	1.45	4.88 ***	1.52
I am currently planning to change my career					2.81	1.73

- Note: a) 1 = No Importance, 7 = Very Important
b) Significant differences were identified using paired samples from the data overall.
c) The pairings between February 1997 and October 1997 included all programmes, whereas the pairings between October 1997 and October 1998 only include years one and two of the NDHM and BHM programme students.
d) Significant differences are in bold and the level is indicated as; * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$
e) Sub-sample sizes are reported in table 6.5
f) The minimum number of paired cases between Feb and Oct 97 = 447; Oct 97 and Oct 98 = 76.

The next table (6.5) reports the skew and kurtosis values of the results for Section Three. In general the level of skewness reduces on successive administrations as was found with the earlier sections of the questionnaire.

Table 6.5 : Skew and Kurtosis values for all students in Section Three of the questionnaire, reporting importance of feelings about work in general; shown by period of data collection. (Blank spaces indicate items not asked in that round)

Item	Feb 97			Oct 97			Oct 98		
	Skew	Kurt	N	Skew	Kurt	N	Skew	Kurt	N
The decision to train for employment in the hospitality industry was an important one in my life	-1.254	1.612	1231	-.840	.295	624	-.725	.379	137
I fully discussed my choice of career with my closest friends and family	-.908	-.021	1231						
I am still as keen to work in the industry as when I chose this training programme				-1.05	.604	627	-.346	-.757	137
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	-.642	-.480	1229						
I now know a very great deal more than before about the hospitality industry				-1.37	1.923	627	-.986	1.168	137
I expect to work in the hospitality industry most of my working life	-.850	.384	1227	-.603	-.320	626	-.275	-.614	137
I am proud to tell others that I am training to work in hospitality	-1.820	4.154	1231						
Jobs in the hospitality industry involve more hard work than I previously realised				-.428	-.626	626	-.132	-.602	137
I would accept almost any job to stay in the hospitality industry	-.390	-.716	1230	.229	-.925	626	1.049	.609	137
People should not stay with the same employer for more than a few years	.187	-.880	1230	.183	-.923	626	.159	-.433	135
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	-.958	.408	1230	-.554	-.552	626	-.491	-.610	136
My personal values and attitudes towards work are similar to people already working in the industry	-.821	.905	1210	-.488	.131	617	-.505	-.090	135
If I put a lot of effort into my job I will be well rewarded and get ahead	-1.379	1.914	1231	-1.01	.987	626	-.782	.443	137
Direct customer contact will provide a lot of job satisfaction	-1.150	1.319	1231	-.657	-.131	626	-.707	.264	136
My classmates have similar expectations as me about their career prospects in hospitality				-.363	-.397	611	-.081	-.768	134
Customers respect hospitality staff and appreciate the effort that they make	-.431	-.401	1230	-.174	-.557	627	3.28	1.28	
The hospitality industry is an exciting environment to work in	-1.354	2.524	1230	-1.08	1.411	627	-1.03	1.386	137
Most hospitality jobs are done in physically pleasant surroundings	-.691	.240	1223	-.488	-.158	627	-.254	-.637	137
Deciding on this career was a definite mistake on my part.				1.343	.811	625	.843	-.461	137
I don't really mind which organisation I work for as long as the job is interesting				-.782	.135	627	-.518	-.409	137
I expect to get promotion and pay increases more quickly than my classmates				.138	-.803	618	-.003	-.566	135
I would readily take a job in another industry if it will pay slightly more money				-.074	-.793	582	-.108	-.425	137
Getting more qualifications will make it easier to get ahead				-.762	.054	583	-.529	-.152	137
I am very satisfied with my choice of career in hospitality				-1.01	.763	583	-.514	-.185	137
I am currently planning to change my career							.641	-.627	137

There are two interesting results though. Firstly the level of peakedness of responses to the item about pride in telling others about the decision to train for

hospitality. Secondly is the switch from a negative to positive skew for preparedness to accept any job in order to stay in the hospitality industry.

6.4 Underlying Relationships Within The Data From Student Respondents.

To identify whether there are any apparent underlying relationships within the data and that these seem to fit together logically, a preliminary factor analysis was conducted on each of the three sets of results from the data collection rounds. The principal component analyses and varimax rotations with Kaiser normalisation were done using SPSS version 9.0. Only Section One and Section Three were included in the analysis when it was found that the solutions would not converge within 25 iterations when Section Two was included. As this section asked respondents for their views about what they saw as important to gain employment rather than what they want and expect to gain from a job in the industry, it seemed reasonable to exclude this section.

To enhance comparability between the different rounds items which were only asked in the third round were dropped from the analysis. The tables showing the outcomes from these analyses are shown in Appendices 2 through 5. For greater clarity of presentation of these tables, values less than 0.20 were suppressed in the output tables. The procedure automatically sorted the results by size. The first of these analyses was for the first round of data collection and utilised 1,181 cases (see Appendix 2).

As shown in the table, the data reduced to seven factors after eleven iterations. The five items that make up factor one appear to fit well together to create what could be called the 'Career Factor'. The second factor is made up of slightly more diverse items but they can be seen as making some sense. An appropriate name is not so readily apparent, but 'Customer-Staff Environs' would suit reasonably well. The third factor made up of four items can easily be titled 'Altruism'. The fourth and fifth factor appear somewhat confused as they each

include items that might better fit with those in the other. If they were treated together as one factor a title of 'Career Success' might be appropriate. Three of the items in the sixth factor fit a factor name of 'Lifestyle' but the first item perhaps does not fit quite so well, although it does relate to attitude to employment and employers in general. The seventh factor is one item on its own; easily labeled 'Choice'.

Clearly the analysis suggests that there are distinct and logical underlying values operating within the instrument. However, as can be seen in the table relating to the second round data (shown in Appendix 3) the factors are not stable between successive administrations as might be expected given that the number of items increased and others were changed between rounds as well as there being fewer cases available in the second round sample. The procedure used 541 cases in this analysis.

These changes can be seen in the following examples. In the first factor for the second round, three of the items from 'Career' are unchanged, but the four other items in the new factor are all new items in the instrument. Of three items from 'Career' that do not carry across into the new analysis, two were discontinued, while the third was allocated by the procedure to a new second factor. The new second factor could still be titled 'Customer-Staff Environs' as it retains four of the original five items, but while one new item fits in, there is one more related to getting ahead that is not so appropriate. The remaining factors also change their character somewhat and new names would need to be coined to better represent them.

More important however, is the change in number of factors. The small increase in number of items resulted in nine factors being extracted after 21 iterations. Each of the factors have three or more items in them and for the most part these fit logically together.

Comparing the extracted factors resulting from analysis of 129 cases from the third round of data collection (Appendix 4), it becomes apparent that there is continued instability. The first factor is absolutely identical as to which items are included although their order is slightly altered. The third factor of this last round extraction fits well with a combined factor made up of items from the second round third and fourth factors. However, the second factor only has one item common to both these rounds. A further difference between these successive analyses is that there are now ten factors generated and it took even more iterations to converge, namely 25.

The last analysis in this section related to the industry data and is shown in Appendix 5. There were 193 cases included in this analysis. In this analysis the first extracted factor retains five of the items equating to the second and third students rounds, adds another item previously attached to factor six in the third round of student data, and drops two of the other items. There are, however, sufficient similarities between the analysis of the industry results compared with the student analyses to be confident that common threads exist in all the instruments.

It can be seen from the associations between items identified by the principal component analyses that the instrument is measuring relatively stable concepts and that the relationships between items make sufficient logical sense to be useful in subsequent analysis and discussion. There is therefore reason to believe that the items and the way in which they have been used have resulted in a robust and credible instrument that provides usable and meaningful information.

6.5 Responses to the Industry Survey.

In Tables 6.6 and 6.7 the overall mean scores are reported for the industry sample surveyed in August and September, 1998. The wording used in these items is slightly different from the items used with the student groups given the current employment status of industry respondents. As a general observation it will be noticed that Section One mean scores roughly parallel those of the student respondents, arguably fitting most closely with those of the October 1997 data round.

Table 6.6: Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Sections One of the industry survey conducted in August / September 1998.

Section One Items	Mean Score	Std Dev	Skew	Kurt	N
Working with people who are friendly and understanding	6.43	.87	-1.537	1.939	220
Developing and using my skills and abilities at work	6.40	.86	-1.355	1.207	220
Making or doing something original through my work	5.37	1.38	-.702	.070	218
Earning large amounts of money as the reward for my work	4.94	1.35	-.139	-.412	221
Living life my own way and not having it determined by my work	4.97	1.56	-.431	-.396	220
People thinking that my work is important	5.14	1.60	-.760	-.100	221
Others being helped through my work	5.94	1.09	-.982	.430	221
Feeling sure I will not lose my job	5.89	1.40	-1.272	.893	220
Being in charge of other workers	4.19	1.75	-.342	-.681	221
Being free from having to work in my spare time	5.11	1.65	-.802	.114	220
Being physically active in my work	4.98	1.56	-.660	-.071	220
Working in pleasant surroundings	5.93	1.22	-1.320	2.036	221

Note: 1= No Importance, 7 = Very Important

Analyses based on sex, managerial status and highest qualifications held were carried out on these results. T-tests were used based on independent samples using Levene's test for equality of variance to allow for differences between the groupings. It was significantly more important to women that they felt secure in not losing their job as compared to males (6.05 and 5.53 respectively, $p<0.05$) and that they work in pleasant surroundings (6.07 and 5.60 respectively, $p<0.05$). There was a statistically significant difference ($p<0.05$) for the item relating to 'being in charge of others' when management status was considered; those

identifying themselves as involved in management had a mean score of 4.47 compared to the rest at 3.87. To identify the existence of any significant differences based on the levels of qualifications held by respondents the Scheffé post hoc test was utilised. No significant differences were identified.

Of note however, are the results for Section Two (table 6.7) for the items relating to 'formal qualifications', having a 'positive attitudes' and 'high motivation'. The former now scores less than 'contacts' as influencing getting a job, which suggests that qualifications are seen as being very unimportant.

Table 6.7: Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Section Two of the industry survey conducted in August / September 1998.

Section Two Items	Mean	Std Dev	Skew	Kurt	N
Formal qualifications	4.12	1.70	-.267	-.627	220
Practical experience	5.77	1.41	-1.361	1.511	221
Performance at job interview	5.43	1.31	-.785	.432	221
Good references	5.51	1.32	-.636	-.133	221
Your contacts	4.77	1.79	-.674	-.401	221
Your appearance	6.24	1.05	-1.951	4.875	221
Positive attitudes	6.61	.77	-3.068	14.776	221
High motivation	6.44	.90	-2.298	7.708	221
Liking for people	6.30	1.04	-1.942	4.858	221
Being outward going	5.83	1.18	-.822	.089	221

Note: 1= No Importance, 7 = Very Important

However, the kurtosis at 14.77 for 'positive attitudes' is astounding. While both this item and the one related to motivation are both very negatively skewed, the frequency plots really tell a story. For the attitude item, 92.3% of respondents scored it as 6 or 7, with 71.5% rating it at 7. The motivation item is somewhat less extreme with 87.3% rating it at 6 or 7, with 62.4% rating it at 7. This presents a clear statement as to what is seen in industry as important in determining job application success.

Management respondents' mean score for this item was 6.56 compared with the rest of the group at 6.31 ($p < 0.05$). Management respondents also assigned greater importance to the item 'performance at the job interview' with a mean score of 5.70 compared with 5.12 for non-management respondents ($p < 0.01$). Female respondents had significantly higher mean scores than males for the items relating to having a 'positive attitude' (6.69 compared to 6.43; $p < 0.05$); having a 'liking for people' (6.45 compared to 5.97, $p < 0.01$); and being outward going (5.95 compared to 5.54, $p < 0.05$).

Somewhat surprisingly the level and type of respondents' qualifications did not result in any statistically significant differences being identified with regard to what is important in gaining a job. It had been expected by the researcher that respondents who have trade or tertiary qualifications might have been more positive that 'formal qualifications' did have some value in gaining employment. Of course the absence of any significant differences does not mean that the qualifications do not have employment value simply that no group singles them out as being significantly more important than other factors in gaining a job.

The next table (6.8) sets out the results from Section Three of the industry survey. Most of these results follow the pattern of results seen in the student surveys. Of note in these results is the mean score for the item relating to now knowing more about the industry than when the respondent first started. Like the students, industry employees agree very strongly with this statement, but as indicated by the very negative skew and very large kurtosis value this rating is held by most individuals. Analysis of the frequency of the responses shows that 87.8% of respondents to this item scored it as 6 or 7.

Interestingly, despite respondents rating the pay and conditions as poor relative to other industries and being somewhat ambivalent about how much respect customers have for staff efforts, the mean scores reported do not indicate that employees are currently planning to leave. Employees do get a lot of satisfaction

Table 6.8: Mean scores, standard deviations, skew, kurtosis and number of responses for each item from Section Three of the industry survey conducted in August September 1998.

Section Three Items	Mean Score	Std Dev	Skew	Kurto-Sis	N
The decision to gain employment in the hospitality industry was an important one in my life	4.61	1.80	-.320	-.874	221
I am still as keen to work in the industry as when I first started	5.05	1.69	-.741	-.272	221
I now know a very great deal more about the hospitality industry than before I first started	6.48	.96	-2.764	10.257	221
I expect to work in the hospitality industry most of my working life	4.64	1.82	-.478	-.681	220
Jobs in the hospitality industry involve more hard work than I realised before I started	4.64	1.77	-.411	-.742	221
I would accept almost any job to stay in the hospitality industry	2.51	1.65	.893	-.132	220
People should not stay with the same employer for more than a few years	3.15	1.85	.413	-.854	218
My supervisors always acknowledge my efforts and are understanding if I make a mistake	4.55	1.81	-.447	-.818	220
My personal values and attitudes towards work are similar to the people I work with in the industry	4.54	1.61	-.426	-.496	219
If I put a lot of effort into my job I will be well rewarded and get ahead	4.69	1.76	-.455	-.630	219
My fellow workers have similar expectations as me about their career prospects in hospitality	4.19	1.62	-.233	-.642	216
Customers respect hospitality staff and appreciate the effort that they make	3.91	1.70	-.016	-.667	221
The hospitality industry is an exciting environment to work in	5.39	1.41	-1.122	1.386	219
Most hospitality jobs are done in physically pleasant surroundings	4.57	1.55	-.484	-.299	221
Compared to other industries pay and conditions are very good	3.38	1.78	.322	-.847	219
Deciding on this career was definitely a mistake on my part.	2.13	1.55	1.397	1.182	221
I don't really mind which organisation I work for as long as the job is interesting	4.97	1.60	-.551	-.478	219
I expect to get promotion and pay increases more quickly than my fellow workers	3.59	1.86	.106	-1.064	221
Direct customer contact gives me a lot of job satisfaction	5.63	1.49	-1.191	.885	219
I would readily move to a job in another industry if it paid slightly more money	3.96	1.90	.051	-1.071	221
Getting more qualifications will make it easier to get ahead	4.58	1.86	-.508	-.789	220
I am satisfied with the staff training and development I receive	4.44	1.91	-.370	-.964	221
I am currently planning to change my job	3.19	2.19	.479	-1.237	220
I am very satisfied with my job	4.99	1.60	-.616	-.222	221

Note: 1 = Totally Disagree, 7 = Totally Agree

from direct customer involvement. Despite not seeing their choice of career as a mistake, respondents are even less likely to accept simply any job to remain in the industry than are the student groups.

In the next chapter, more detailed statistical analyses of the data are reported. Differences between the reported scores by various sub-groups of respondents are identified and discussed to establish possible causation.

CHAPTER SEVEN – ANALYSIS AND DISCUSSION OF ALL RESPONSES

7.1 An Overview of the Analysis.

The intent of the research is to identify the extent and direction of any change in the perceptions of three-year management programme students with regard to their intention to pursue a career in the hospitality industry. A fundamental assumption of the research is that they made a choice to undertake their programme of study as a means of either entering the industry or gaining a better position than they might otherwise achieve. It is also assumed that the choice to not undertake a one-year skills based training programme was an expression of some intention to progress towards a supervisory or management role. Therefore, it is expected that there will be some fundamental underlying differences of intent and possibly level of motivation between students on three-year programmes and those on skills based programmes.

Before investigating the existence of any changes in the ratings over time or between groups, attention is initially focussed on the similarities and differences between the various sub-groups in the research sample. For example, a potential cause of different attitudes between the student groups and the industry sample lies in changes to the availability of qualifications over time. Prior to 1977 there were no formal management qualifications for this industry available in New Zealand. It might therefore be expected that current employees of the industry whose careers started prior to CIT in 1977 offering the original Diploma in Hotel and Catering Management have decided views about formal qualifications based on their progress without doing any study at all. Such views might of course be positive or negative, depending on whether they see education as being a good way of accelerating assimilation into the industry. Any differences in independent variables, including sex, age or managerial status, may lead to differences between respondent groups.

Subsequent sections of this chapter consider the respondents' ratings.

7.2 A Comparison of NDHM and BHM Students With Other Student Groups and Current Employees.

The intent of this section is to determine what differences exist between the NDHM and BHM students and other respondents in the study that might offer insight as to why any subsequently identified changes in responses over time and between groups occur. For example, if respondents are older or more highly qualified at entry then it may be that their motivations for choosing a hospitality career are different from those of other students. Students entering the various types and levels of hospitality programmes may be choosing these because of their own or their parents' perceptions of the industry as low skilled and not requiring educational success at secondary school. This would fit with Jarvis' (1994) suggestion that some students in the UK end up taking hospitality courses simply because they do not have the right subjects or grades to gain entry to other programmes. He also pointed out that many people providing guidance to young people see the industry as not requiring good grades at school. While Jarvis was referring to the situation in the UK, in the absence of any other reported research, the same probably applies in New Zealand. There are also many stereotypes of the industry that could be influencing students' choices of programme as an entry point to the industry. A typical example of this is the persistent pattern of almost exclusively female students enrolled on the Certificate in Hospitality Front Office Operations, in its various forms, over the last twenty years at CIT. This pattern is readily observable as existing throughout New Zealand with very high proportions of females staffing hotel reception desks.

To explore the existence of such patterns, a number of aspects were compared between the various sub-groups to particularly determine the extent to which NDHM and BHM students are different from other students. By re-coding responses by types of programmes the respondents were analysed in terms of their independent variable categories of sex, existing qualifications, experience and whether they reported having close friends in the industry.

7.2.1 Comparisons of Sub-Samples by Programmes and Sex

The first independent variable considered was sex. As can be seen in table 7.1 there are distinct patterns that conform with the researcher's understanding of what might be considered the norms for this industry. Whether these are a result of gender discrimination or self selection is not known. This is not commented on here apart from noting that any inequality of gender balance within the industry can be observed at this pre-employment stage.

Table 7.1: Numbers and percentages of respondents of each gender reported by type of hospitality programmes in which enrolled.

Programme Type	Length of Programme	Female		Male		Total •
		f	%	f	%	f *
Chef	1 year	97	46.4	108	51.7	209
Waiting	1 year	30	65.2	14	30.4	46
Reception	1 year	67	79.8	17	20.2	84
General Catering	1 or 2 Years	319	60.8	200	38.1	525
Sub-totals		512	59.3	339	39.2	864
NDHM	3 years	201	65.5	106	34.5	307
BHM	3 years	26	61.9	15	35.7	42
TOTALS		740	61.0	460	37.9	1213

• Totals of rows do not equal column sums due to non-responses.

Only chef training is more popular with male rather than female students. In all other courses female students are very much more highly represented, especially in the reception programmes. Over all the one and two year programmes, the proportions could be typified as a 60:40 split. The three-year programmes do not stand out as being very different in this regard, although the NDHM programme is slightly higher with 65.5 % females. Apart from the slightly higher proportion of males in the chef programme, the three-year programme students fit closely the gender balance across all programmes.

Whether this is significantly different from other tertiary programmes is not seen as important and has not been evaluated. What is identified as an area of interest and potential importance is the possibility of different cultural support environments. Women may place greater importance than men on a number of aspects of work. These may include the importance of team approaches to resolving organisational issues, their work environment, getting on with others, and

taking a more co-operative rather than competitive approach. To the extent that this is true, then the greater numbers of females may assist such values to be fostered, or at least survive in the presence of more aggressive individualistic male values. Whether the culture is balanced or biased is not assessed by this study and is a potential area for further research.

In comparison with the respondents to the industry survey (table 7.2 below), the student group is somewhat less representative of the female: male proportion in the industry (69:31). However, the students on the NDHM and BHM are expected to be more interested in managerial roles and so should be compared with this sub-group of the industry sample which has a 63: 37 female to male ratio. This very closely matches the NDHM (65:35) and BHM (62:36) ratios from table 7.1. In contrast respondents from the other programmes had a female to male ratio of 59:39.

Table 7.2: Number and percentage of respondents of each gender among industry respondents reported by management status.

	Female		Male		Total
	n	%	n	%	n
Part of Management	74	63.2	43	36.8	117
Not Part of Management	78	75.7	25	24.3	103
All Industry Employees	149	68.7	68	31.3	217

The distinctions between the various programmes and industry responses are not considered very large and while there is some implication of gender inequality in some types of programmes there are no extreme differences overall, compared with the population of interest. Whether the gender differences themselves result in differing response patterns over time is subject to further analysis discussed later in this chapter.

7.2.2 Comparisons of Sub-Samples by Programmes and Previous Work Experience

A similar analysis of the student respondents in terms of their reported previous work experience revealed a range of responses. Students on reception and waiting programmes have the lowest reported prior work experience at 35.7 and

43.5 percent of each group having worked in the industry before. Those in general catering (58.3%) and chef (64.1%) programmes have higher reported experience. Previous experience among the NDHM and BHM programme respondents was very much higher than reported by other groups at 78.5% and 78.6% respectively. These figures are shown in the following table 7.3. As no similar question was asked in the industry survey no equivalent figures can be reported.

Table 7.3: Number and percentage of respondents who reported that they had previous work experience by type of hospitality programmes in which enrolled.

Programme Type	Length of Programme	Prior Work Experience		No Prior Work Exper.		Total *
		n	%	n	%	n *
Chef	1 year	134	64.1	75	35.9	209
Waiting	1 year	20	43.5	24	52.2	46
Reception	1 year	30	35.7	52	61.9	84
General Catering	1 or 2 Years	306	58.3	217	41.3	525
Sub-totals		490	56.7	368	42.6	864
NDHM	3 years	241	78.5	65	21.2	307
BHM	3 years	33	78.6	8	19.0	42
TOTALS		764	63.0	441	36.4	1213

* Totals of rows do not equal column sums due to non-responses.

This apparent greater reported previous experience among three-year programme students as compared with others is potentially very important. It suggests that they may have more realistic expectations than other students about working in the industry, its career opportunities, and therefore less likely than others to quit. However, further consideration suggests that the difference does not really exist. As can be seen in table 7.4, 65.8 percent of the first year NDHM students report prior experience. This is considerably less than the overall NDHM figure implies. The most logical explanation of the very high percentage of NDHM year two and three respondents reporting prior work experience are answering this question on the basis of work experience gained prior to the first round of data collection, rather than before first enrolling. The question clearly was not effective in making a distinction for these two student groups.

Table 7.4: Number and percentage of respondents who reported that they had previous work experience by year of NDHM and the BHM programmes.

Programme Type and Year	Respondents with previous work experience	
	n	%
NDHM Year 1	98	65.8
NDHM Year 2	75	89.3
NDHM Year 3	68	91.9
BHM	33	78.6

However, this explanation does not explain why the BHM students' indicate a notably higher level of previous work experience than other first year students. Consideration of the reported mean age of the respective groups shows that the BHM students, who are all first year enrolments in the programme, are almost one year older than the first year NDHM students. The researcher had been responsible for the recruitment of students into the BHM programme at CIT and knows that many of these students were not only very much older but had a wide range of employment experiences, including working in the tourism and hospitality industries. There may well have been a similar situation among the AIT BHM student group.

In addition to these arguments, neither quantitative nor qualitative assessment can be applied to the respondents' work experiences. Some may have had very diverse and illuminating experiences while others, it might be contended, had worked in very limiting roles in small organisations or facilities. The worth of some individual's work experiences in informing them about the industry may well have been less useful than the thoughtful ruminations of an individual who had only ever been a customer prior to choosing hospitality as a career.

7.2.3 Comparisons of Sub-Samples by Programmes and Age

The mean reported ages for the programmes is reported in the next table (7.5). The reported age for the second and third year NDHM students has been adjusted to reflect their age when first enrolled 12 and 24 months earlier respectively. It will be noticed that this shows these two groups to have been younger than all other

groups at the commencement of their studies. Why this should be is not known, but it might be explained by at least two possible explanations.

Firstly, those students who were older on entry have subsequently quit their studies so are not represented in the sample. While no evidence has been collected to demonstrate this, it certainly fits the concepts of the research model that students are developing their ideas and values and adjusting to the adult working world. It fits this model that older students may tend to alter their self concepts earlier in the programme than younger students, and so some drop out of the programmes sooner. This would explain why they are not represented and consequently the reported mean age has reduced.

Secondly, the experienced reduction in sample size for subsequent rounds may indicate students not taking part in the study because they were working and away from the institution on the day of the study and did not complete a questionnaire. In the absence of either of the actual enrolment numbers or true mean age statistics of all enrolled students, no clear interpretation is possible. If older students do exhibit greater levels of awareness and maturity they may well be more likely to undertake more work than they should as full-time students. Personal experience is that older and senior students often gain supervisory roles that conflict with study expectations. This frequently leads to absences from class.

Table 7.5: The reported mean ages, in months, of respondents reported by programme and showing approximate corrected age at enrolment.

Programme Type	Mean Reported Age (months)	Min	Max	Corrected Age
Other Programmes	242.8	189	580	242.8
NDHM - Year 1	243.0	207	410	243.0
NDHM - Year 2	248.4	218	454	236.4
NDHM - Year 3	263.0	235	470	235.0
BHM - Year 1	253.3	213	402	253.3
TOTALS	244.7	189	580	

In the absence of knowledge of the statistics of the original full intake of these two groups any further analysis is potentially spurious. It is important during subsequent discussion of any inter-group differences to keep in mind that the year two and three NDHM respondents were six or seven months younger than the

other diploma and skills programme students at the time of first enrolment. Possibly more significant is the fact that their mean ages were 17 and 18 months younger than the BHM students at date of intake.

7.2.4 Comparison of Student Groups by Programme and Industry Knowledge

Obviously age will impact on individuals' opportunities to have gained prior work experience and this in turn will have impacted on students' responses to the question which asked whether they had a good or limited knowledge of the industry. The next table indicates the response patterns of respondents to the question as to how they rate their level of industry knowledge.

As would be expected given the stage of their studies, the second and third year NDHM students reported a higher level of knowledge than all other students. The BHM and first year diploma students are however more or less in line with the reported levels of knowledge held by other students. It would appear, therefore, that despite some differences in mean age and prior work experience most students have similar beliefs about their level of knowledge of the industry.

Table 7.6: Numbers and percentages of respondents who reported that they had either good or limited knowledge of the industry by type of hospitality programmes in which enrolled.

Programme Type	Good Knowledge		Limited Knowledge		Total
	f	%	f	%	f
Chef	129	61.7	80	38.3	209
Waiting	26	56.5	19	41.3	45
Reception	51	60.7	32	38.1	83
General Catering	227	43.2	247	47.0	474
Sub-totals	433	50.1	378	43.8	811
NDHM - Year 1	82	55.4	66	44.6	148
NDHM - Year 2	58	69.9	25	30.1	83
NDHM - Year 3	58	79.5	15	20.5	73
NDHM - All	198	65.1	106	34.8	304
BHM	21	50.0	21	50.0	42
TOTALS	652	58.0	505	41.8	1157

Statistical comparison using a chi-squared test indicated no significant differences between the new entry students, namely BHM, one year skills programme and

year one of the NDHM programmes. The second and third year students were not included as the bases of their responses were probably different as discussed.

7.2.5 Comparison of Student Groups by Programme and Having Close Friends or Relatives in the Industry

In the next table (7.7) the number and per cent of respondents who have close friends or relatives in the industry are shown. It was envisaged that important others may have an impact on students' choice of programme and that there could be differences between the programmes in terms of the response rates of 'knowing people in the industry'. The only notable feature in the table is that slightly fewer Waiting and BHM students report knowing anyone in the industry. This fits with the reported experience but is a little surprising given that the BHM students are the oldest in terms of reported mean age. They would therefore have had the greater time to make friends with people working in the industry. However, again no statistical significance was indicated when the chi-squared procedure was used to compare the new entry students.

Table 7.7: Number and percentage of student respondents who reported that they had close friends or relatives employed in the industry by type of hospitality programmes in which enrolled.

Programme Type	No Friends In Industry		Friends In Industry		Total
	f	%	f	%	f
Chef	42	20.1	167	79.9	209
Waiting	10	21.7	34	73.9	44
Reception	18	21.4	66	78.6	84
General Catering	104	19.8	417	79.4	521
Sub-totals	174	20.1	684	79.2	858
NDHM	65	21.2	240	78.2	305
BHM	11	26.2	31	73.8	42
TOTALS	250	20.6	955	78.7	1205

7.2.6 Comparison of Student Groups by Programme and Qualifications

It is reasonable to expect that students on higher levels of programmes will possess higher secondary school qualifications. This is in line with earlier comments, Jarvis' (1994) argument, and the entry requirements for higher level

tertiary programmes. The following table (7.8) records the reported qualifications held by respondents reported by programmes. Clearly some students who have done well at secondary school may well still opt for skills rather than more academic programmes. Additionally students over the age of 20 years at date of entry can also gain admission to any programme irrespective of previous educational success, provided there is a reasonable likelihood of successful completion. Hence there are some students without any previously obtained qualifications, or only School Certificate, on the BHM programme and some with Bursary and even tertiary qualifications doing chef programmes.

Despite these exceptions the higher entry requirements for higher level programmes is evident in these results. What cannot be determined from these figures alone is whether there are students on skills programmes who would prefer to be doing the NDHM or BHM, but could not gain entry due to their lack of qualifications. Neither can it be determined if there are any students on any of these programmes because they could not gain places in other preferred career related programmes, such as computing, law or medicine.

Table 7.8: Number and percentage of student respondents who have school certificate, 6th form certificate, bursary, tertiary, trade or other as their highest qualification reported by type of hospitality programmes in which enrolled.

Programme Type	None		Sch. Cert.		6 th .Form		Bursary		Tertiary		Other	
	f	%	f	%	f	%	f	%	f	%	f	%
Chef	21	10.0	45	21.5	76	36.4	20	9.6	20	9.6	27	12.9
Waiting	12	26.1	9	19.6	16	34.8	2	4.3	4	8.7	3	6.5
Reception	13	15.5	9	10.7	41	48.8	9	10.7	5	6.0	7	8.3
General Catering	58	11.1	82	15.7	227	43.4	61	11.7	42	8.0	52	9.9
Sub-totals	104	12.2	135	15.9	360	42.3	92	10.8	71	8.3	89	10.5
NDHM	7	2.3	13	4.2	88	28.7	91	29.6	81	40.8	26	8.5
BHM	1	2.4	3	7.1	6	14.3	21	50.0	9	21.4	2	4.8
TOTALS	112	9.2	161	13.3	454	37.5	204	16.8	161	13.3	117	9.7

In this table is the category of qualification labelled 'Other'. These responses include trade and industry qualifications that do not fit clearly into any other category. In many cases the respondents did not even identify this much about the nature of their qualification, simply circling the category on the instrument. A similar issue exists in terms of the industry responses that are reported below. In both the students and industry results it is not possible to determine the nature of

the tertiary qualifications. Personal knowledge of the students at CIT confirms that these run the full range from certificate through to degrees. Presumably the same range exists within the industry sample, but probably includes many of the qualifications being studied for by the student group.

Table 7.9: Number and percentage of industry respondents who have school certificate, sixth form certificate, bursary, tertiary, trade or other as their highest qualification reported by type of position in which employed.

Programme Type	None		Sch. Cert.		6 th .Form		Bursary		Tertiary		Other	
	f	%	f	%	f	%	f	%	f	%	f	%
Management	16	14.0	20	17.5	30	26.3	4	3.5	26	22.8	18	15.8
Non-Management	16	15.7	7	6.9	23	22.5	10	9.8	32	31.4	14	13.7
TOTALS	32	14.7	27	12.4	53	24.4	14	6.5	59	27.2	32	14.7

A comparison of the two tables shows that the group of interest, namely the NDHM and BHM students, have better school examination results in terms of the proportion who have gained Bursary. If Bursary and Sixth Form Certificate are added together then 58.3% NDHM and 64.3% BHM students have these two qualifications compared with the overall industry figure of 30.9%. It appears that the NDHM students also already hold more tertiary qualifications than do current employees, but this is probably a misleading statistic as NDHM gain an intermediary National Certificate in Hospitality Operation at the end of their first year. Undoubtedly many of the year 2 and 3 students could have cited this as their highest qualification, rather than Sixth Form or Bursary.

What can be seen from this industry-student comparison is that the three-year programme student group is already very well qualified relative to existing staff. The potential issue facing them as they develop their career will be whether they are too qualified compared to other staff around them. Anecdotal evidence suggests that there are managers in the industry who see no value in educational qualifications, and some have been known to encourage students to leave their studies and enter full time positions in the industry as early as the middle of their first year of the NDHM. Similar phenomena have been reported in Australia where chef trainees have been encouraged to take up chef positions on the strength of their ability to cook well before they complete their training. One of the major

incentives driving this has been partially a result of severe shortages of staff (Wilson & Worland, 1993).

Apart from the appearance that the second and third year NDHM students were somewhat younger than might have been expected on the basis of the first year student group mean age, and the BHM students' mean age being higher, the student groups appear to be comparable with each in terms of the independent variables.

There is no reason to believe that the NDHM or BHM students are particularly different in terms of their gender, prior work experience, having close friends or relatives in the industry as compared to other student groups. While somewhat better qualified in terms of existing qualifications there are clear differences which are expected given the nature of the programmes and tertiary education entry requirements.

7.3 Analysis of All Student and Industry Results by Independent Variables

Allowing that the group of interest is more or less the same in terms of its demographic characteristics, work experience, knowledge and knowing people in the industry the results from all respondents were analysed to identify any statistically significant differences arising from these independent variables. The general approach taken with these analyses is explained in conjunction with the gender analysis in the following section (7.3.1).

7.3.1 Differences Attributable to Sex

Consideration is given in this section as to whether differences arise in the results that can be attributed to the gender of respondents. Each round of data has been analysed and the outcomes are reported here. All items in each round are shown along with the respective mean scores for each gender along with the t-test score

and two-tailed level of significance. Fuller tables reporting the details of the analyses are included in the appendices. In the appendix tables are included the details of the Levene's Test for Equality of Variance. This test determines whether the respondents' ratings need to be treated as coming from groups that exhibit equal or unequal variance. When the Levene's test result is not significant the variances are assumed to be equal and unequal when the result is significant. The observed mix of equal and unequal variances is not uncommon in such analyses. The level of significance of any differences between the means is then determined by the two-tailed significance of the t-test.

The choice of test from those available in SPSS was largely governed by the need to also determine the equality of variance as this cannot be assumed to be constant for all possible sub-groupings over all rounds, including the industry responses. Tests such as Bonferroni's and Tukey's assume equality of variance and so may make either a Type I or Type II error if a statistically significant difference is reported. As can be seen in the full analysis tables in the appendices (see for example Appendix 6) the variance switches between equal and unequal even when the same independent variable is considered on one round of data collection.

The tables resulting from analysing the overall responses from each of the three rounds of data collection are presented in order, followed by the analysis using the industry data. Only items where statistically significant differences at the 95% or higher levels of confidence are included in this series of tables. The full tables are reported in Appendices 6 to 9. The respective sub-groups were treated as independent samples.

The tables are reported without commentary. However, immediately after the industry data analysis table is reported, a summary table (Table 7.14) is presented showing all the items from the various rounds together, and highlighting the identified statistically significant differences, their level and direction for each item. What these differences might indicate is discussed at that point.

Table 7.10: The overall mean scores for items in the first round of data collection analysed by gender, with t-test results and levels of significance.

Items	S e x	N	Mean	Std. Dev	t-test value	Sig. 2-tail
Working with people who are friendly and understanding	m	471	6.42	.81	-2.333	.020
	f	745	6.53	.75		
Earning large amounts of money as the reward for my work	m	470	5.44	1.28	4.717	.000
	f	747	5.08	1.35		
Living life my own way and not having it determined by my work	m	467	4.90	1.60	2.508	.012
	f	742	4.68	1.49		
People thinking that my work is important	m	471	5.15	1.63	-2.586	.010
	f	746	5.38	1.39		
Others being helped through my work	m	468	5.50	1.32	-6.077	.000
	f	745	5.94	1.04		
Being physically active in my work	m	471	5.54	1.22	3.229	.001
	f	746	5.30	1.27		
Working in pleasant surroundings	m	470	6.12	1.00	-3.957	.000
	f	745	6.34	.87		
I fully discussed my choice of career with my closest friends and family	m	471	5.13	1.79	-2.747	.006
	f	747	5.41	1.61		
I would accept almost any job to stay in the hospitality industry	m	471	4.17	1.93	-2.691	.007
	f	746	4.46	1.69		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	m	471	5.31	1.59	-2.336	.020
	f	746	5.52	1.45		
Direct customer contact will provide a lot of job satisfaction	m	471	5.49	1.42	-3.693	.000
	f	747	5.78	1.20		
The hospitality industry is an exciting environment to work in	m	470	6.02	1.08	-2.150	.032
	f	747	6.15	.95		
Most hospitality jobs are done in physically pleasant surroundings	m	467	4.84	1.50	-2.319	.021
	f	743	5.04	1.38		

Table 11: The overall mean scores for items in the second round of data collection analysed by gender, with t-test results and levels of significance.

Items	S e x	N	Mea n	Std. Dev	t-test value	Sig. 2-tail
Working with people who are friendly and understanding	m	171	6.25	.90	-2.801	.005
	f	332	6.47	.82		
Living life my own way and not having it determined by my work	m	171	5.19	1.58	4.213	.000
	f	327	4.57	1.52		
Others being helped through my work	m	171	5.32	1.30	-3.800	.000
	f	331	5.76	1.05		
Being free from having to work in my spare time	m	171	5.38	1.46	3.452	.001
	f	330	4.92	1.41		
Being physically active in my work	m	170	5.45	1.21	3.137	.002
	f	329	5.09	1.23		
Working in pleasant surroundings	m	170	6.10	.87	-1.975	.049
	f	330	6.27	.91		
Positive attitudes	m	171	6.45	.73	-2.795	.006
	f	330	6.63	.59		
High motivation	m	171	6.36	.89	-2.563	.011
	f	330	6.55	.63		
Liking for people	m	171	5.87	1.14	-3.851	.000
	f	330	6.24	.78		
Being outward going	m	171	5.74	1.16	-2.583	.010
	f	328	6.00	.91		
The decision to train for employment in the hospitality industry was an important one in my life	m	171	5.59	1.30	-2.276	.024
	f	330	5.86	1.13		
I expect to work in the hospitality industry most of my working life	m	171	4.53	1.82	-3.022	.003
	f	331	5.02	1.54		
I would accept almost any job to stay in the hospitality industry	m	171	2.88	1.73	-4.078	.000
	f	332	3.52	1.63		
People should not stay with the same employer for more than a few years	m	171	3.84	1.80	3.286	.001
	f	331	3.30	1.71		
Direct customer contact will provide a lot of job satisfaction	m	171	4.67	1.60	-2.690	.008
	f	331	5.06	1.36		
My classmates have similar expectations as me about their career prospects in hospitality	m	169	4.09	1.65	-2.756	.006
	f	322	4.49	1.49		
The hospitality industry is an exciting environment to work in	m	171	5.43	1.30	-2.257	.024
	f	332	5.69	1.18		
Most hospitality jobs are done in physically pleasant surroundings	m	171	5.43	1.30	-2.705	.007
	f	332	5.69	1.18		
I expect to get pay increases and promotion more quickly than my classmates	m	168	3.69	1.66	2.749	.006
	f	328	3.25	1.70		

Table 7.12: The mean scores for items in the third round of data collection analysed by gender, with t-test results and levels of significance.

Items	Sex	N	Mean	Std. Dev	t-test value	Sig. 2-tail
Living life my own way and not having it determined by my work	m	34	5.53	1.13	3.224	.002
	f	82	4.76	1.19		
Others being helped through my work	m	34	4.91	1.46	-2.409	.018
	f	82	5.56	1.26		
Feeling sure I will not lose my job	m	34	4.91	1.75	-2.555	.014
	f	82	5.76	1.26		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	m	34	4.12	1.85	-2.184	.031
	f	81	4.85	1.55		
Direct customer contact will provide a lot of job satisfaction	m	34	4.74	1.54	-2.025	.048
	f	82	5.33	1.14		
The hospitality industry is an exciting environment to work in	m	34	5.09	1.42	-2.170	.032
	f	82	5.61	1.06		
I expect to get pay increases and promotion more quickly than my classmates	m	34	4.59	1.64	2.680	.008
	f	81	3.72	1.58		
I would readily take a job in another industry if it will pay slightly more	m	34	4.71	1.75	1.819	.072
	f	82	4.15	1.40		
Getting more qualifications will make it easier to get ahead	m	34	5.56	1.37	2.732	.007
	f	82	4.78	1.41		

Table 7.13: The overall mean scores for items in the industry round of data collection analysed by gender, with t-test results and levels of significance.

Items	Sex	N	Mean	Std. Dev	Sig.	t-test value	Sig. 2-tail
Feeling sure I will not lose my job	m	67	5.52	1.69	.000	-2.284	.02
	f	153	6.05	1.23			
Working in pleasant surroundings	m	68	5.60	1.38	.038	-2.463	.01
	f	153	6.07	1.11			
Positive attitudes	m	68	6.43	.98	.001	-2.004	.04
	f	153	6.69	.63			
Being outward going	m	68	5.54	1.30	.042	-2.268	.02
	f	153	5.95	1.10			
I am still as keen to work in the hospitality industry as when I first started	m	68	4.72	1.84	.141	-1.975	.05
	f	153	5.20	1.60			
I would accept almost any job to stay in the hospitality industry	m	68	2.13	1.43	.058	-2.310	.02
	f	152	2.68	1.72			
People should not stay with the same employer for more than a few years	m	67	3.69	1.86	.793	2.890	.00
	f	151	2.91	1.80			
My supervisors always acknowledge my efforts and are understanding if I make a mistake	m	67	3.96	1.90	.461	-3.326	.00
	f	153	4.82	1.71			
Most hospitality jobs are done in physically pleasant surroundings	m	68	4.19	1.71	.054	-2.487	.01
	f	153	4.75	1.44			
Compared to other industries pay and conditions are very good	m	67	3.03	1.73	.544	-1.969	.05
	f	152	3.54	1.78			
I expect to get pay increases and promotion more quickly than my fellow workers	m	68	4.09	1.73	.092	2.684	.00
	f	153	3.37	1.87			
I am satisfied with the staff training and development I receive	m	68	3.90	1.89	.790	-2.886	.00
	f	153	4.69	1.87			

7.3.2 Patterns of Difference of the Overall Mean Scores Between Male and Female Respondents for Successive Rounds of Data Collection.

In the following table (7.14) a number of distinct patterns are identified which indicate some strong differences about how males and females feel about work in general and the hospitality industry in particular. Discussion is largely confined to the statistically significant differences rather than the magnitude of the mean scores themselves and what these might mean.

At the start of 1997, which was also the beginning of their studies for the majority of respondents, males clearly identified money as a more important aspect in what they wanted from work than did female respondents. The respective means were 5.44 and 5.08 with the level of significance at $p < 0.001$. This distinction had gone by the end of 1997, with the respective male and female mean scores were 5.29 and 5.08 ($p = .072$). At the end of 1998 the respective mean scores were 5.44 and 5.26 ($p = .486$). However, males clearly want to be more physically active in their work and not having their work determine the way in which they live their lives. The first of these themes carries through the first year only, which suggests that students going on in the diploma and degree programmes attach less importance to being physically active in their jobs such as might be thought of chef and waiting positions. The respective mean scores for males and females in the first round are 5.54 and 5.30 with $p = .001$. In the second round at the end of 1998 the respective scores are 5.45 and 5.09 with $p = .002$. No statistical significance was found in the October 1998 rounds when males had a mean score of 5.09 and females 4.87 ($p = .417$) for the item 'being physically active in my work'. These figures and the associated test results are reported in appendices 6, 7 and 8.

The equivalent figures for the item relating to the second theme are shown in tables 7.10, 7.11 and 7.12 for the item 'living life my own way and not having it determined by my work'. As is shown by these figures, the idea of self-determination of lifestyle being more important to males does carry through to the final round though. Male respondents therefore perhaps do not as readily accept being told when to work or what that work might entail. This idea is reinforced in the second round by the males clearly expecting to be free from work commitments in their spare time.

Table 7.14: Showing the items in each of the data collection round where statistically significant differences between the genders were identified, the level of that significance and whether males or females had the higher mean score.

Items	s	i	FEB 1997	OCT 1997	OCT 1998	IND 1998
Working with people who are friendly and understanding	123	y	f *	f **		
Earning large amounts of money as the reward for my work	123	y	m ***			
Living life my own way and not having it determined by my work	123	y	m *	m ***	m **	
People thinking that my work is important	123	y	f **			
Others being helped through my work	123	y	f ***	f ***	f *	
Feeling sure I will not lose my job	123	y			f *	
Being free from having to work in my spare time	123	y		m ***		
Being physically active in my work	123	y	m ***	m **		
Working in pleasant surroundings	123	y	f ***	f *		f *
Positive attitudes	123	y		f **		f *
High motivation	123	y		f **		
Liking for people	123	y	f **	f ***		f ***
Being outward going	123	y		f **		f *
The decision to train for employment in the hospitality industry was an important one in my life	123	y		f *		
I fully discussed my career choice with my closest friends and family	1		f **			
I am still as keen to work in the hospitality industry as when I chose this training programme	23	y				f *
I expect to work in the hospitality industry most of my working life	123	y		f **		
I would accept almost any job to stay in the hospitality industry	123	y	f **	f ***	f **	f *
People should not stay with the same employer for more than a few years	123	y		m ***		m **
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	123	y+	f *		f *	f ***
Direct customer contact will provide a lot of job satisfaction	123	y+	f ***	f **	f *	
My classmates have similar expectations as me about their career prospects in hospitality	23	y+		f **		
The hospitality industry is an exciting environment to work in	123	y		f *	f *	
Most hospitality jobs are done in physically pleasant surroundings	123	y		f **		f *
Compared to other industries pay and conditions are very good		y+				f *
I expect to get pay increases and promotion more quickly than my classmates	23	y+		m **	m **	m **
Getting more qualifications will make it easier to get ahead	23	y			m **	
I am satisfied with the staff training and development I receive		y				f **

Notes 1. s= used in student round, 1= Feb 1997, 2 = Oct 1997, 3 = Oct 1998

2. i = used in industry ; y = as per student round; y+ = modified item

3. * = p<0.05; ** = p<0.01; *** = p<0.001

4. m = males had higher mean score; f = females had higher mean score

Of particular note is the distinction that females are more likely to accept any position in hospitality in order to remain in the industry. Females are more sure that their supervisors will acknowledge their efforts and be understanding if they make a mistake. This is also true of the female industry respondents. However, it is important to recognise that the mean scores while higher than males are all less than 5 on the 7 point scale. Clearly though, albeit with decreasing certainty, female students see customers as an important source of job satisfaction. This difference does not hold with the industry data.

7.3.3 Differences Between Responses Attributable to Previous Work Experience in the Industry

The following two tables (7.15; and 7.16) present the results of analyses of each round of data collection with comparisons based on whether students had previous work experience in the hospitality industry. More detailed tables indicating whether the t-test results are based on equal or unequal variance in the sub-samples can be found in Appendices 10, 11 and 12. Following these tables is a summary table (7.17) which highlights those items for which statistically significant differences were identified. These differences are discussed in that section.

Table 7.15: The mean scores for items in the first round of data collection analysed by previous work experience, with the related t-test results and levels of significance for differences of means.

Items	Prior Work	N	Mean	Std Dev	t-test value	Sig.(2-tail)
Being in charge of other workers	Y	775	4.40	1.53	2.653	.008
	N	446	4.15	1.59		
The decision to train for employment in the hospitality industry was an important one in my life	Y	777	6.17	1.05	2.232	.026
	N	446	6.03	1.00		
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Y	76	5.12	1.76	2.254	.024
	N	445	4.89	1.67		
I expect to work in the hospitality industry most of my working life	Y	774	5.47	1.46	2.955	.003
	N	445	5.22	1.41		
I would accept almost any job to stay in the hospitality industry	Y	777	4.16	1.84	-5.200	.000
	N	445	4.69	1.64		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Y	776	5.37	1.54	-2.546	.011
	N	446	5.59	1.43		
Customers respect hospitality staff and appreciate the efforts that they make	Y	776	4.54	1.60	-3.867	.000
	N	446	4.89	1.51		
Most hospitality jobs are done in physically pleasant surroundings	Y	772	4.90	1.47	-1.979	.048
	N	443	5.07	1.36		

Table 7.16: The mean scores for items in the second round of data collection analysed by previous work experience, with the related t-test results and levels of significance for differences of means.

Items	Prior Work	N	Mean	Std Dev	t-test value	Sig.(2-tail)
Others being helped through my work	Y	295	5.55	1.21	-1.998	.047
	N	151	5.77	1.06		
I now know a very great deal more than before about the hospitality industry	Y	295	6.16	1.02	-2.971	.003
	N	152	6.42	.82		
Jobs in the hospitality industry involve more hard work than I previously realised	Y	294	4.45	1.71	-3.353	.001
	N	152	4.99	1.57		
I would accept almost any job to stay in the hospitality industry	Y	295	3.20	1.69	-2.898	.004
	N	152	3.69	1.67		
Customers respect hospitality staff and appreciate the effort that they make	Y	295	4.1	1.46	-2.303	.022
	N	152	4.43	1.41		
I don't really mind which organisation I work for as long as the work is interesting	Y	295	5.00	1.52	-2.479	.014
	N	152	5.37	1.48		

There were no statistically significant ($p<0.05$) differences between the mean scores for items in the third round of data collection when analysed by previous work experience.

As can be seen in table 7.17, there are far fewer items for which there are differences at any level of statistical significance, as compared to the number of differences based on gender. Of these, only one shows any repetition and even this is only over two successive periods. What can be said of the outcomes though is that it is those with prior work experience who are clearer and stronger in their view that they made an important decision to choose hospitality from among the other choices which were available to them at the commencement of their studies. It is also this group which more strongly identifies hospitality as the industry they are likely to work in for the rest of their life. They also start out giving greater importance than those without prior experience to wanting to be in charge of others with mean scores of 4.40 and 4.15 respectively. Such scores hardly represent an expression of any strong desire to be in a leadership role despite the distinction. Moreover, these distinctions in the first round do not carry through into later rounds. As students progress through their programmes they will gain greater knowledge and insight into the industry. It is not surprising that any reported differences between those with, and those without, previous work experience will reduce as both groups increasingly develop similar levels of equivalent knowledge.

Nevertheless, those without prior industry experience could be characterised as starting out with greater willingness to accept any job in the industry, possessing greater faith that they will be acknowledged and understood by their supervisors and respected by the customers. They also identify the industry as having physically pleasant work surroundings.

Table 7.17: Showing the items in each of the data collection round where statistically significant differences between those with previous work experience and those without were identified, the level of that significance and whether those with or without experience had the higher mean score.

Items	s	i	FEB 1997	OCT 1997	OCT 1998
Others being helped through my work	123	y		nw*	
Feeling sure I will not lose my job	123	y			
Being in charge of other workers	123	y	w**		
The decision to train for employment in the hospitality industry was an important one in my life	123	y	w**		
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	1		w**		
I now know a very great deal more than before about the hospitality industry	23	y		nw**	
I expect to work in the hospitality industry most of my working life	123	y	w**		
Jobs in the hospitality industry involve more hard work than I previously realised	23	y		nw***	
I would accept almost any job to stay in the hospitality industry	123	y	nw***		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	123	y+	nw*		
Customers respect hospitality staff and appreciate the efforts that they make	123	y	nw***	nw**	
Most hospitality jobs are done in physically pleasant surroundings	123	y	nw*		
I don't really mind which organisation I work for as long as the work is interesting	23	y+		nw**	

Notes: 1. s = used in student round, 1 = Feb 1997; 2 = Oct 1997; 3 = Oct 1998

2. i = used in industry round; y = as per student round; y+ = modified item

3. * = p<0.05; ** = p<0.01; *** = p<0.001

4. w = prior work experience; nw = no prior work experience.

These distinctions erode by the end of the year, when only the stronger belief that customers will respect their efforts persists. By the end of the first year of the study those without prior work experience are more likely to report that they now know a great deal more about the industry and that it involves more hard work than they previously realised. However, they are also more likely to work for any organisation as long as the work is interesting. By the final round all distinctions, as indicated by statistically significant differences, between those with or without previous work experience have eroded.

Together these differences suggest that indeed those entering without prior experience did not fully realise what they were taking on as a career, but that by and large they do not identify the industry as any less attractive to them than do students who have worked in the industry previously. Subsequent analysis explores whether this holds true for all the three year programmes and the extent to which the noted distinctions are more a first year or skills based phenomenon.

7.3.4 The Effect of Age on Overall Responses.

A possible cause of changed outlook and expectations about employment in general and careers in particular is that the individual is progressing through one or more changes of theatre (Super, 1980). Whether this is a maturation process or an increased knowledge base is arguable, but based on Super's (1980) and Herriot's (1984) concepts it was expected that there would be identifiable relationships between age and the ratings of some items. While no preconceived views were held as to which items these might be at least some of them could show strong positive or negative relationships.

To assess this, bivariate correlation analyses were conducted for the responses to all items in each round of data collection, including the industry data. The analyses were for males and females as separate groups and together. The full tables of these results are included as appendices 13 and 14. The following table includes all the instances where items were found to have an r greater than 0.20, which what Cohen and Holiday (1982) suggested the lower threshold of what is a low correlation.

Table 7.18: Pearson Correlation Coefficients for each item in each round of data collection reported by sex.

ITEMS		Feb 1997			Oct 1997			Oct 1998		
		Male	Female	All	Male	Female	All	Male	Female	All
Being physically active in my work	P Corr							-.257		
	N							31		
Practical experience	P Corr	.200								
	N	62								
Performance at job interview	P Corr							-.459**		
	N							31		
Good references	P Corr							-.220		
	N							31		
Your contacts	P Corr		.226*					-.456**		
	N		113					31		
Your appearance	P Corr									
	N									
High motivation	P Corr				-.222**			-.268		
	N				163			31		
Liking for people	P Corr								.207	
	N								90	
I am still as keen to work in the industry as when I chose this training programme	P Corr									
	N									
I now know a very great deal more than before about the hospitality industry	P Corr				-.203**					
	N				163					
Jobs in the hospitality industry involve more hard work than I previously realised	P Corr				-.320**					
	N				162					
People should not stay with the same employer for more than a few years	P Corr							-.313		
	N							31		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	P Corr							-.376*		
	N							31		
Customers respect hospitality staff and appreciate the effort that they make	P Corr							.245		
	N							31		

P Corr = Pearson Correlation
 ** Correaltion is significant at the 0.01 level (2 - tailed).
 * Correaltion is significant at the 0.05 level (2 - tailed).

There is no consistent pattern in these results between rounds. It would have been reasonable to expect any pattern related to age or gender to be evident in all rounds. What relationships are shown are for the most part not even in the modest range of Cohen and Holliday's (1982) scales. The four strongest relationships, which are also statistically significant, are exhibited by males in the third round of data collection.

While these relationships are not strong they do point to older male students being less likely to attach high importance to their performance at interviews, their contacts or appearance in getting jobs. The older male students are also less likely to expect that their supervisors will acknowledge and reward their efforts or be understanding if they make mistakes.

Table 7.19: Pearson correlation coefficients for each item asked in the industry data collection related to age of respondents, shown by sex.

ITEMS		Male	Female	All
Developing and using my skills and abilities	P Corr	-.201		
Earning large amounts of money as the reward for my work	P Corr	-.231		
People thinking that my work is important	P Corr	-.332*		
Feeling sure that I will not lose my job	P Corr	-.234		
Good references	P Corr	-.274*		
Your contacts	P Corr	-.443**		
Positive attitudes	P Corr	.209		
I am still as keen to work in the hospitality industry as when I first started	P Corr		.250**	
I now know a very great deal more about the hospitality industry than before I first started	P Corr	-.201		
I expect to work in the hospitality industry most of my working life	P Corr	.457**	.393**	.411**
My supervisors always acknowledge my efforts and are understanding if I make a mistake	P Corr	-.202		
My personal values and attitudes towards work are similar to the people I work with in the industry	P Corr	-.327*	.206*	
Customers respect hospitality staff and appreciate the effort that they make	P Corr	.216		
Most hospitality jobs are done in physically pleasant surroundings	P Corr	.248	.223**	.224**
Deciding on this career was a definite mistake on my part	P Corr	-.218		
I would readily take a job in another industry if it paid slightly more money	P Corr	-.313*		
I am satisfied with the staff training and development that I receive	P Corr	-.329*		
I am currently planning to change my career	P Corr	-.220	-.261*	-.244**
I am very satisfied with my choice of career	P Corr		.252**	.225**

P Corr = Pearson Correlation

** Correlation is significant at the 0.01 level (2 - tailed).

* Correlation is significant at the 0.05 level (2 - tailed).

Number of respondent cases: males range from 54 to 55; females 135 to 136; all 188 to 191.

The industry results also have low correlations and few consistencies that suggest age is a particular influence in how respondents rate the items. Some points of interest though are evident. Firstly, that older males are again less likely to see their contacts as important in getting a job. Secondly, and not unsurprisingly, older employees of both sexes are more likely to see themselves as working in the industry for all their working life. This is supported by both sexes reporting less agreement with the statement that they are currently planning to change their careers as they get older. Similarly older workers are more likely to report that the industry's work environment is pleasant.

However, for the most part the correlation analyses of items relative to age present some information of interest but little additional insight to the wider issues. It is clear that these results do not support the ideas of Herriot (1984) and Super (1980) as being strongly influential among these respondents. This does not preclude that for some individuals the maturation and self-discovery processes are not very important in determining how they view their employment and career situations.

7.3.5 Differences Between Responses Attributable to Qualifications Already Held

The number and types of qualifications already held by respondents has already been discussed in section 7.1 of this chapter. The general observation from that information was that the qualifications held reflected the higher entry requirements for the diploma and degree programmes. It was envisaged when the model was being developed that there may be a relationship between the educational attainments of students and how they perceive employment in general and hospitality careers in particular. In accordance with objective 4 (p65) analysis was undertaken to identify what differences exist between respondents based on their qualifications.

The Scheffé *post hoc* multiple comparisons test in the One-Way ANOVA procedure was used to identify the means, standard deviations and levels of significance between respondent sub-groups based on whether they reported having School Certificate, Sixth Form Certificate, Bursary, Tertiary, Other or no qualification. It was not expected that there would be any change in any patterns in the responses over time, but each round of data collection, including the industry responses, was assessed.

Inspection of the mean scores and standard deviations revealed that each sub-group's responses were very similar. In fact the responses in the second and third rounds had no items in which statistically significant differences were identified. Very few items were found in the first student round or among the

industry data that show statistically significant differences. These items are reported in the following tables.

Table 7.20: Items which had statistically significant differences between sub-groups of first round students and industry respondents based on qualifications held.

	Item	Qual Sub-Group	Students				Industry			
			N	Mean	SD	Sig Diffs	N	Mean	SD	Sig Diffs
1	Being physically active in my work	None	117	5.78	1.13	6 th .; *Burs**	32	5.84	1.08	Tert**
		SC	168	5.55	1.26		27	4.78	2.01	
		6 th . Form	457	5.30	1.30	None*	53	5.15	1.36	
		Bursary	205	5.17	1.24	None**; Other*	14	4.86	1.51	
		Tertiary	162	5.36	1.22		59	4.46	1.56	None**
		Other	119	5.67	1.14	Bur*	31	5.06	1.63	
2	I expect to work in the hospitality industry most of my working life	None	117	5.81	1.14	Bur**	31	5.55	1.39	Bur***
		SC	167	5.57	1.50		27	5.07	1.80	Bur*
		6 th . Form	457	5.26	1.43		53	4.58	1.55	
		Bursary	204	5.10	1.51	None**	14	2.93	2.30	None***; SC*
		Tertiary	161	5.42	1.41		59	4.31	1.81	
		Other	119	5.55	1.47		32	4.63	1.90	
3	I am proud to tell other that I am training to work in hospitality	None	117	6.52	.87	Bur*				
		SC	168	6.40	.99					
		6 th . Form	458	6.30	.97					
		Bursary	205	6.11	1.09	None*				
		Tertiary	162	6.33	.85					
		Other	119	6.32	.95					
4	I would accept almost any job to stay in the hospitality industry	None	117	5.02	1.65	6 th .; Bur***				
		SC	168	4.79	1.72	Bur**; Tert***	31	3.35	1.85	Tert*; Other**
		6 th . Form	458	4.37	1.68	Nonr*; Burs*	27	2.85	1.85	
		Bursary	204	3.77	1.76	None***; SC***	53	2.64	1.62	
		Tertiary	162	4.00	1.86	None***; SC**	14	2.29	1.77	None*
		Other	119	4.49	1.97	Bur*	59	2.15	1.34	
5	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	None	117	5.95	1.35	6 th .; Bur*	32	1.78	1.29	None**
		SC	167	5.49	1.67					
		6 th . Form	458	5.27	1.54	None**				
		Bursary	205	5.32	1.43	None*				
		Tertiary	162	5.47	1.45					
		Other	119	5.71	1.36					

* = p<0.05; ** = p<0.01; *** = p<0.001

Considering the student responses it appears that despite there being some statistically significant differences, for the most part there is no apparent underlying causes revealed. In general it could be argued that higher qualifications indicate somewhat less vehemence in the views held. For example the item relating to being physically active shows a decline in the mean score and so lessened importance for this aspect of work the higher the level of qualification. The exception to this are those students who have tertiary qualifications. This group fits somewhere between the group with School

Certificate and those with Sixth Form Certificate. However, these groups are not significantly different and so the suggested trend is not effectively proven.

For the item relating to intention to stay in the industry most of their working life, a similar change in means is identified but among the students there is even less statistical support than for the previous item. The industry data is somewhat more convincing with three groups having statistically significant differences among them supporting this trend. What is most striking though is the distinct negative view of the Bursary holders in industry. They are most decided that they do not expect to stay in the industry. This is supported in the later item regarding willingness to accept any job to stay in the industry, where again the Bursary groups are clearly the least accepting of this item, albeit not at a level of statistical significance.

This item also shows the greatest number of significant inter-group differences among the student respondents. Bursary holders are the least accepting and significantly different all groups other than those already with tertiary qualifications. Some tertiary qualification group students may be reporting preliminary certificates gained in the first year of their three-year diploma programmes. As no certainty can be attached to what these respondents gained at secondary school, they could otherwise fit into any of the other categories. Therefore, any distinction made between them and the other groups is very speculative. Similar consideration is warranted with regard to the 'Other' category.

Accordingly, it must be accepted that with regard to this item there is a proven trend of reduced agreement as the qualifications already held increases. Hospitality students with lower secondary school qualifications are more likely to accept any job in order to stay in the hospitality industry. While this is an important finding, it must be recognised that the level of agreement indicated by the mean score is only 5.02 on the seven point scale. In other words the level of tolerance as to which job they are given is not high. It is really the increasing lack of acceptance among higher qualification holders that is important.

Arguably a similar trend is shown among the industry respondents, but there is insufficient statistical support to prove that trend. However, it must be

recognised that current employees clearly do not accept of the idea of accepting any job in order to stay with the industry. Therefore, while students with lower qualifications may be more malleable this does not carry through into employment.

Overall, there is no convincing evidence that the respondents' qualifications distinguish them from others as to how they responded to this instrument. Given the very small number of statistically significant differences among the responses the full findings have not been reported here nor included in the appendices.

7.3.6 Differences Between Responses Attributable to Their intended Area of Work

As discussed in the previous section, when the research model was being developed it was felt that there may be differences between how respondents rated the items dependant on the area of employment they were particularly interested in pursuing their careers. To this end a range of choices had been listed in the instrument from which students were asked to select their main preference. Unfortunately many students circled more than one option and in some cases as many as five were indicated. It was possible to generalise the choices indicated however as being front of house or back of house. It was further assumed by the researcher that where 'supervisor' or 'management' had been also circled that the intention of the respondent was to gain such a role. Of course in many cases the respondents were quite clear in choosing only one of the options and so clearly fell into one of the three categories finally used, namely 'Front of House', 'Back of House' and 'Management'.

To determine the relationship between the respondents' preferred areas of employment and how they rated the items in the instrument an analysis of variance was carried out using the Scheffé *post hoc* test. Nineteen items were identified as having statistically significant differences between two or more of the sub-groups, but only five items showed such differences in more than one round of data collection. It is important to note that for all items identified as having significant inter-group differences in both the first and second rounds all

the mean score decline. Further, based on paired sample t-tests, each of these declines are statistically significant ($p < 0.001$). Table 7.21 shows all the items and significant relationships between the sub-groups.

Also shown in table 7.21 are the respective sub-group sizes. It will be seen that for item 14 in the table, reporting on the significant difference for one item in October 1998, there are relatively few non-management respondents. As only three-year programme students were taking part in this round, those respondents undertaking one year skills programmes are not present in the sample. The difference identified between management and back of house respondents is considered to be anomalous and not discussed further.

With regard to the other items in the table a number of the indicated differences appear to fit what might be expected of the respondents. Almost all the back of house respondents identified the kitchen as their preferred work area, although some also nominated housekeeping or maintenance. It is not surprising to see this group attaching more importance to developing their skills (item 1), doing something original in their work (item 2), and not agreeing as strongly as others that customer contact will provide a lot of job satisfaction (item 15). The last of these items shows the same differences continuing into the second round of data collection.

A similar set of easily accepted differences can be seen among the front of house respondents. For example they more strongly agree with the idea that most hospitality jobs are done in pleasant surroundings (item 17), that customers respect their efforts (item 16), and that hospitality jobs involve more hard work than they previously realised (item 11). This suggests that these students have come to the realisation that wanting to work with nice pleasant people may be fun and interesting but can be hard to maintain in the face of ill-mannered customers and personal rebuffs, especially when coupled with having to be on your feet for several hours at a stretch. This sub-group is also clearer that they want to be physically active in their work as compared to the management students (item 5). However, while these differences have been found they do not necessarily point to items which identify characteristics that would aid in identifying future acceptance of the industry as a career opportunity. They may, after further research, form part of a battery of items

which could aid in guiding individuals choice of which area to study. Individuals wanting to do more original things in their work and have opportunities to develop their skills and not be reliant on gaining job satisfaction from customer relationships may be better in back of house positions. Those wanting more satisfaction from customer contact obviously should take front of house positions, but expect to find the work harder they might have realised before starting out.

However, these points are hardly new revelations, especially to anyone who has had any connection with the industry. What is of interest is that the responses reported fit logically and consistently over the period of the study with what might be termed conventional wisdom. This points to the instrument measuring relevant areas with items which have basic meaning to respondents.

While these points are interesting, it is the respondents who identified themselves as interested in management who are more pertinent to this study. This sub-group clearly identify that they want to be in charge of others (item 4), with mean scores of 4.65 (February 1997) and 4.46 (October 1997) . Even though this certainty significantly declined ($p < 0.001$) during the year, these respondents do not show the ambivalence of the neutral mean scores of respondents identifying with front and back of house operational roles intentions.

Table 7.21: The mean scores, standard deviations for items for student respondents where significant differences were identified between areas of work interest.

	Items	Group												
			N	Mean	Sig Diff	SD	N	Mean	Sig Diff	SD	N	Mean	Sig Diff	SD
1	Developing and using my skills and abilities at work	FH	391	6.54		.74								
		BH	227	6.67	3*	.64								
		MGT	547	6.53	2*	.73								
2	Making or doing something original through my work	FH	388	5.51		1.07								
		BH	228	5.70	2*	1.12								
		MGT	546	5.48	3*	1.12								
3	Earning large amounts of money as the reward for my work	FH	391	5.11	3*	1.37								
		BH	228	5.12		1.40								
		MGT	546	5.33	1*	1.29								
4	Being in charge of other workers	FH	390	4.09	3***	1.58	148	4.03	3*	1.47				
		BH	228	3.84	3***	1.71	82	3.99	3*	1.44				
		MGT	546	4.65	1***;2***	1.41	197	4.46	1*;2*	1.25				
5	Being physically active in my work	FH	391	5.56	3**	1.21	148	5.47	3***	1.22				
		BH	228	5.39		1.32	81	4.98	3*	1.10				
		MGT	546	5.31	1**	1.24	195		1***;2*	1.26				
6	Working in pleasant surroundings	FH	389	6.32	3*	.90								
		BH	228	6.38	3*	.87								
		MGT	546	6.17	1*;2*	.96								
7	Good references	FH					147	5.95	3*	.94				
		BH					82	5.77		1.21				
		MGT					197	5.65	1*	1.05				
8	Being outward going	FH					145	6.03	2*	.96				
		BH					82	5.65	1*	1.17				
		MGT					197	5.88		.99				
9	At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	FH	391	4.90	3*	1.76								
		BH	228	4.82	3*	1.83								
		MGT	545	5.19	1*; 2*	1.67								
10	I now know a very great deal more than before about the hospitality industry	FH					148	6.43	3**	.88				
		BH					2	6.48	3**	.89				
		MGT					198	6.07	1**;2**	.97				
11	Jobs in the hospitality industry involve more hard work than I previously realised	FH					148	4.97	3**	1.59				
		BH					82	4.65		1.78				
		MGT					197	4.35	1**	1.69				
12	I would accept almost any job to stay in the hospitality industry	FH	390	4.73	3***	1.64	148	3.82	2*;3**	1.70				
		BH	228	4.44		1.80	82	3.21	1*	1.67				
		MGT	547	4.13	1***	1.81	198	3.17	1**	1.65				
13	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	FH					147	4.86		1.66				
		BH					82	5.16	3*	1.61				
		MGT					198	4.61	2*	1.70				
14	My personal values and attitudes towards work are similar to people already working in the industry	FH									10	4.60		1.43
		BH									2	7.00	3*	.00
		MGT									77	4.42	2*	1.36
15	Direct customer support will provide a lot of job satisfaction	FH	391	5.77	2***	1.23	148	5.04	2***	1.41				
		BH	228	5.12	1***;3***	1.49	81	4.25	1***;3***	1.66				
		MGT	547	5.81	2***	1.19	198	5.11	2***	1.39				
16	Customers respect hospitality staff and appreciate the effort that they make	FH	391	4.85	3**	1.51								
		BH	228	4.73		1.62								
		MGT	546	4.53	1**	1.58								
17	Most hospitality jobs are done in physically pleasant surroundings	FH	387	5.19	2*; 3**	1.30	148	4.74	2***	1.41				
		BH	226	4.83	1*	1.52	82	4.00	1***;3**	1.56				
		MGT	545	4.87	1**	1.47	198	4.60	2**	1.35				
18	I expect to get promotion and pay increases more quickly than my classmates	FH					146	3.10	3*	1.65				
		BH					81	3.14		1.74				
		MGT					194	3.60	1*	1.65				
19	I would readily take a job in another industry if it will pay slightly more money	FH					138	4.09	2*	1.74				
		BH					80	3.45	1*;3*	1.77				
		MGT					191	4.02	2*	1.60				

Notes: 1. Inter-group differences in Sig. Diff are based on Scheffé test.

2. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001

3. Significant differences based on paired t-tests between rounds are bolded in the second of each of the two periods columns being compared.

This management sub-group can be distinguished in a number of additional ways from the other respondents. They are significantly less inclined to want to be physically active in their work (item 5); give greater importance to working in pleasant surroundings (item 6); believe that they had more options from which to select when they chose to train for hospitality (item 9); are the least likely to accept almost any job in order to remain in the industry (item 12); more sure that customers will be a source of job satisfaction (item 15); and are more skeptical that customers will respect and appreciate their efforts (item 16). Like the other respondents though, it seems that they go through a process of discovery or at least readjustment of their values. This is most clearly shown in item 10 which asked whether respondents agreed they had learned a great deal more. While all respondents clearly agree that they have done so, the management respondents are less sure of this with a mean score 6.07 as compared with 6.43 and 6.48 for the other sub-groups. What cannot be determined from these results is whether this reflects a higher level of knowledge and awareness at entry compared to the others, or that they have learned less from their programmes and work experiences.

A similar dilemma exists when looking at item 11. Is the fact that this set of respondents had a better appreciation of how hard the work would be, or is a question of their not yet being exposed to the full realisation or even that the work of management involves less hard work than other roles? It can be said though that the management sub-group is the least optimistic with regard to recognition and understanding from their supervisors (item 13) and customers (item 16).

A similar analysis was undertaken of the industry data. Again the Scheffé *post hoc* test in the One-Way ANOVA procedure was used to identify significant differences between the sub-groups. Eight items were found to have one or more inter-group differences, but these were not all items that had been identified as being of interest among the student responses. These are reported in table 7.22. Some comparisons are drawn here between the student and industry responses with regard to those items that were commonly identified.

Both groups had significant inter-group differences for the item relating to wanting to do something original in their work. However, while the strongest interest for this among the students was held by the back of house sub-group the equivalent respondents in the industry study is not as keen on this as is the management sub-group (item 1 in table 7.22). This suggests that those already in a management role in industry can more readily see the opportunity to pursue such intentions than is perceived by the students group.

Table 7.22: The mean scores, standard deviations for items for industry respondents where significant differences were identified between areas of work interest.

	Items	October 1998				
		Group	N	Mean	Sig. diffs	SD
1	Making or doing something original through my work	FH	85	5.07	3*	1.40
		BH	55	5.45		1.10
		MGT	18	6.06	1*	1.21
2	Performance at job interview	FH	86	5.42		1.15
		BH	57	5.05	3*	1.54
		MGT	18	5.94	2*	1.11
3	Being outward going	FH	86	5.95	2**	1.06
		BH	57	5.30	1**;3**	1.22
		MGT	18	6.28	2**	1.07
4	My fellow workers have similar expectations as me about their career prospects in hospitality	FH	84	3.82	2*	1.47
		BH	56	4.52	1*	1.57
		MGT	18	4.67		1.61
5	Direct customer contact gives me a lot of job satisfaction	FH	86	5.90	2***	1.16
		BH	56	4.70	1***;3***	1.79
		MGT	18	6.11	2***	1.18
6	The hospitality industry is an exciting environment to work in	FH	86	5.38		1.31
		BH	57	5.14	3**	1.44
		MGT	18	6.22	2**	.94
7	Deciding on this career was definitely a mistake on my part	FH	86	1.78	2*	1.10
		BH	57	2.39	1*	1.80
		MGT	18	1.78		1.17
8	I would readily move to a job in another industry if it paid slightly more money	FH	86	4.05	3***	1.73
		BH	57	3.79		2.09
		MGT	18	2.50	1***	1.42

Notes: 1. Inter-group differences in Sig. Diff are based on Scheffé test.

2. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$

The results regarding direct customer contact providing a lot of job satisfaction match as to rank order between each round of student results and those of the industry respondents. While there are differences between the means scores all are positive with the management sub-groups being the most in agreement with this statement. This suggests that the three-year management programme

students are more likely to gain job satisfaction from this aspect of their career employment than students in one year skills programmes.

It is also interesting to note that it is the management sub-group in the industry results which is least likely to change industries for more money (item 8, table 7.22). While speculative, it could be argued that having made it to the ranks of management these individuals have more to lose than other employees. The next least likely to change industries is the back of house group which is made up of kitchen, housekeeping and maintenance staff. People with these skills are probably less likely to be able to readily transfer their skills and experience to other employment areas, and possibly not wish to seek customer contact positions such as those in retailing, even though entry barriers may be relatively low.

From both tables 7.21 and 7.22 it can be seen that there are also some differences in terms of what is identified as important to gain employment in the industry. Being outward going was the only item commonly identified from both studies (item 8, table 7.21; item 3 table 7.22). In both cases it is the back of house sub-groups which report significantly lower importance for this aspect of selection. This would appear to be logical in that they can be expected to have the least need to interact with customers. However, respondents were asked to rate importance in general and not specifically in relation to the area of employment in which they were interested or currently employed. Therefore it cannot be taken from the Management sub-group from the industry sample that they see 'being outward going' as only important for management positions. This suggests that the back of house groups are under-estimating the importance of this aspect of how they present themselves to potential employers. Presumably this is not a concern for the three-year management programme students in that they are ostensibly going for front of house and/or management positions.

In the next chapter the NDHM and BHM programmes are analysed in greater detail giving particular consideration to the sub-groups based on the year of study as well as the programme.

CHAPTER EIGHT - ANALYSIS AND DISCUSSION OF THE THREE-YEAR MANAGEMENT PROGRAMME STUDENTS' RESPONSES; AND CONSIDERATION OF THE RESEARCH OBJECTIVES.

8.1 Some Further Considerations Regarding Methods Of Analysis

Having looked at the scores of the total sample the next stage is to analyse more closely the sources of difference among the three-year management programme students and to examine the degree to which variables like gender, prior experience and existing qualifications interact with each other to determine, for example, attitudes to career development. Traditionally such analyses would be conducted using techniques like regression analysis, or where categorical data are involved, perhaps hierarchical log linear analysis or Probit. However, in this study the nature of the data precludes much of this given that while the sample is large, there are longitudinal discontinuities and equally it is difficult to undertake matching of pairs across both years. Additionally, as described, there are discontinuities and differences between and across courses, or years of courses. This has meant that in some instances sub-sample sizes become very small. In consequence the analysis has had to become one possessing a step like nature, where one variable, say career intention, is held constant, and other variables like age or having friends or relatives in the industry are examined in turn as to the degree to which they correlate with career intention. While the analysis thus described is exhaustive, it unfortunately becomes somewhat repetitive in nature, but needs to be done to tease out the relationships. Hence, this chapter presents a full but particularistic (albeit in part discursive) account of each of these analyses. In Chapter Nine an overview of the implications of these findings is then presented in a more holistic manner.

In selecting the methods of analysis for the data relating only to the NDHM and BHM respondents a number of aspects needed to be reconsidered. The ideal would be to use matched cases from all three rounds of data collection. However, clearly with the variations in the number of respondents reported for each institution and programme year (see Table 5.2) the likelihood of matching many cases through all three periods is greatly reduced. The actual numbers of

cases that could be matched among the NDHM and BHM students are reported in the following table, 8.1.

Table 8.1: The number of matched cases between the NDHM and BHM respondents between successive periods, shown by programme and year of programme.

Programme - Year	Matched Cases		
	Feb 97 - Oct 97	Oct 97 - Oct 98	Feb 97-Oct 97-Oct98
NDHM Year 1	51	27	26
NDHM Year 2	41	42	19
NDHM Year 3	29	N/A	N/A
BHM	15	8	8
ALL NDHM & BHM	136	77	53

Given the numbers of matched cases over the respective periods valid statistical comparisons of individuals become problematic. The numbers of respondents in each year of the NDHM programme are less of a problem, but if divided into sub-categories by gender, prior work experience, level of industry knowledge and friends and relatives in the industry, clearly some of these groups may be too small to provide reliable results.

As both the MANOVA and 'GLM: repeated measures' procedures use the matching cases from each round of data collection, the number of cases within the sub-groups will potentially become very small, and therefore of questionable validity. While these procedures offer the advantage of identifying specific effects of each independent variable, the potential loss of validity suggests that a univariate approach would be more appropriate. Bryman and Cramer (1997) point out that the repeated measures procedure only indicates the existence of any significant differences and that further testing using *post hoc* procedures such as the Bonferroni, Tukey or Scheffé tests would still be necessary to identify where these differences lie. Accordingly it was decided to use the more conservative Scheffé test where inter-group comparisons were possible, and otherwise rely on paired sample and independent sample procedures to evaluate the effects of the independent variables on each dependent variable.

Also of importance in these considerations are the characteristics of the data. Using the 'explore' function in SPSS it was determined that each variable, even when considered for sub-groups by programme, sex or prior work experience,

with very few exceptions yielded Kolmogorov - Smirnov levels of significance of $p=.0000$, clearly indicating that the distributions were not normal. Transforming the data in various ways, such as converting to natural logarithms, square and cube roots, did not result in any improvement in the Kolmogorov-Smirnov scores. This is not surprising given the skewness and kurtosis results reported for the data overall in Chapter 5.

This situation suggests that any analysis of the results should not be based on parametric methods. However, Brymer and Cramer (1997) argue that there is strong evidence that of the conditions needed to use parametric tests those requiring normal distribution and equality of variance of the data can be violated without greatly altering the outcome of parametric tests when compared to the use of non-parametric ones. The condition that the data is interval or ratio based is met given that these data are interval scale scores.

Notwithstanding these points, a decision was made to use parametric tests in the following analyses based on the following considerations. Firstly, the survey sample is virtually the population of interest, and therefore the characteristics of the data are that of the population and in that sense are normal, or representative of the whole. This is particularly true of the first round, where the response rate was extremely high, although not precisely known. The characteristics of the data changed very little despite there being fewer respondents in the successive rounds. Secondly, as can be seen from the earlier reported characteristics of the results, the data are almost universally negatively skewed to a similar extent. There are some items which are positively skewed, but this fits the nature of the items. Therefore the data are considered to be consistent, if not normal, even when sub-groups are formed by programmes and year of study. Lastly, as reported in a number of the following analyses, the Levene Test of equality of variance shows that most items exceed the $p<0.05$ threshold indicating the variances of the sub-groups are equal.

In addition to these points regarding the data itself, non-parametric tests were conducted as well as the parametric ones to enable the outcomes of the two approaches to be compared. Special attention was paid to the few items for which the Levene test indicated that inequality of variance existed. Tables

reporting the analyses of the homogeneity of variances across the various sub-groups using Levene's test for each round of data collection are included in the appropriate full tables as appendices (see for example appendix 13; 14; and 15). It was concluded that for the most part the outcomes of non-parametric tests for statistically significant differences for each individual item did not alter as to the number of items identified as significant compared to the parametric test procedures. The general observation can be made that the Mann Whitney and Wilcoxon procedures often produced slightly lower probabilities for comparisons and in some cases reported items with significant differences that did were not reported by the use of paired sample t-tests or Scheffé *post hoc* test group comparisons. This led to the view that the parametric tests were performing slightly more conservatively than the non-parametric ones.

Where it was possible to choose within the SPSS Version 9.0 programme, the most conservative tests were utilised in the analyses. This approach reduces the chances of Type I errors, that is, avoiding reporting significant differences where they do not really exist.

In the next section, 8.2, a number of additional procedural and presentation matters are discussed. The manner of presentation for each subsequent section of analysis is explained. This explanation is not repeated in each of the following sections of the chapter.

8.2 Analysis Of Results For Section One, Two And Three Of The Survey By Programme, Year Of Study, And Time; Relating To The First Second And Third Research Objectives.

In this section of Chapter 8, NDHM and BHM respondents' scores are analysed to determine what statistically significant differences exist between the respondent groups and the successive data collection rounds. This approach follows from the research objectives as specified in Chapter 3. The first three objectives involved identifying students' views about work in general, what was needed to gain employment and what it would be like actually being employed in the hospitality industry, and whether these change over time. These objectives each correspond with Sections One, Two and Three of the

instrument. The analyses conducted are reported in a series of tables which follow this sequence.

In conducting the analyses a number of issues became apparent and are now discussed. Some of the following points only relate to the first part of this chapter but others are more pervasive of the research as a whole.

If students have been selected for programmes on a fairly consistent basis and are comparable in terms of their prior experiences, having friends and relatives employed in the industry, and so on, then in the absence of large changes in programme content, it is reasonable to presume that any changes that occur over time will also show up as changes between the different year groups of the programmes. It has already been argued earlier that there are few, if any, significant differences between respondents' scores due to any regional or institutional factors. Given this, and that the sample of interest is made up primarily of students from four independent institutions following what is ostensibly the same programme syllabi, responses were pooled by programme and year of study, irrespective of institution attended.

It was also argued earlier that the items regarding prior work experience and having friends or relatives in the industry were not effective questions for the second and third year NDHM students given that they had probably been working and made friends since the start of their studies, which was prior to the first data collection round. This consideration also brings into question how these two groups might have answered the question relating to their level of industry knowledge. Use of responses by these groups to these items needed to be treated with caution in subsequent analyses.

However, in this first part of the analysis process, the Scheffé *post hoc* test procedure was used to identify what significant differences exist between the various sub-groups of the sample based on the programme and year of study. To conserve space, in the following table (8.2) the respective groups are identified as NDHM respondents = ND with each programme year by number, so that NDHM year one students are labelled as ND1; year two and three equal ND2 and ND3 respectively, with BHM students labelled as that. Significant

differences that were found between groups are indicated in the 'Sig. diff' column of the table. For example, for the first item there is a significant difference at the $p < 0.01$ level of significance between the year one and two groups in the NDHM programme. In the group difference column 2** is shown on the ND1 line and a 1** on the ND2 line. This indicates that the Scheffé procedure identified a difference between these two groups at the 99% ($p < 0.01$) level of significance.

Also shown (see table 8.2) are the results of analysis between the rounds of data collection. This analysis was undertaken using the paired sample t-test procedure. Any significant differences from this procedure are indicated by being bolded and left justified in the second column of the pairing. The level of significance is indicated using asterisks as follows; * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

It is important to note that the means reported in this and subsequent tables are those for the sub-groups as a whole. As would be expected, these means are often different from those of the paired sample t-tests, because the size and composition of the groups change when only cases that can be paired with another data round are included by the SPSS analysis procedure. Inspection by the researcher of the t-test results confirmed that while these means often are different from those reported in tables 8.2, 8.3 and 8.4, the differences are not numerically large.

When the scores of the respondents as a whole group were compared between the data collection rounds a number of items that showed significant differences at the sub-group level of analysis were no longer reported as having any difference. This can be expected as a result of aggregating the sub-samples. This is not unexpected as larger sample sizes can be expected to exhibit less variance and tests such as the t-test which use both mean and variance will tend to produce results that are less significant.

Also indicated though were some items showing statistically significant differences at the aggregated level when there are none reported at the disaggregated level of analysis. Item 7 for example showed a decline from 5.63

to 5.40 ($p < 0.05$) in the reported mean score. Given that determining any possible causation would be difficult with the first, second and third year students being treated together, such apparent anomalies are ignored at this point. The primary focus of the research is on how time and resultant experience alters perceptions and values, therefore the duration of study undertaken by the respective sub-groups is the critical dimension of this analysis.

As the discussion of these results will involve not only the analysis of any significant differences between the various sub-groups, but include consideration of the absolute values calculated for items, all the mean scores are included in the first tables for each section of the instrument. Subsequent analyses only include the items where significant differences are identified, with the full tables included as appendices.

The following three tables (8.2, 8.3 and 8.4) report the analyses of Section One, Two and Three of the survey. The analysis is based on paired samples between rounds, and the Scheffé test between sub-groups of programme and year of programme. In the October 1998 round there are no results for NDHM year 3 respondents as these students graduated at the end of 1997.

Inspection of table 8.2 reveals that there are few statistically significant differences between the groups in the first round of data collection and none at all in the second round. Some do arise in the third round however. Of these the more interesting perhaps is the reduced importance accorded by the BHM students for 'living life my own way' as compared to both the second and other first year students. This in part is caused by the increase in importance of this for the NDHM 1 respondents ($p < 0.001$) between the rounds, but also the rising trend for this among the NDHM 1 and 2 students while the BHM students have successively reduced the importance they give to this, although none of these trends are statistically significant.

It is also interesting to note that the NDHM1 students record greater importance than the NDHM2 students for item 1 and that the difference is statistically significant in both the first and last rounds. Moreover, both groups maintain the

Table 8.2: The mean scores, standard deviations for Section One of the survey for each round of data collection for all NDHM and BHM respondents, identifying significant differences between sub-groups and between rounds.

Items	Group	Feb 1997				Oct 1997				Oct 1998		
		Mean	SD	Sig.diff	N	Mean	SD	Sig.diff	N	Mean	SD	Sig.diff
1 Working with people who are friendly and understanding	ND1	6.61	.65	2**	51	6.36	.83		27	6.46	.72	2*
	ND2	6.21	.95	1**	41	6.16	.98		42	6.02	1.04	1*
	ND3	6.36	.71		29	6.40	.82					
	BHM	6.52	.63		15	6.12 *	.70		8	5.94	1.00	
2 Developing and using my skills and abilities at work	ND1	6.54	.68		50	6.19 *	.86		26	6.18	1.02	
	ND2	6.40	.75		40	6.19	.82		42	6.46 **	.73	B*
	ND3	6.53	.69		29	6.28	.83					
	BHM	6.43	.67		15	5.94 *	.97		8	5.83	.79	2*
3 Making or doing something original through my work	ND1	5.32	1.14		49	5.25	1.10		26	5.11	1.16	
	ND2	5.21	1.12		41	5.20	1.13		42	4.98	1.19	
	ND3	5.25	1.21		29	5.31	1.02					
	BHM	5.48	1.15		15	4.65	1.11		8	4.83	1.25	
4 Earning large amounts of money as the reward for my work	ND1	5.05	1.23	2*	49	5.35	1.08		26	5.62	1.21	
	ND2	5.59	1.21	1*	41	5.36 *	1.03		42	5.14	1.26	
	ND3	5.47	1.31		29	5.14	1.52					
	BHM	5.35	1.34		15	5.06	1.20		8	5.00	1.37	
5 Living life my own way and not having it determined by my work	ND1	4.66	1.51		48	4.65	1.40		26	5.18***	1.22	B**
	ND2	4.53	1.46		41	4.93	1.38		42	5.09	1.38	B**
	ND3	5.15	1.41		29	5.40	1.43					
	BHM	5.07	1.11		15	4.82	1.24		8	4.00	1.08	1**; 2**
6 People thinking that my work is important	ND1	5.37	1.46		50	4.81 **	1.39		26	5.48 **	1.32	
	ND2	5.29	1.44		41	5.26	1.24		42	4.98	1.29	
	ND3	5.12	1.45		29	5.42	1.24					
	BHM	5.02	1.52		15	4.65 *	1.41		8	4.94	1.16	
7 Others being helped through my work	ND1	5.80	1.17		50	5.52	1.20		26	5.61	1.27	
	ND2	5.49	1.22		41	5.32	1.12		42	5.14	1.38	
	ND3	5.62	1.17		29	5.47	1.44					
	BHM	5.60	1.04		15	5.06	.83		8	5.06	1.26	
8 Feeling sure I will not lose my job	ND1	5.95	1.14		50	5.65	1.25		26	5.93	1.26	B*
	ND2	5.83	1.20		41	5.80	.88		42	5.39	1.53	
	ND3	5.93	1.22		29	5.79 *	1.17					
	BHM	5.76	1.14		15	5.35	1.11		8	4.83	1.62	1*
9 Being in charge of other workers	ND1	4.56	1.37		50	4.54	1.04		26	4.84	1.27	
	ND2	4.76	1.17		41	4.78	1.01		42	4.68	1.35	
	ND3	4.81	1.42		29	4.63	1.16					
	BHM	4.55	1.53		15	4.53	.87		8	4.78	1.17	
10 Being free from having to work in my spare time	ND1	4.96	1.54		50	5.02	1.38		26	5.59 **	1.27	2*
	ND2	4.88	1.65		41	5.05	1.42		42	4.88	1.62	1*
	ND3	5.12	1.32		29	5.37	1.29					
	BHM	5.17	1.45		15	4.53	1.01		8	4.78	1.59	
11 Being physically active in my work	ND1	5.10	1.32		50	5.17	1.26		26	5.05	1.38	
	ND2	5.09	1.34		40	4.93	1.15		42	4.95	1.23	
	ND3	5.08	1.32		29	5.00	1.15					
	BHM	5.21	1.26		15	4.53	1.18		8	4.33 *	1.37	
12 Working in pleasant surroundings	ND1	6.14	.85		50	6.13	.99		26	6.02	1.23	
	ND2	5.83	1.10		40	6.00	.91		42	5.81	1.04	
	ND3	6.07	.93		29	6.31	.72					
	BHM	6.12	1.04		15	5.82	.81		8	5.61	1.04	

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure. 2. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$. 3. Significant differences based on paired t-tests between rounds are bolded in the second of each of the two periods columns being compared. 4. N = number of paired cases. 5. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: NDHM1: 148/9, 52/3, 61; NDHM2 : 83/4, 74, 57; NDHM3 : 74,43,nil; BHM : 42, 17, 18

level of importance right through, even such that the NDHM1 students have a higher mean at the end of their second year of study (6.46 in October 1998) than the NDHM2 students at the end of their second year (6.12 in October 1997). However, such differences should not be stressed given the relatively small sample sizes.

A similar change in importance occurs for the BHM students relative to the others for item 2, relating to developing and using their skills and abilities. This perhaps reflects a different idea of what would be expected of them when they entered the programme, possibly expecting to have to learn a lot of practical content but finding that either it is not that difficult or that it is not expected of them. Experience at CIT suggests both explanations are partially true for many degree students. The statistically significant decline for NDH1 students on this item (6.54 to 6.19; $p < 0.05$) between the first two rounds probably reflects initial anxieties with subsequent realisation that the skills have generally been relatively easily acquired. In general, there are a few significant differences within and between the sub-groups responses for Section One items, and these do not reveal any consistent trend apart from the items discussed above.

While statistically significant differences are no more prevalent in the results reported for Section Two (table 8.3), there is something more of a pattern in these results. The order of the year of study and programmes almost prescribes the rank order of mean scores for each item in each round. This is more noticeable in the October 1998 round where statistically significant differences also are identified between the BHM respondents and the others. Generally the BHM respondents give the lowest mean scores to all items. This is most surprising for the item relating to formal qualifications (item 13) given that these students have opted to undertake the highest qualification available of those offered by their respective institutions.

It might be expected therefore that the BHM students may have rationalised one of the other aspects being rated as having greater importance than other students, but this not the case. Rather they have given significantly lower mean value to four (items 15, 17, 18 and 20) of the other items than either the NDHM

1 or 2 students, in the final round of data collection when they were about to complete their second year of the degree.

Table 8.3: The mean scores, standard deviations for Section Two of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and changes between rounds.

	Items	Group	Feb 1997 ###				Oct 1997				Oct 1998		
			Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs
13	Formal qualifications	ND1	5.54	1.05		24	5.40	1.07		26	5.46	1.09	
		ND2	5.47	1.16		28	5.20	1.34		42	4.88	1.44	
		ND3	5.14	.93		20	4.79	1.28					
		BHM	5.15	1.05		15	4.76	1.03		8	4.78	1.48	
14	Practical experience	ND1	6.24	1.00		24	6.19	.99		26	6.39	.78	
		ND2	6.36	.80		28	6.38	.79		42	6.37	.70	
		ND3	6.21	1.18		20	6.26	.93					
		BHM	5.88	1.24		15	6.00	.87		8	6.00	.97	
15	Performance at job interview	ND1	5.81	1.33		24	5.56	1.04		26	5.77	1.01	
		ND2	5.89	1.05		28	5.53	1.11		42	5.37	1.16	B**
		ND3	5.45	1.42		20	5.63	1.05					
		BHM	5.15	1.16		15	5.18	1.38		8	4.67	1.50	2**
16	Good references	ND1	5.73	.96		24	5.63	.82		26	5.64	1.23	
		ND2	5.73	1.12		28	5.66	1.08		42	5.42	1.24	
		ND3	5.55	1.11		20	5.60	1.03					
		BHM	5.69	1.12		15	5.18	.88		8	4.94	1.06	
17	Your contacts	ND1	4.95	1.47		24	5.15	1.32		26	5.66	1.29	B*
		ND2	5.20	1.31		28	5.41	1.41		42	5.46	1.23	
		ND3	5.02	1.60		20	5.28	1.40					
		BHM	4.73	1.31		15	5.18 *	.95		8	4.67	1.37	1*
18	Your appearance	ND1	6.48	.74		24	6.17 **	.86		26	6.16	1.02	B*
		ND2	6.20	1.04		28	6.24	.93		42	6.07	.86	B*
		ND3	6.21	1.00		20	6.19	.76					
		BHM	6.04	1.11		15	5.82	1.13		8	5.39	.98	1*; 2*
19	Positive attitudes	ND1	6.59	.59		24	6.44	.78		26	6.57	.64	
		ND2	6.47	.79		28	6.51	.69		42	6.42	.73	
		ND3	6.60	.54		20	6.53	.59					
		BHM	6.50	.65		15	6.24	.66		8	6.11	1.02	
20	High motivation	ND1	6.49	.67		24	6.38	.82		26	6.46	.72	B*
		ND2	6.29	.87		28	6.39	.70		42	6.30	.80	
		ND3	6.60	.59		20	6.35	.75					
		BHM	6.54	.65		15	6.12	.78		8	5.89	1.08	1*
21	Liking for people	ND1	6.11	.84		24	6.19	.84		26	6.26	.77	
		ND2	5.98	.95		28	5.97	.92		42	6.25	.89	
		ND3	5.83	1.01		20	6.07	1.18					
		BHM	6.31	.68		15	6.18	.88		8	6.00	.97	
22	Being outward going	ND1	5.85	.95		24	5.85	.96		26	6.03	.98	
		ND2	5.64	.96		28	5.91	.86		42	5.88	.91	
		ND3	5.98	.90		20	5.93	.80					
		BHM	5.88	1.14		15	5.59	.94		8	5.50	1.29	

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure. 2. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$. 3. Significant differences based on paired t-tests between rounds are bolded in the second of each of the two periods columns being compared. 4. N = number of paired cases. 5. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: NDHM1: 40, 52, 61; NDHM2: 45, 74, 57; NDHM3: 42, 43, nil; BHM: 26, 17, 18. ### These items only asked at CIT in February 1997.

In table 8.4 some interesting differences are shown. As these are considered to be the more relevant items with regard to the individuals' perceptions of the industry *per se*, some time spent in reading these results is useful.

Table 8.4: The mean scores, standard deviations for Section Three of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998		
			Mean	SD	Sig.diff	N	Mean	SD	Sig. diff	N	Mean	SD	Sig. diff
23	The decision to train for employment in the hospitality industry was an important one in my life	ND1	6.11	1.10		51	5.66	1.21		27	5.41	1.28	
		ND2	5.88	1.11		41	5.65	1.16		42	5.47	1.27	
		ND3	5.72	1.28		29	5.58	1.28					
		BHM	6.02	.98		15	5.24	1.25		8	5.50	1.29	
24	I fully discussed my choice of career with my closest friends and family	ND1	5.38	1.57									
		ND2	5.05	1.69									
		ND3	4.99	1.71									
		BHM	5.10	1.66									
25	I am still as keen to work in the industry as when I chose this training programme	ND1					5.55	1.49	3**	27	4.97 **	1.45	
		ND2					5.22	1.56		42	4.88	1.77	
		ND3					4.35	1.93	1**				
		BHM					5.24	1.64		8	4.67	1.57	
26	At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	ND1	5.22	1.66									
		ND2	5.29	1.79									
		ND3	5.51	1.39									
		BHM	5.33	1.66									
27	I now know a very great deal more than before about the hospitality industry	ND1					5.79	1.06		27	6.03	.93	
		ND2					5.96	1.05		42	5.98	1.16	
		ND3					5.79	1.08					
		BHM					5.59	.71		8	5.89	.83	
28	I expect to work in the hospitality industry most of my working life	ND1	5.39	1.26	3**	51	4.87	1.63		27	4.49	1.65	
		ND2	5.18	1.53		41	4.51	1.54		42	4.26	1.84	
		ND3	4.69	1.69	1**, B***	29	4.07	1.71					
		BHM	5.93	1.33	3***	15	4.71	1.96		8	4.22	1.63	
29	I am proud to tell others that I am training to work in hospitality	ND1	6.29	.95	3**								
		ND2	6.02	1.17									
		ND3	5.75	1.23	1**								
		BHM	6.26	.66									
30	Jobs in the hospitality industry involve more hard work than I previously realised	ND1					4.25	1.57		27	4.48	1.52	
		ND2					4.38	1.51		42	4.35	1.63	
		ND3					4.19	1.85					
		BHM					3.88	1.69		8	3.44	1.69	
31	I would accept almost any job to stay in the hospitality industry	ND1	4.25	1.63	2*; 3***	51	3.02 ***	1.43		27	2.66 **	1.60	
		ND2	3.52	1.71	1*	41	2.73	1.47		42	2.16 *	1.40	
		ND3	2.97	1.71	1***	29	2.23 *	1.23					
		BHM	3.61	1.82		15	2.94 **	1.30		8	2.06	1.21	
32	People should not stay with the same employer for more than a few years	ND1	3.25	1.54		51	3.45	1.29		27	3.40	1.46	
		ND2	3.07	1.55		41	3.24	1.59		42	3.25	1.47	
		ND3	3.32	1.51		29	3.79	1.58					
		BHM	3.81	1.82		15	3.82	1.33		8	3.47	1.46	
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	ND1	5.28	1.58		51	4.62	1.62		27	5.03	1.45	
		ND2	4.92	1.67		41	4.65	1.69		42	4.42	1.86	
		ND3	4.89	1.57		29	4.47	1.65					
		BHM	5.12	1.61		15	4.24 *	1.64		8	4.00	1.50	
34	My personal values and attitudes towards work are similar to people already working in the industry	ND1	5.05	1.29		51	4.81	1.14		27	4.75	1.17	
		ND2	4.76	1.38		38	4.83	1.35		42	4.58	1.52	
		ND3	4.58	1.38		29	4.33	1.49					
		BHM	4.61	1.26		15	4.59	.87		8	4.17	1.38	
35	If I put a lot of effort into my job I will be well rewarded and get ahead	ND1	5.96	1.14		51	5.87	.96	3*	27	5.66	1.18	
		ND2	5.86	1.26		41	5.58 **	1.16		42	5.39	1.25	
		ND3	5.58	1.23		29	5.12	1.24	1*				
		BHM	6.02	.87		15	5.47	1.12		8	4.94	1.43	

Table 8.4(Contd.): The mean scores, standard deviations for Section Three of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences between sub-groups and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998		
			Mean	SD	Sig.diff	N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs
36	Direct customer contact will provide a lot of job satisfaction	ND1	5.80	1.10		51	5.02 ***	1.38		27	4.15	1.55	
		ND2	5.54	1.30		41	5.18	1.28		42	3.35	1.65	
		ND3	5.45	1.46		29	5.14	1.08					
		BHM	5.83	.91		15	5.06	1.03		8	4.38	1.45	
37	My classmates have similar expectations as me about their career prospects in hospitality	ND1					4.17	1.58		27	3.21	1.29	2*
		ND2					4.10	1.45		42	3.30***	1.19	1*
		ND3					3.67	1.59					
		BHM					4.71	1.05		8	3.39	1.58	
38	Customers respect hospitality staff and appreciate the effort that they make	ND1	4.58	1.46	2*, 3**	51	3.89 ***	1.27		27	5.66***	1.08	
		ND2	3.92	1.63	1*	41	3.84	1.36		42	5.49**	1.20	
		ND3	3.79	1.74	1**	29	3.47	1.47					
		BHM	4.57	1.48		15	4.18	1.19		8	4.94	1.63	
39	The hospitality industry is an exciting environment to work in	ND1	6.27	.83	2*, 3***	51	5.64 ***	.98	3**	27	4.48	1.48	
		ND2	5.83	.89	1*	41	5.70	1.03	3***	42	4.05	1.57	
		ND3	5.52	1.22	1***; B*	29	4.77 **	1.46	1**; 2***				
		BHM	6.12	1.02	3*	15	5.53	1.12		8	3.94 **	1.86	
40	Most hospitality jobs are done in physically pleasant surroundings	ND1	5.06	1.25		51	4.47	1.20		27	2.41 *	1.51	
		ND2	4.69	1.46		41	4.54	1.31		42	2.30	1.53	
		ND3	4.64	1.44		29	4.16	1.57					
		BHM	4.64	1.30		15	5.00	1.17		8	2.33	1.46	
41	Deciding on this career was a definite mistake on my part.	ND1					2.30	1.72		27	4.82	1.55	
		ND2					2.07	1.41		42	4.35	1.64	
		ND3					2.91	1.78					
		BHM					2.41	1.50		8	4.61	1.72	
42	I don't really mind which organisation I work for as long as the job is interesting	ND1					5.34	1.36		27	4.02 *	1.64	
		ND2					4.51	1.59		42	4.12	1.51	
		ND3					4.93	1.39					
		BHM					5.35	1.00		8	3.24	1.89	
43	I expect to get promotion and pay increases more quickly than my classmates	ND1					3.43	1.59		27	5.13 *	1.16	
		ND2					3.97	1.60		42	5.36	1.30	
		ND3					3.80	1.60					
		BHM					3.71	1.49		8	4.67	1.50	
44	I would readily take a job in another industry if it will pay slightly more money	ND1					4.15	1.47	2*	27	4.59 *	1.42	
		ND2					4.20	1.55	1*	42	4.00	1.59	
		ND3					4.44	1.37					
		BHM					4.00	1.62		8	4.11	1.68	
45	Getting more qualifications will make it easier to get ahead	ND1					5.23	1.31		27	5.20	1.29	
		ND2					5.16	1.40		42	4.93	1.45	
		ND3					4.77	1.76					
		BHM					5.65	.86		8	4.61	1.91	
46	I am very satisfied with my choice of career in hospitality	ND1					5.26	1.50		27	2.92 *	1.64	
		ND2					5.16	1.37		42	2.79	1.87	
		ND3					4.53	1.67					
		BHM					5.18	1.55		8	2.56 **	1.72	
47	I am currently planning to change my career	ND1									4.93	1.56	
		ND2									4.88	1.58	
		ND3											
		BHM									4.78	1.26	

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure. 2. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$. 3. Significant differences based on paired t-tests between rounds are bolded in the second of each of the two periods columns being compared. 4. N = number of paired cases. 5. Range of sub-group sample sizes for respective rounds, Feb97/Oct97/Oct98 are: NDHM1: 149, 53, 59/61: NDHM2 : 83/84, 70/74, 56/57: NDHM3 : 70/74,42/43,nil: BHM : 42, 17, 17/18

Leaving aside for the moment consideration of the issue of statistical significance of any changes the patterns of mean scores themselves provide useful insight. Items 23 and 24 were included as indicators of how much importance was accorded the career decision process. What is evident from the successive decline over time of the importance of the decision itself, is that it progressively is having less and less importance. This change shows itself with the different years of the study programme also. This seems to be evidence of a kind in support of Super's (1980) contention of moving through different theatres and preparing for each in the light of important others input. An eighteen year old will have seen this as a very important decision as they prepare to leave home and so on, but subsequently realise that it is not that earth shattering in terms of overall importance. While more tenuous, the declining agreement as first through second and third year students' scores are compared for item 24, also fits the idea of fading memory of importance. Items 29, (pride in telling others about training for the industry), 33 (future acknowledgement and understanding from supervisors), 35 (effort will be rewarded), 36 (direct customer satisfaction will provide a lot of job satisfaction) and 39 (the hospitality industry is an exciting environment) all provide evidence of this sort of growing up or maturation process, albeit not statistically significant as to level of differences.

The issue, which is at least partially tested in the next set of analyses, is whether this is a process of discovery about the industry and what it really is about, or whether this is Super's (1980) progression through the theatres of life. What is not at issue though is that some of the differences are significant, and in many cases at high levels of probability. Whether the cause is to do with the individual's development or progressive discovery, it would be reasonable to expect that where changes occur any gradient in such changes will be steepest in the earliest stages of exposure to the industry through either the educational programme or industry work experience. Therefore, a gradient should be identifiable between first year students, that is NDHM year one and BHM, and successively with NDHM year two and NDHM year three. Any such gradient should also be evident as first year students progress through their programmes with successive rounds recording changed mean scores. If there is no change shown in this way for year one students then there should not be any change

shown for year two. In other words, if the process of educating and developing the students is progressively revealing more about themselves, their peers, customers, managers and so on, there should be less and less change being revealed at each later stage, and this pattern should be relatively consistent.

The clearest example of such a pattern can be found with item 31, 'I would accept almost any job to stay in the hospitality industry'. While it might be speculated that those leaving school are either keen or desperate to demonstrate willingness to conform or comply in order to gain employment and later realise that there are actually a lot of jobs and it is possible to change employer, etc, what is shown is that agreement declines consistently. Respondents, for whatever reason, clearly become less willing to be directed or dictated to in terms of what they actually do by way of work. In fact for this item they shift from just agreeing to a position of clearly disagreeing. But more than this is the observation that the data are internally consistent. NDHM1 mean score of 2.66 at the end of the second year (October 1998) is almost the same as that of the NDHM 2 students (2.73) at the end of their second year in October 1997. Similarly with NDHM 3 (2.33 October, 1997) and NDHM 2 as third year students in October 1998 with a score of 2.16.

A similarly consistent pattern of maturation or discovery is revealed in items 28 (expecting to work in the industry the whole of their working lives) and 35 (effort will be rewarded). In other items the exactness of the continuity of the scores is not as consistent but the trend is. Examples of this can be seen in items 36, 37 and 39.

Considering the statistically significant changes only, all can be clearly categorised as revealing a developing negative sentiment about the industry, or some aspect of it. Item 25 shows that students become less keen to work in the industry. This may be due to the realisation (item 35) that rewards may not match the efforts made; a declining belief that the industry is exciting (item 39); or that the physical surroundings are not always pleasant (item 40).

While not statistically significant, the mean scores for the item (41) asking whether 'choosing this career was a definite mistake' are very revealing.

Clearly when first asked in October 1997 the tendency was to clearly disagree with this statement, but twelve months later, the mean scores had all swung to clear agreement that a mistake had been made. This is supported by item 46, which reports on satisfaction with the career choice. All first and second year students have gone from agreeing to disagreeing. In the case of the NDHM 1 and BHM students these changes are statistically significant ($p < 0.05$ and $p < 0.01$, respectively). Further support for the extreme swing in scores for this item is the slight, but fairly consistent level of support that respondents are currently planning to change their careers (item 47).

One item that stands out is that relating to customer respect for service staff (item 38). There is a declining gradient across successive years of programmes, and this is reflected in the statistically significant changes between February 1997 and October 1997 for the NDHM 1 group. But during 1998 there were statistically significant changes in the reverse direction. NDHM 1 went from 3.89 to 5.66 ($p < 0.001$) and the NDHM2 respondents went from 3.84 to 5.49 ($p < 0.01$). While not statistically significant a similar trend is shown for the BHM students. The researcher has checked the data analysis and this is not an error of computation and remains unexplainable.

It is possible that some of the changes recorded are due to the influences of teaching staff at the educational institutions. While the influence of teaching staff is hypothetically of some importance, it is uncertain as to what that importance might be, and nor is it known what attitudes are being expressed by teaching staff. All that can be said is that when scores of students were analysed across the teaching institutions involved in this research, no differences between the polytechnics were found.

A further possible extraneous factor is the fact that the BHM programme was first introduced in February 1997. It is conceivable that some students on this more academically rigorous programme later felt they should have enrolled on the more practical NDHM programme. It is also possible that the NDHM students already committed to their programme wished they had been able to do the BHM.

While these factors are possible causes of some of the changes identified, it is also possible that some students and or staff feel quite the opposite from what is implied in the above discussion. There is certainly no clear pattern in the results that suggest that any of these sets of potential causes are operating. That is not to say that institutional staff and employers both need to ensure that the way they portray the industry and treat students while they are working in any capacity can and probably does influence how students feel about their careers. In large part, the point of this research is to identify and measure the size of such changes.

8.3 Analysis Of Results For Section One, Two And Three Of The Survey By Independent Variables; Relating To The Fourth Research Objective.

Further analysis of the data to determine the relationships between the independent and dependent variables requires further disaggregation of the respondent groups. However, as discussed earlier, it is evident from table 8.1 that the numbers of matched cases for the BHM and NDHM year 1 groups from October 1997 to October 1998 are already so small as cause concern about reliability because of small sample sizes. To further divide them on the basis of gender, prior work experience, or having friends or relatives employed in the industry, the levels of qualifications already held, can only further reduce the statistical reliability and even validity of such analyses. Accordingly, to minimise the impact of declining sample sizes the first analysis reported here deals with all respondents together as one group. However, subsequent analyses are handled differently due to how the questions relating to the independent variables might have been answered by second and third year NDHM students. This is further discussed in each section.

8.3.1 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable Sex.

The following series of tables (8.5, 8.6 and 8.7) identify the mean scores for males and females and any differences between these two groups which are statistically significant. Also indicated are those items which show statistically significant differences between rounds for both males and females. Added to

this table is the ranking of each item for each gender based on the independent sample mean scores. Together these points indicate those areas which males and females value differently and the extent to which each gender changes their views over time, which equates to increased experience of life, work and education.

Only items where statistically significant ($p < 0.05$) change occurs are reported here. The full tables including all items and the results of the Levene's Test of equality of variance are in Appendixes 18, 19 and 20 respectively.

Table 8.5: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

Items	Group Sex	Feb 1997				Oct 1997				Oct 1998			
		Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
2 Developing and using my skills and abilities at work	M	6.48	.69	1	.855	6.09	.88	2	.227	6.18	1.10	1	.465
	F	6.50	.71	1		6.25***	.82	2		6.31	.83	1	
4 Earning large amounts of money as the reward for my work	M	5.58	1.27	5	.003	5.45	1.22	6	.176	5.54	1.35	4	.419
	F	5.15	1.24	8		5.19	1.18	7=		5.34	1.24	6	
5 Living life my own way and not having it determined by my work	M	5.05	1.55	10=	.014	5.50**	1.26	5	.000	5.44	1.31	5	.013
	F	4.65	1.38	11		4.70	1.39	11		4.81*	1.27	10=	
7 Others being helped through my work	M	5.26	1.34	7	.000	4.95	1.30	10	.000	4.95**	1.50	10=	.031
	F	5.88	1.00	5		5.62*	1.08	5		5.51	1.26	5	
8 Feeling sure I will not lose my job	M	5.85	1.20	3	.577	5.67	1.08	4	.711	4.95	1.82	10=	.010
	F	5.92	1.15	4		5.74	1.08	4		5.80	1.24	4	
9 Being in charge of other workers	M	4.74	1.44	12	.357	4.90	1.13	11	.039	4.92	1.64	12	.469
	F	4.60	1.30	12		4.56	.96	12		4.71	1.08	12	
10 Being free from having to work in my spare time	M	5.24	1.57	8	.031	5.28	1.35	7	.144	5.38	1.73	6	.403
	F	4.87	1.47	10		4.96	1.36	8		5.14	1.40	8	
12 Working in pleasant surroundings	M	5.72	1.07	4	.000	5.86	.88	3	.016	5.74	1.35	3	.463
	F	6.22	.84	3		6.20	.88	6		5.92*	1.06	3	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Males: 120/1, 57/8, 39; Females: 227, 124/6, 91

7. Paired cases Feb97: Oct 97 Males = 39/40; Females = 94/95; Oct97 : Oct 98 Males = 25 Females = 50

From table 8.5 it can be clearly seen that a number of gender related differences do exist. In the first round of data collection, males give higher importance to earning money (5.58, $p < 0.01$) than females (5.15), living their lives their own way (5.05 and 4.65 respectively, $p < 0.05$) and being free from work in their spare time (5.24 and 4.87 respectively, $p < 0.05$). Females in this round show higher importance to helping others through their work (5.88 and 5.26 respectively, $p < 0.001$) and working in pleasant surroundings (6.22 and

5.72 respectively, $p<0.001$). The differences between males and females with regard to money and helping others are consistent through each round, but the other differences are not so consistent. For example, the distinction remains through 1997 for the item relating to working in pleasant surroundings. But 1998 saw females decrease their mean score ($p<0.05$) such that the remaining difference is no longer statistically significant from males.

Other significant changes between rounds do not account for the altered differences between the genders. However, the final round does show that feeling secure in their employment becomes significantly more important for females (5.80 compared to 4.95, $p<0.01$). This appears to be accounted for by the decline in relative importance males accord this item. It has declined from ranking fourth in round two, to tenth equal in order of importance in round three, despite there being no statistical significance attached to the change. This possibly reflects differences in types of positions each group were gaining over this period of their studies.

Table 8.6: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

Items	Group	Feb 1997 ###					Oct 1997				Oct 1998			
		Sex	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
13 Formal qualifications	M		5.42	1.00	9	.483	4.83*	1.48	10	.052	5.03	1.55	10	.541
	F		5.30	1.09	9		5.26	1.11	9		5.20	1.25	10	
14 Practical experience	M		6.16	.98	4	.664	6.28	.83	2	.931	6.10	.91	3=	.031
	F		6.23	1.09	4		6.29	.90	3		6.43	.72	2	
17 Your contacts	M		4.89	1.54	10	.458	5.55**	1.34	7	.066	5.38	1.80	7=	.832
	F		5.07	1.36	10		5.16	1.33	10		5.45*	1.07	9	
20 High motivation	M		6.44	.66	2	.703	6.16*	.87	4	.011	6.23	.93	2	.365
	F		6.48	.75	2		6.46	.67	2		6.37	.77	3	
21 Liking for people	M		5.82	.96	5	.030	5.81	1.23	5=	.038	6.10	.88	3=	.290
	F		6.15	.86	5		6.18	.79	4=		6.27	.83	4	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p<0.05$; ** = $p<0.01$; *** = $p<0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Males: 57, 58, 39; Females: 96, 125, 91

7. Paired cases Feb97: Oct 97 Males = 31; Females = 56; Oct97 : Oct 98 Males = 25 Females = 50

8. ### These items asked at CIT only in February 1997

There is no consistent pattern revealed in table 8.6 showing the responses to what respondents saw as important to gain a job. In fact what differences are

indicated appear to be anomalous in that they reverse what is shown in the subsequent round. For example, in item 13 relating to the importance of formal qualifications the significant decrease in mean score for males from 5.42 to 4.83 ($p < 0.05$) rises back to 5.03. The only fairly consistent rating difference is that females identified a liking for people (6.15 and 6.18) as more important than did males (5.93 and 5.81) in each of the first two rounds. The respective probabilities for these differences were .030 and .038, but there was no significant difference at the third round of data collection. As the rank order of items also appears to be consistent between the genders it is concluded that there are not any effective differences between the genders with regard to Section Two of the instrument.

It is important to recognise in considering the next table (8.7), that because a number of items were added in rounds two and three as well as some removed since round one, rankings based on mean scores cannot be compared across rounds. Differences as to the ranking of items only have any sense in that they indicate disparities between the genders within that round. For example, item 25 relating to how keen the individual is to continue in the industry shows men ranking this as 12th compared to women ranking it 6th. The difference in means is not statistically significant and so the disparity is not worth more comment.

A number of items merit comment. The first of these is item 31, which shows a consistently significant difference between the genders in all three rounds with males being less prepared to accept almost any job to stay in the industry. This suggests males are perhaps less compliant, but it must be noted that both groups progressively become increasingly less compliant. The second item that stands out is that relating to whether customer contact will provide a lot of job satisfaction (item 36). While both males and females show significant decreases in their mean scores from round one to round two, with a subsequent significant difference between the genders (4.69 for males and 5.30 for females $p < 0.01$) it is the continued decline in males acceptance of this statement that leads to a further significant difference in the last round. The decrease in males mean score to 4.72 is not statistically significant in itself but it is sufficient to result in the male score being lower than that for females in the last round (4.72 and 5.32 respectively, $p < 0.05$).

Table 8.7: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds differences.

	Items	Grouping Sex	Feb 1997				Oct 1997				Oct 1998			
			Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
23	The decision to train for employment in the hospitality industry was an important one in my life	M	5.87	1.15	3	.263	5.28	1.28	3	.011	5.26	1.52	4	.199
		F	6.01	1.13	2=		5.76*	1.15	2		5.57	1.16	4	
25	I am still as keen to work in the industry as when I chose this training programme	M					4.86	1.79	8	.150	4.46	1.64	12	.052
		F					5.25	1.62	6		5.07*	1.60	6	
28	I expect to work in the hospitality industry most of my working life	M	5.21	1.50	7	.673	4.14	1.71	14	.020	4.10	1.67	15=	.244
		F	5.28	1.46	7		4.75	1.60	10		4.48	1.72	12	
31	I would accept almost any job to stay in the hospitality industry	M	3.42	1.88	13	.021	2.07**	1.21	22	.000	1.95***	1.43	22	.027
		F	3.89	1.67	13		3.04***	1.40	20		2.58**	1.50	21	
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	M	4.97	1.78	9	.315	4.62	1.58	10	.851	4.15*	1.86	14	.018
		F	5.16	1.51	9		4.57**	1.68	12		4.91	1.56	8	
35	If I put a lot of effort into my job I will be well rewarded and get ahead	M	5.81	1.30	4	.533	5.52	1.20	2	.700	5.36	1.27	3	.277
		F	5.89	1.10	4		5.59*	1.12	3=		5.60	1.13	2=	
36	Direct customer contact will provide a lot of job satisfaction	M	5.58	1.32	5	.358	4.69**	1.45	9	.005	4.72	1.49	7=	.027
		F	5.70	1.16	5		5.30**	1.08	5		5.32	1.12	5	
37	My classmates have similar expectations as me about their career prospects in hospitality	M					3.83	1.39	17	.149	3.82**	1.71	17	.749
		F					4.17	1.54	15=		3.92**	1.58	16	
38	Customers respect hospitality staff and appreciate the effort that they make	M	4.27	1.67	12	.836	3.62	1.45	18	.199	3.21	1.34	19	.580
		F	4.23	1.56	12		3.90**	1.30	17		3.34***	1.25	19	
39	The hospitality industry is an exciting environment to work in	M	5.96	1.04	2	.652	5.19***	1.18	5	.036	5.15	1.39	5	.056
		F	6.01	.96	2=		5.59***	1.19	3=		5.60**	1.14	2=	
40	Most hospitality jobs are done in physically pleasant surroundings	M	4.93	1.39	10	.368	4.34*	1.49	12	.323	4.10	1.79	15=	.515
		F	4.79	1.34	11		4.56	1.26	13		4.30	1.44	13	
41	Deciding on this career was a definite mistake on my part.	M					2.41	1.75	20	.709	2.56**	1.70	21	.339
		F					2.32	1.56	22		2.29	1.43	22	
42	I don't really mind which organisation I work for as long as the job is interesting	M					5.16	1.42	6	.131	4.82	1.39	6	.323
		F					4.80	1.49	9		4.52*	1.68	11	
43	I expect to get promotion and pay increases more quickly than my classmates	M					4.04	1.51	15=	.152	4.47	1.61	11	.044
		F					3.67	1.61	18		3.84*	1.59	17	
45	Getting more qualifications will make it easier to get ahead	M					5.26	1.52	4	.415	5.59	1.31	2	.006
		F					5.07	1.41	8		4.86*	1.39	9	
46	I am very satisfied with my choice of career in hospitality	M					4.90	1.44	7	.335	4.72	1.41	7=	.424
		F					5.13	1.53	7		4.96**	1.60	7	

- Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.
2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.
3. Level of significance indicated as *= p<0.05; **= p<0.01; ***= p<0.001.
4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.
5. Rankings based on order of means
6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Males: 120/1, 58, 38/9; Females: 223/7, 122/8, 90/1
7. Paired cases Feb97: Oct 97 Males = 40; Females = 96; Oct97 : Oct 98 Males = 25 Females = 50/1

The expectation that supervisors will always acknowledge effort and be understanding of mistakes shows a significant difference between the males (4.15) and females (4.91) with a p<0.05. This suggests males are somewhat less trusting than females and fits the differential between the genders in relation to job satisfaction deriving from direct customer contact. However, it

does not fit with the expectation that males have that they are more likely to get promotion ahead of their classmates (4.47) as compared to females (3.84, $p<0.05$). The other difference of note is that females became less convinced that more qualifications would help them get ahead between rounds two and three, resulting in their being a significant difference between males (5.59) and females (4.86) in the third round ($p<0.01$).

8.3.2 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable 'Previous Work Experience'.

The following series of tables (8.8, 8.9 and 8.10) identify the mean scores for the sub-groups determined by those respondents with prior work experience and those without; and the significant differences between these two groups and between data collection rounds. Also reported are the rankings of each item based on the mean scores determined by the independent samples t-test procedure.

Because the second and third year students may have responded to the question about prior work experience in terms of their employment since they started their programme and before the survey date only the BHM and first year NDHM students are included in this analysis. To assess that this was the correct approach the results of an analysis including the second and third year NDHM students were examined. Only two out of the possible 133 comparisons were shown to be statistically significant ($p<0.05$) when the data were treated as independent samples based on work experience. When only the first year NDHM and BHM students were analysed there were still only three of the 133 comparisons between the two groups identified as significantly different ($p<0.05$). Two of these results were significant at the 99% level. As there is little to distinguish between these two approaches when considering time related effects, the more logically conservative one of avoiding the possibility that respondents might be reporting work experience since starting their studies was adopted. The following analyses therefore also exclude year two and three NDHM respondents, effectively evaluating the influence of pre-programme work experience on subsequent values and perceptions. As for section 8.3.1, only

items where statistically significant differences were identified are reported here. The respective full tables are included as Appendices 21, 22 and 23.

The only thing note worthy in table 8.8 is that there are no statistically significant differences between those who do have and those who do not have previous work experience in the hospitality industry. While there are a number of significant differences over time they are almost invariably happening to both groups at the same time and in the same direction. Clearly work experience is having little or no effect on these respondents.

Table 8.8: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

	Items	Grouping Pre - Work	Feb 1997				Oct 1997				Oct 1998			
			Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
2	Developing and using my skills and abilities at work	Yes	6.58	.63	2	.129	6.15*	.85	2	.903	6.22	.88	2	.371
		No	6.42	.70	2		6.17*	.89	1		6.00	.91	2	
5	Living life my own way and not having it determined by my work	Yes	4.68	1.48	11	.299	4.51	1.23	12	.087	4.78	1.08	11	.098
		No	4.92	1.33	11		5.09	1.35	9		5.28**	1.02	9	
6	People thinking that my work is important	Yes	5.16	1.55	8	.076	4.61**	1.51	10	.416	5.38***	1.34	6	.975
		No	5.58	1.30	6		4.91**	1.24	11		5.39**	.98	8	
10	Being free from having to work in my spare time	Yes	5.02	1.49	10	.865	4.95	1.14	9	.776	5.36**	1.38	7	.491
		No	4.97	1.59	10		5.04	1.40	10		5.61**	1.14	6	
12	Working in pleasant surroundings	Yes	6.11	.94	3	.572	6.05	1.02	3	.880	6.00*	1.09	3	.487
		No	6.19	.80	3		6.09	.85	3		5.78	1.26	4	

Notes: 1. Inter-group differences shown in "Sig. 2 tail" are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Yes: 130/1, 41, 45: No: 59, 23, 18.

7. Paired cases Feb97: Oct 97 Yes = 40/1: No = 23/24; Oct97 : Oct 98 Yes =23 : No = 18

Table 8.9 is shown here for the purpose of completing the record of the results. As can be seen, little of any significance can be noted, and generally the data confirm that shown in table 8.8 in that previous work experience appears to have little impact on attitudes.

Table 8.9: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

	Items	Group	Feb 1997 ###				Oct 1997				Oct 1998			
			Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
13	Formal qualifications	Yes	5.33	1.02	9	.724	5.32*	1.08	9	.845	5.29	1.25	10	.854
		No	5.43	1.12	9		5.26	1.14	9		5.22	1.40	10	
18	Your appearance	Yes	6.34	.91	3	.822	6.17***	1.02	4	.347	6.09	.92	5	.260
		No	6.29	.96	3=		5.96	.77	5		5.78	1.11	5=	

- Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.
2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.
3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.
4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.
5. Rankings based on order of means
6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Yes: 44, 41, 45: No: 21, 23, 18.
7. Paired cases Feb97: Oct 97 Yes = 26: No =12; Oct97 : Oct 98 Yes =23 : No = 10
8. ### These items asked at CIT only in February 1997

Section Three of the survey deals with views about the industry as a place of employment and its career prospects. It is therefore from analysis of this section of the instrument that differences are expected to arise based on the existence of better knowledge of the industry among those with prior work experience. The most notable thing therefore is that there are only two inter-group differences that are shown to be statistically significant ($p < 0.01$ and $p < 0.001$). Not unsurprisingly both these differences occur in the first round of data collection which fits with the argument presented earlier.

The first difference is supportive of the idea of better informed decision making by those who have previous work experience. This group have a higher mean score for item 28, 'that they expect to work in the hospitality industry most of their working life' (5.70) compared to those with no prior work experience (5.08, $p < .002$). However, both groups' mean scores decline in the first year to 5.07 and 4.54 respectively, and these both are significant at the 99% level of confidence. They further decline in the second year but only the change for those with prior experience is statistically significant. However, the inter-group differences in the second and third rounds are not significant.

Table 8.10: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

Items	Group	Feb 1997					Oct 1997				Oct 1998			
		Prev Work	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
23 The decision to train for employment in the hospitality industry was an important one in my life	Yes		6.11	1.10	3	.707	5.46*	1.27	6	.290	5.58	1.25	2	.698
	No		6.05	1.02	3		5.79*	1.06	1=		5.44*	1.15	3	
25 I am still as keen to work in the industry as when I chose this training programme	Yes						5.68	1.33	4	.365	4.82**	1.63	8	.877
	No						5.33	1.74	6		4.89*	1.28	6	
28 I expect to work in the hospitality industry most of my working life	Yes		5.70	1.25	6	.002	5.07**	1.57	10	.219	4.44*	1.66	13	.904
	No		5.08	1.32	9		4.54**	1.82	11=		4.39	1.58	13	
31 I would accept almost any job to stay in the hospitality industry	Yes		4.03	1.66	13	.367	2.90***	1.37	20	.546	2.33***	1.57	22	.315
	No		4.27	1.77	13		3.13	1.51	20		2.78**	1.59	20=	
33 I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Yes		5.23	1.64	8	.657	4.66*	1.48	13	.556	4.76	1.51	9=	.767
	No		5.34	1.42	6		4.42*	1.77	14		4.88	1.45	7	
34 My personal values and attitudes towards work are similar to people already working in the industry	Yes		5.17	1.28	10	.001	4.80	1.12	11	.424	4.57	1.19	11	.783
	No		4.51	1.18	12		4.58	.97	10		4.67*	1.46	9=	
36 Direct customer contact will provide a lot of job satisfaction	Yes		5.88	1.06	5	.191	5.12***	1.38	9	.637	5.13	1.24	5	.148
	No		5.66	1.04	5		4.96***	1.27	8		4.61	1.38	11	
38 Customers respect hospitality staff and appreciate the effort that they make	Yes		4.59	1.50	12	.947	4.05***	1.30	15	.782	3.33***	1.30	19	.428
	No		4.58	1.37	11		3.96***	1.20	17		3.06**	1.11	19	
39 The hospitality industry is an exciting environment to work in	Yes		6.27	.83	2	.590	5.88***	.71	1=	.021	5.42**	1.22	3	.817
	No		6.20	.87	1=		5.25***	1.15	7		5.50*	1.15	2	
40 Most hospitality jobs are done in physically pleasant surroundings	Yes		4.98	1.30	11	.826	4.71	1.27	12	.238	4.24**	1.51	15	.744
	No		4.94	1.22	10		4.33	1.13	16		4.11*	1.32	16	
41 Deciding on this career was a definite mistake on my part.	Yes						2.10	1.45	21	.299	2.44*	1.57	21	.702
	No						2.54	1.96	21		2.61	1.50	22	
42 I don't really mind which organisation I work for as long as the job is interesting	Yes						5.37	1.32	7	.588	4.76*	1.60	9=	.959
	No						5.54	1.14	4		4.78*	1.44	8	
43 I expect to get promotion and pay increases more quickly than my classmates	Yes						3.56	1.52	19	.565	3.58**	1.90	17	.145
	No						3.33	1.55	20		4.18*	1.19	14	
44 I would readily take a job in another industry if it will pay slightly more money	Yes						3.90	1.51	17	.193	4.51*	1.46	12	.911
	No						4.42	1.53	114		4.56	1.34	12	
46 I am very satisfied with my choice of career in hospitality	Yes						5.49	1.38	5	.165	4.84**	1.55	7	.680
	No						4.96	1.60	8		4.67*	1.50	9=	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97/Oct97/Oct98 are: Yes: 130/1, 40/1, 45: No: 59, 24, 18.

7. Paired cases Feb97: Oct 97 Yes = 41: No = 24; Oct97 : Oct 98 Yes = 23 : No = 10/1

The second significant difference in the first round relates to whether the individual sees their personal values and attitudes as similar to those already in the industry. It is not surprising that the group with prior work experience report themselves as more similar than those without. However, this difference is greatly reduced by the end of the first year and no significance is attached to it.

The only other statistically significant difference between the groups is at the end of the first year when those without prior work experience appear to lose the faith during the year with a decline from 6.20 to 5.25 ($p < 0.001$) for the item about the industry being an exciting environment to work in. The other group also suffer a loss of acceptance of this idea but not as much and the resulting differential is significantly different ($p = 0.021$). By the end of the second year of study both groups are fairly in agreement with each other that it is a reasonably exciting industry.

Because sex has already been found to be influential on a number of items, the tests were undertaken again for both those with and without prior work experience using sex as the determining factor. It was determined that the items which showed a significant difference based on sex were almost universally consistent irrespective of prior experience. Further, none of the items identified as having a significant difference based on work experience was indicated as also having a gender based difference. Chi-square tests of the male to female ratios within the work experience sub-groups were also found to not be significantly different.

While there are significant changes within each group over time these do not support the concept that there are differences of importance based on individuals' previous employment experience. This can possibly be attributed to the youth of all respondents. Even those who have worked in the industry previously would not necessarily realise the implications and develop an understanding about work in the industry any better than those without experience. Therefore the effects of previous experience is outweighed by the maturation process of young people discovering what working life is about.

It is also important to remember that even among the first year students, what constitutes having 'previous work experience' in the industry will potentially be extremely variable as to the hours, type of work undertaken, and how much learning was gained. Accordingly caution is needed with regard to the reliability and credibility of analysis of this item.

8.3.3 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable 'Friends Or Relatives Employed In The Hospitality Industry'.

The following series of tables (8.11, 8.12 and 8.13) compare the mean scores for those respondents from year one of the NDHM and BHM programmes based on whether they have friends or relatives employed in the hospitality industry. These two groups are considered on the basis of how well informed or advised they may have been at the time of making their choice and entering their programmes. Years two and three of the NDHM have again been excluded from the analysis as the instrument question did not specifically ask on the basis of having friends or relatives in the industry *before starting study*. Therefore friends made afterwards, including classmates, could lead to a positive response, when the intent was to identify the impact of added influences or knowledge when the study programme was chosen.

As with the previous section, the following tables (8.11, 8.12 and 8.13) report only those items with statistically significant differences at their respective levels of significance, both between those who responded 'yes' or 'no' as well as over the three rounds. Also reported here are the rankings of each item based on the independent sample t-test mean scores. The respective full tables are included as Appendices 24, 25 and 26.

Table 8.11: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.

	Items	Grouping	Feb 1997				Oct 1997				Oct 1998			
		Friend Relat	Mean s	SD	Ranking	Sig 2tail	Means	SD	Ranking	Sig 2tail	Means	SD	Ranking	Sig 2tail
1	Working with people who are friendly and understanding	Yes	6.56	.69	2	.147	6.26	.88	1	.628	6.46	.66	1	.019
		No	6.70	.46	1		6.38	.62	2		5.94	1.11	1	
2	Developing and using my skills and abilities at work	Yes	6.57	.64	1	.059	6.02**	.88	3	.105	6.25	.81	2	.051
		No	6.35	.78	2		6.44	.89	1		5.56	1.34	2	
4	Earning large amounts of money as the reward for my work	Yes	5.23	1.22	8	.025	5.35	1.16	6	.390	5.60	1.12	7	.360
		No	4.74	1.31	10		5.06	1.06	6		5.28	1.71	4	
5	Living life my own way and not having it determined by my work	Yes	4.81	1.41	11	.477	4.73	1.32	11	.769	5.00	1.24	10	.751
		No	4.63	1.51	11		4.63*	1.20	10		4.89***	1.45	7	
6	People thinking that my work is important	Yes	5.40	1.40	6	.056	4.86**	1.43	10	.181	5.67**	1.07	5	.001
		No	4.91	1.70	9		4.31	1.30	11		4.50**	1.50	10	
7	Others being helped through my work	Yes	5.81	1.16	5	.162	5.39*	1.17	5	.730	5.61	1.19	6	.115
		No	5.53	1.08	5		5.50	.97	4		5.06	1.59	6	
8	Feeling sure I will not lose my job	Yes	5.94	1.15	4	.529	5.69	1.12	4	.460	5.96	1.13	4	.027
		No	5.81	1.12	4		5.44	1.41	5		4.83	1.92	8	
10	Being free from having to work in my spare time	Yes	5.01	1.54	10	.944	5.04	1.19	8=	.642	5.56**	1.31	8	.363
		No	4.99	1.45	8		4.88	1.36	8=		5.22**	1.56	5	
12	Working in pleasant surroundings	Yes	6.14	.91	3	.865	6.04*	.96	2	.761	6.11	1.01	3	.068
		No	6.12	.85	3		6.13	.96	3		5.33	1.61	3	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Yes: 146/7, 49/50, 57; No: 43, 16, 18.

7. Paired cases Feb97: Oct 97 Yes = 48/50; No =16; Oct97 : Oct 98 Yes =26/7 : No = 7

Again it is the absence of statistically significant differences that is notable in the table. However, for item 4 relating to earning large amounts of money , it is possible to argue from the differential as reported that those without friends or relatives in the industry did not choose their career on the basis of earning potential, irrespective of what that potential might be. The numerical difference disappears by the end of the first year of study. No clear sense is apparent for the other items despite their being changes such that there are three items showing statistically significant differences in the final round of data collection. It is difficult to see how these differences could have arisen simply because they did or did not have friends or relatives in the industry at the time they made their programme and therefore career choice.

Table 8.12: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.

	Items	Group	Feb 1997 ###				Oct 1997				Oct 1998			
			Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
13	Formal qualifications	Yes	5.47	1.06	9	.258	5.35*	1.05	9	.372	5.33	1.11	10	.738
		No	5.13	1.02	9		5.06	1.24	10		5.22	1.56	10	
18	Your appearance	Yes	6.36	.89	3	.380	6.10**	1.01	4=	.860	5.96	1.09	5=	.944
		No	6.13	1.02	4		6.06	.68	5		5.94	1.06	5	

- Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.
2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.
3. Level of significance indicated as *= p<0.05; **= p<0.01; ***= p<0.001.
4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.
5. Rankings based on order of means
6. Range of sub-group sample sizes for respective rounds, Feb97/Oct97/Oct98 are: Yes: 50, 49, 57; No: 16, 16, 18.
7. Paired cases Feb97: Oct 97 Yes = 28: No = 11; Oct97: Oct 98 Yes =26 : No = 7
8. ### These items only asked at CIT February 97.

The two statistically significant between round differences indicated here also appear to have nothing to do with the independent variable used to determine the groupings. They are therefore ignored as being anomalous.

In the next table (8.13) the results of the analyses of the Section Three scores are reported. The absence of any statistically significant, or even large numerical differences suggest that having friends or relatives in the industry has little impact on how the industry is seen at entry to the programmes. But perhaps such people might act as a form of support mechanism reinforcing the original decision. Therefore differences in the mean scores may show later than for other variables. Clearly respondents do alter their assessments and views over time and many of these changes are statistically significant at the highest level. This does not result in any inter-group significant differences at the end of the first year of study and only a few in the last round.

Table 8.13: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'friends or relatives employed in the hospitality industry' and between rounds.

	Items	Group Friend Relat	Feb 1997				Oct 1997				Oct 1998			
			Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
23	The decision to train for employment in the hospitality industry was an important one in my life	Yes	6.14	1.09	3	.270	5.74*	1.12	3	.072	5.56*	1.25	3	.154
		No	5.93	1.01	4		5.13*	1.31	4=		5.06	1.43	3	
25	I am still as keen to work in the industry as when I chose this training programme	Yes					5.70	1.36	4=	.142	5.09*	1.52	6	.032
		No					4.94	1.84	7		4.22**	1.26	13	
28	I expect to work in the hospitality industry most of my working life	Yes	5.56	1.29	6	.296	4.92**	1.65	10	.544	4.54	1.59	13	.209
		No	5.33	1.32	6		4.63**	1.78	9		4.00	1.57	15	
31	I would accept almost any job to stay in the hospitality industry	Yes	4.06	1.72	13	.526	3.00***	1.51	20	.761	2.72***	1.66	21	.033
		No	4.24	1.61	13		2.88***	1.09	20		2.00**	1.03	22	
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Yes	5.25	1.61	9	.878	4.56*	1.66	13	.696	4.91	1.47	10	.204
		No	5.21	1.52	8		4.38*	1.59	13=		4.39	1.61	8=	
34	My personal values and attitudes towards work are similar to people already working in the industry	Yes	4.97	1.26	10	.618	4.82	.94	11	.147	4.71	1.22	11	.216
		No	4.86	1.42	11		4.38	1.36	13=		4.29*	1.21	12	
35	If I put a lot of effort into my job I will be well rewarded and get ahead	Yes	5.93	1.15	4	.255	5.82	1.00	1	.806	5.70	1.16	2	.016
		No	6.12	.88	2=		5.75	.93	1		4.89	1.37	5=	
36	Direct customer contact will provide a lot of job satisfaction	Yes	5.82	1.06	5	.791	5.10***	1.33	9	.560	5.02	1.33	7	.708
		No	5.77	1.07	5		4.88	1.36	9		4.89	1.02	5=	
38	Customers respect hospitality staff and appreciate the effort that they make	Yes	4.59	1.48	12	.762	4.02***	1.19	17	.694	3.44**	1.32	18	.064
		No	4.51	1.40	12		3.88	1.54	17=		2.78***	1.22	20	
39	The hospitality industry is an exciting environment to work in	Yes	6.24	.85	2	.698	5.70***	.84	4=	.334	5.47**	1.24	4	.564
		No	6.19	.96	1		5.44	1.21	3		5.28*	1.27	2	
40	Most hospitality jobs are done in physically pleasant surroundings	Yes	4.92	1.34	11	.365	4.60***	1.23	12	.916	4.39*	1.53	15	.601
		No	5.09	1.00	9=		4.56	1.26	14		4.17*	1.58	14	
41	Deciding on this career was a definite mistake on my part.	Yes					2.14	1.48	21	.255	2.44*	1.56	22	.904
		No					2.81	2.14	21		2.39*	1.38	21	
42	I don't really mind which organisation I work for as long as the job is interesting	Yes					5.50	1.13	6	.301	4.93*	1.52	9	.157
		No					5.13	1.59	4=		4.33*	1.61	11	
43	I expect to get promotion and pay increases more quickly than my classmates	Yes					3.58	1.59	18	.298	3.98*	1.75	7	.560
		No					3.13	1.20	19		3.71**	1.53	18	
44	I would readily take a job in another industry if it will pay slightly more money	Yes					4.18	1.53	16	.489	4.56*	1.48	12	.662
		No					3.88	1.50	17=		4.39*	1.38	8=	
46	I am very satisfied with my choice of career in hospitality	Yes					5.48	1.27	7	.091	4.98**	1.61	8	.301
		No					4.56	1.93	10=		4.56*	1.15	7	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97/Oct97/Oct98 are: Yes: 147, 50, 57: No: 43, 16, 18.

7. Paired cases Feb97: Oct 97 Yes = 50: No = 16; Oct97: Oct 98 Yes =26/7 : No = 7

However, it is these differences that are perhaps the most revealing of the analyses so far. The keenness to stay in the industry is highest (5.56) among those who did report having friends or relatives in the industry compared to those who did not (5.06) with a probability of 0.032. A similar differential is seen with regard to being prepared to accept any job to stay in the industry (2.72 and 2.00 respectively, p=.033) and expecting to be well rewarded and get ahead for

effort (5.70 and 4.89 respectively, $p=.016$). These suggest that there may be a greater commitment and increased reluctance to turn away from their choice of career. This may be because of the social or familial support evidenced by the response to the item about the existence of friends or family in the industry. That there is not additional conclusive evidence with other items showing similar significant differences is interesting.

8.3.4 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable 'knowledge of the industry'.

The following series of tables (8.14, 8.15 and 8.16) compare the mean scores for those respondents from year one of the NDHM and BHM who have good knowledge of the industry and those who only have limited knowledge the hospitality industry. These two groups are considered on the basis of how well informed they were at the time of making their choice and entering their programmes. Years two and three of the NDHM programme have again been excluded from the analysis as the instrument question did not specifically seek responses based on knowledge of the industry before starting study. Therefore knowledge gained afterwards could lead to a positive response, when the intent was to identify the impact of added influences or knowledge when the study programme was chosen.

As with the previous sections, the following tables (8.14, 8.15 and 8.16) report only those items with statistically significant differences at their respective levels of significance, both between those who responded 'yes' or 'no' as well as over the three rounds. Also reported here are the rankings of each item based on the independent sample t-test mean scores. The respective full tables are included as Appendices 27, 28 and 29.

Despite a number of significant differences being indicated both between rounds and inter-group no underlying logic can be ascribed to them and they are seen as anomalous. Therefore the results in the first two tables are reported here without further comment except to note that in table 8.15 it will be seen that those who describe themselves as having good industry knowledge more or less consistently identify good references and appearance as having greater importance in getting a job than do other respondents. These

differences are significantly different. This perhaps suggests a better understanding of 'what matters' in the industry.

Table 8.14: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.

Items	Group	Feb 1997				Oct 1997				Oct 1998			
		Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
1 Working with people who are friendly and understanding	Good	6.64	.62	2	.259	6.21	.83	1	.535	6.58	.56	1	.048
	Limited	6.53	.68	1		6.34*	.81	1		6.19	.93	1	
2 Developing and using my skills and abilities at work	Good	6.66	.63	1	.002	6.15*	.91	2	.850	6.35	.84	2	.083
	Limited	6.35	.70	2		6.11*	.89	2=		5.97	.90	2	
5 Living life my own way and not having it determined by my work	Good	4.86	1.48	11	.276	4.37	1.18	12	.074	4.94***	.93	10	.916
	Limited	4.63	1.38	11		4.95	1.31	9=		4.91	1.23	10=	
6 People thinking that my work is important	Good	5.24	1.54	8	.630	4.48**	1.72	10=	.281	5.45**	1.50	7	.662
	Limited	5.35	1.42	6		4.89**	1.13	11		5.31**	.93	7	
10 Being free from having to work in my spare time	Good	5.07	1.54	10	.490	4.93	1.24	8	.684	5.45**	1.31	7=	.893
	Limited	4.92	1.49	10		5.05	1.23	8		5.41**	1.34	6	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Good: 103, 27/8, 31: Limited: 88, 38, 32.

7. Paired cases Feb97: Oct 97 Good = 25/8: Limited = 38; Oct97: Oct 98 Good = 14 : Limited = 19

Table 8.15: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.

Items	Group	Feb 1997				Oct 1997				Oct 1998			
		Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
13 Formal qualifications	Good	5.29	1.18	9	.529	5.33*	.96	9	.730	5.52	1.23	9	.136
	Limited	5.46	.96	8=		5.24	1.20	10		5.03	1.31	10	
16 Good references	Good	6.03	.91	7	.022	5.59	.84	7=	.646	5.81	1.17	7	.021
	Limited	5.46	1.04	8=		5.50	.76	7		5.09	1.23	9	
18 Your appearance	Good	6.50	.82	2=	.126	6.52*	.64	1=	.001	6.26	.82	4	.039
	Limited	6.15	.98	4		5.79	.99	5		5.75	1.08	6	

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Good: 29, 27, 31: Limited: 37, 38, 32.

7. Paired cases Feb97: Oct 97 Good = 15: Limited = 24; Oct97: Oct 98 Good = 14 : Limited = 19

8. ### These items only asked at CIT February 1997

The last table in this series reports the results of the analysis of the Section Three results based on reported industry knowledge. A similar pattern of outcomes can be seen as in the previous tables in this series. Only two items show statistically significant differences and only one of these is in the first round where greatest amount of any differential was expected.

Table 8.16: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by 'industry knowledge' and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998			
		Known	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail	Mean	SD	Ranking	Sig 2tail
23	The decision to train for employment in the hospitality industry was an important one in my life	Good Limit	6.10 6.09	1.18 .94	3 3	.968	5.68* 5.53*	1.22 1.18	5 4	.611	5.45* 5.63*	1.43 .98	2= 2	.576
25	I am still as keen to work in the industry as when I chose this training programme	Good Limit	 	 	 		5.71 5.37	1.30 1.65	4 5	.362	4.90* 4.78**	1.58 1.50	9 7	.754
28	I expect to work in the hospitality industry most of my working life	Good Limit	5.70 5.29	1.33 1.23	6 6	.029	5.04** 4.71**	1.45 1.83	10 10	.440	4.65 4.22*	1.60 1.64	12 14	.301
31	I would accept almost any job to stay in the hospitality industry	Good Limit	4.09 4.14	1.63 1.77	13 13	.843	2.86*** 3.05***	1.38 1.45	20 20	.583	2.55** 2.38***	1.77 1.39	20 21	.666
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Good Limit	5.17 5.34	1.70 1.45	9 7	.474	4.50* 4.53*	1.67 1.62	13 14	.949	5.00 4.58	1.39 1.57	6 10	.269
34	My personal values and attitudes towards work are similar to people already working in the industry	Good Limit	5.04 4.85	1.49 1.01	10 11	.308	4.79 4.66	1.07 1.07	11 11	.633	4.68 4.52*	1.40 1.12	11 12	.618
36	Direct customer contact will provide a lot of job satisfaction	Good Limit	5.85 5.75	1.12 .99	5 5	.497	5.14*** 4.97***	1.41 1.28	9 9	.613	4.84 5.13	1.37 1.21	10 5	.382
38	Customers respect hospitality staff and appreciate the effort that they make	Good Limit	4.51 4.65	1.60 1.28	12 12	.506	3.86*** 4.08***	1.21 1.32	16 17	.488	3.19*** 3.31**	1.14 1.35	19 19	.708
39	The hospitality industry is an exciting environment to work in	Good Limit	6.28 6.18	.93 .80	1= 2	.432	5.75*** 5.55***	.70 1.08	2= 3	.373	5.45* 5.44**	1.21 1.19	2= 3	.963
40	Most hospitality jobs are done in physically pleasant surroundings	Good Limit	4.94 4.99	1.37 1.15	11 10	.774	4.54 4.63	1.17 1.28	12 12	.757	4.23* 4.19*	1.43 1.49	14 15	.918
41	Deciding on this career was a definite mistake on my part.	Good Limit	 	 	 		1.86 2.63	1.27 1.87	21 21	.049	2.52* 2.47*	1.59 1.52	21 20	.904
42	I don't really mind which organisation I work for as long as the job is interesting	Good Limit	 	 	 		5.50 5.34	1.26 1.26	6= 7	.616	4.97* 4.56*	1.54 1.54	7= 11	.301
43	I expect to get promotion and pay increases more quickly than my classmates	Good Limit	 	 	 		3.39 3.53	1.47 1.56	19 14	.726	3.97** 3.52**	1.94 1.52	16 17	.312
44	I would readily take a job in another industry if it will pay slightly more money	Good Limit	 	 	 		4.04 4.16	1.43 1.60	15 16	.750	4.39 4.66*	1.41 1.43	13 8	.454
46	I am very satisfied with my choice of career in hospitality	Good Limit	 	 	 		5.50 5.08	1.20 1.67	6= 8	.260	4.97* 4.63**	1.58 1.48	7= 9	.377

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

6. Range of sub-group sample sizes for respective rounds, Feb97;Oct97;Oct98 are: Good: 103, 27/8, 31: Limited: 88, 38, 30/2.

7. Paired cases Feb97: Oct 97 Good = 28: Limited =38; Oct97: Oct 98 Good =31 : Limited = 30/2

Not unsurprising is the item reporting the level of agreement with the idea that the respondent will work in the industry most of their working life. It is those reporting good industry knowledge who have the higher score (5.70) compared to those with limited knowledge (5.29) with the level of significance at $p=.029$.

The other item of interest is that asking whether deciding on this career was a mistake. Here the good knowledge group disagree with the statement most with a mean score of 1.86 compared to 2.63 ($p<0.05$). While the order of differential is maintained there is no statistical significance attached to either inter-group difference by the third round.

All other items in the table seem to fit the similar patterns of change noted in earlier tables. Despite the absence of statistical significance some items do present some points of interest related to the order of ranking between the groups. It is those with the good knowledge who maintain a higher level of keenness for the industry (item 25), that their personal values and attitudes are similar to those already in the industry (item 34) and being satisfied with their choice of career (item 46).

Interestingly, some items do change in their order. For example the item relating to direct customer contact providing job satisfaction is scored highest by those with 'good knowledge' but by the third round they are less confident of this than are those with 'limited knowledge' (item 36).

8.3.5 Analysis of results for Section One, Two and Three of the Survey by the Independent Variable 'age'.

Bivariate correlation analysis was undertaken on the year one NDHM and BHM student responses to investigate how these might be related to the age of respondents. The following table (8.17) reports the outcome of this analysis including sub-groups based on sex. As in the analysis reported in Chapter 7 for all students together, there is again no clear consistent pattern over time. It is also clear that there are very limited differences between how males or females have responded on any items, among those differences reported. This notably different from the earlier analysis where males showed almost all the

differences related to age, albeit the values indicated relatively weak relationships with age.

Table 8.17: Pearson Correlation Coefficients for items in relation to age of NDHM 1 and BHM respondents for each round of data collection reported by sex.

ITEMS		Feb 1997			Oct 1997			Oct 1998		
		Males	Female	All	Males	Female	All	Males	Female	All
People thinking that my work is important	P Corr				-.323*	-.295*	-.297*			
	N				56	60	66			
Feeling sure I will not lose my job	P Corr				-.307*	-.288*	-.290*			
	N				56	60	66			
Being physically active in my work	P Corr							-.204		
	N							60		
Formal qualifications	P Corr				-.226					
	N				56					
Practical experience	P Corr									
	N									
Performance at job interview	P Corr							-.261*		
	N							60		
Good references	P Corr	.228			-.205					
	N	46			56					
Your contacts	P Corr	.312*	.326*	.258*				-.321*	-.250*	-.301*
	N	46	53	62				60	68	71
Your appearance	P Corr		.244					-.241		
	N		53					60		
Positive attitudes	P Corr	.268	.360**	.307*						
	N	46	53	62						
High motivation	P Corr		.201							
	N		53							
Being outward going	P Corr	.214								
	N	46								
Jobs in the hospitality industry involve more hard work than I previously realised	P Corr				-.454***	-.395**	-.384***			
	N				56	60	66			
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	P Corr							-.213		
	N							60		
My classmates have similar expectations as me about their career prospects in the hospitality industry	P Corr				-.242	-.295*	-.292*			
	N				57	61	67			
The hospitality industry is an exciting environment to work in	P Corr							-.206		-.208
	N							60		71
I expect to get pay and promotion increases more quickly than my classmates	P Corr				.238	.224	.250*			
	N				57	61	67			
I would readily take a job in another industry if it will pay slightly more money	P Corr				-.292*	-.261*	-.213			
	N				57	61	67			

P Corr = Pearson Correlation
 ** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Only Pearson Correlation Coefficient values greater than 0.20 are reported as items with coefficients less than 0.20 have been left from the table. However the range of values are mostly still in the low correlation range (Cohen and Holliday, 1982; as cited in Bryman & Cramer, 1997). While many of the items are statistically significant most are only reported in one period, and for six

items this is the middle round of data collection. It would be understandable to have seen age taking some role at the start or end of the study but to show up in the middle round only seems anomalous. In the absence of any apparent rationale for the results and the low values identified, age is not considered as impacting on these students' responses.

None the less, one item stands out as being of interest. The correlation between age and the scores for the item asking about how important 'your contacts' are as a factor in getting a job show a strong swing over the period of the study. In the first round the correlations were positive for both sexes, with males having $r = 0.312$ and females $r = 0.326$. In the last round these became negative with males $r = -0.321$ and females $r = -0.250$. While these values are statistically significant ($p < 0.05$), in isolation they are not indicative of a strong relationship between age and how individuals value their contacts in getting a job.

Despite this weak relationship, the change does show a shift from older students placing greater importance on their contacts than do younger students, to a position where this is reversed. This appears to be more than a matter of younger students simply coming to the same realisation as older students of the role of personal contacts, but rather it implies a reversal of these two groups' respective views. It would have been understandable that age as a factor became less important as younger students gained the same insight as older students, but this apparent reversal is not readily explainable. However, in the absence of any other similar differences, this observation is treated as interesting but of little assistance in resolving the causes of changes in year one students' reported views.

Similar analyses were conducted for each of the NDHM 2 and NDHM 3 student groups. Very few of the reported values greater than 0.20 were statistically significant ($p < 0.05$). This is attributable in part to the quite small sub-groups which had as few as 11 or 12 males, as well as the relatively weak relationships. Further to this is the observation that while more items are identified for both these groups as having some coefficient equal or greater than 0.20, the patterns of items reported show little commonality with either each

other or the year one students. In fact the most notable aspect is the inconsistency of the results. Even the 'Your contacts' item is only reported in a few cells and exhibits absolutely no pattern. In the absence of any consistent pattern or strong significant relationships being indicated results from these analyses are not reported apart from the comments above.

Pooling all three year programme students together resulted in only four items showing correlation coefficients with $r > 0.20$. While there may have been differing aspects influencing how each programme cohort values the items, this is not evident in the analyses. It is concluded therefore that students' ages are not a significant cause of altered views about employment, careers or the industry as an employer.

8.3.6 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable 'Qualifications'.

Analyses of the year one NDHM and BHM student groups in each round were carried out using the Scheffé one-way ANOVA procedure to identify significant differences ($p < 0.05$) between respondents based on secondary school and other qualifications. No items were identified as having any significant differences between the sub-groups.

Further analyses were conducted on the NDHM 2 and NDHM 3 student groups and only four items revealed any differences. In each case the differences were between two sub-groups only and confined to one data round only.

The only remarkable aspect of this analysis was how similar were the respective sub-group scores. While some arithmetic differences do exist these are almost universally very small indeed. It was concluded that individual's qualifications have no effect on how they responded to the items in the survey.

8.3.7 Analysis Of Results For Section One, Two And Three Of The Survey By The Independent Variable Of Respondent's Area Of Greatest Employment Interest.

As discussed in Section 7.2.7 respondents had been assigned to categories that equated to front of house, back of house and management to allow for the investigation of what differences between responses were attributable to employment interests. As earlier reported in table 8.1 there were fewer responses from each programme in successive rounds. Additionally, as expected, there was an increasing proportion from the three-year management programmes reporting a desire to work in management roles. This resulted in very small sub-sample sizes, as reported in the following tables. Therefore the reliability of the conclusions drawn cannot be assured.

The following table (8.18) reports the items for the NDHM 1 and BHM respondents. While there are some differences identified they not consistent between rounds of data collection and are very few in number. These results do not provide any insight into the possible causes of change in respondents views, and are only reported here to complete the record of the analyses undertaken.

Table 8.18: The mean scores, standard deviations for items of the survey for each round of data collection for NDHM 1 and BHM respondents, identifying significant differences by 'area of employment interest' and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998			
			N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. Diffs
1	Being in charge of other workers	Front									6	3.17	1.17	3**
		Back									2	5.00	1.00	
		Mgt									53	4.85	.16	1**
2	I fully discussed my choice of career with my closest friends and family	Front	23	4.1	1.97	1***								
		Back	7	5.0	1.53									
		Mgt	156	5.5	1.46	3***								
3	My personal values and attitudes are similar to people already working in the industry	Front									6	4.67	1.63	
		Back									2	7.00	.00	3*
		Mgt									52	4.50	1.18	2*
4	Getting more qualifications will make it easier to get ahead	Front									6	3.67	1.21	2*
		Back									2	6.50	.71	1*
		Mgt									53	5.15	1.41	

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure.
2. Level of significance indicated as *= p<0.05; **= p<0.01; ***p<0.001.

The next two tables (8.19 and 8.20) also show some differences identified by the statistical analysis procedures. While largely included again to complete the

record of analysis, there is some indication in table 8.19 that front of house and management oriented students are keener to work with people who are friendly and understanding and to be in charge of others. This can be seen in the reported significant differences in mean scores for the February 1997 results. However, the inconsistency of differences between rounds, small sub-samples and lack of any obvious underlying logic causes concern as to whether any meaning can be reliably drawn from these results.

Table 8.19: The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM 2 respondents, identifying significant differences by 'area of employment interest' and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998			
			N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs
1	Working with people who are friendly and understanding	Front	12	6.75	.45	2**								
		Back	2	4.50	.71	1**; 3*								
		Mgt	63	6.15	.94	2*								
2	Being in charge of other workers	Front	12	5.00	1.21	2*								
		Back	2	2.50	.71	1*; 3*								
		Mgt	63	4.76	1.10	2*								
3	Practical experience	Front	5	6.80	.45	2*								
		Back	2	5.00	1.41	1*								
		Mgt	34	6.38	.78									
4	Performance at job interview	Front									4	4.2	.50	3*
		Back									0			
		Mgt									24	5.5	1.06	1*
5	Your appearance	Front					4	6.75	.50	2*				
		Back					2	4.50	3.54	1*				
		Mgt					30	6.30	.84					
6	My personal values and attitudes are similar to people already working in the industry	Front					3	4.67	.58					
		Back					2	2.50	2.12	3*				
		Mgt					29	4.93	1.16	2*				
7	I expect to get promotion and pay increases more quickly than my classmates	Front					4	2.50	1.73	2*				
		Back					2	6.00	1.41	1*				
		Mgt					30	4.17	1.37					
8	I would readily take a job in another industry if it will pay slightly more money	Front					4	4.25	.50					
		Back					2	1.50	.71	3*				
		Mgt					30	4.30	1.47	2*				

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure for Feb and Oct 1997, inter-group t-test for Oct 1998.
2. Level of significance indicated as *= p<0.05; **= p<0.01; ***p<0.001.

No additional insight can be gained from table 8.20, especially given the fact that there is only the one item identified as having significant differences. It can only be argued that, in the absence of any consistent patterns from these small sub-samples, there can be no conclusions drawn from the data, except that most students in these programmes do identify themselves as seeking a management oriented career.

Table 8.20: The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM 3 respondents, identifying significant differences by 'area of employment interest' and between rounds.

	Items	Group	Feb 1997				Oct 1997				Oct 1998			
			N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs	N	Mean	SD	Sig. diffs
1	Practical experience	Front					4	5.50	1.00	3*				
		Back					0							
		Mgt					18	6.50	.79	1*				

Notes: 1. Inter-group differences shown in Sig. diffs are based on inter-group t-test.
2. Level of significance indicated as *= p<0.05; **= p<0.01; ***p<0.001.

In summary of this section dealing with the independent variables, it is concluded from the analysis and discussion that none of the independent variables can be identified as clearly leading to the reported changes. It can only be speculated as to what might happen in individual cases, but there is no decided pattern that shows causation, although for some isolated items there is some limited evidence.

8.4 Analysis Of Respondents' Career Commitment; Relating To The Fifth Research Objective

This section relates to the fifth research objective to measure and identify changes to the level of career commitment of the respondents over the period of the research.

In Chapter Five a preliminary factor analysis of the data was presented to identify the existence of underlying relationships. The purpose of that section was primarily to establish that the instrument was consistent in what it was asking between the data collection rounds and that the relationships identified by those procedures made logical sense as fitting some common themes. When the instrument was being developed two categories of items were seen as being relevant. The first of these were items intended to measure the intent to pursue a career in hospitality. Some were quite direct in their question, such as whether the respondents were satisfied with their choice of career in hospitality, or that they intended to work in hospitality most of their working life.

Other items were expected to test the individual's resolve by asking whether they might be tempted to other industries by more money or were currently planning to change their career.

The second category of items were intended to identify what influenced the respondents' career intentions. Items relating to sources of satisfaction, recognition for effort, how hard the work is and acknowledgement and respect from others were identified as important. It was the anticipated changes that could occur in these variables that were expected to be causally linked to individuals' career intentions.

In terms of the model as shown in table 3.3 the measurements of the respective dependent variables are expected to be correlated in some way and change as time passes bringing with it increased maturity, self knowledge and improved awareness and understanding of the industry. An implicit assumption was that for many the greatest change would be negative in that respondents would gradually see a fuller and more realistic picture of what the industry has to offer and requires of its employees.

This section of the analysis identifies what can be distinguished as the dependent variable identified in the research model as 'career intention'. However, in using the factor analysis approach, the other dependent variables are simultaneously defined, at least partially.

Before going on to describe this part of the analysis some aspects of the data set should be reviewed. Reconsideration of the data set and the results analysed up to this point led to the conclusion that the NDHM year one and BHM students form a reasonably homogeneous group, who at the end of 1998 had completed two years of their three year study programme. They had been monitored from the commencement of their studies till this point. Therefore, while not yet ready to graduate, they show the most potential to reveal change in their reported views, especially if, as already argued, the greatest degree of change can be expected nearer the start of study programmes. A separate group that had also been watched over two years was the NDHM year two cohort, who in the October 1998 round were at the end of their studies and

ready to take up full time employment. While this was a logical group to use to identify items related to career intentions it was decided to continue to base the main analysis on the NDHM year one and BHM cohorts, if only because there are more matched cases over the whole period than with the year two NDHM cohort.

Once the relevant variables had been determined it was expected that there would be identifiable relationships between the other dependent variables that might indicate causation. This would be testable by means of comparing the amount and direction of change among the year two students and their level of commitment. This could be further compared with the scores for the matching variables among the year three NDHM students who had graduated at the end of 1997.

Accordingly the BHM and NDHM year one respondent data related to section three of the October 1998 survey round were selected for factor analysis. This data set includes a number of items which are not in the two earlier rounds, therefore some care is needed in inter-period comparisons. However, this set of items is considered by the researcher to be the fullest measure of career commitment and related variables. The extraction method used was the principal component analysis available in SPSS version 9.0, using a Varimax rotation with Kaiser normalisation. Values less than 0.30 were suppressed to produce a clearer matrix. The rotation converged in eight iterations. Six components were extracted. The reported cumulative total variance explained by these six components was 64.89%.

Kaiser-Meyer-Olkin measure of sampling adequacy was produced along with Bartlett's test of sphericity. These results are shown in table 8.21.

Table 8.21: Results of the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity for data from Section Three of the survey using BHM and NDHM year one respondent scores.

Kaiser-Meyer-Olkin measure of sampling adequacy		.727
Bartlett's test of sphericity	Approx. Chi Square	657.667
	df	231
	Sig.	.000

The Kaiser-Meyer-Olkin score although not high does indicate that the sample size is adequate. The reasonably high Bartlett's test score with the low reported significance indicates that the correlation matrix is not an identity. It can be concluded therefore that the use of principal component analysis was appropriate.

The following table (8.22) shows the results of the principal component analysis. Items were sorted by size by the procedure. With a few exceptions, the grouping of the items and the sign which indicates relationships between them, fits very well with the researcher's conceptualisation of how the items relate with each other to form factors. The items in component one all clearly relate to each other and form what could termed the 'career commitment factor'. The third item in the second component, 'I would accept any job to stay in the hospitality industry' was expected to fit with the career component , and in fact did so in the component matrix.

With the exception of the third item as previously mentioned, the second component could be called the acceptance component as it relates to customer and supervisory acknowledgement and fitting-in with peers. In the case of the third and fourth extracted components these conceptually together form what could titled the 'progressing ahead' dimension. Component five is identifiable as the 'knowledge / awareness' dimension. However, component six is more confused in content having both commitment to organisation aspects along with views about customers and job surroundings. These latter two variables were expected to load more highly with the "knowledge awareness' dimension.

Given that the objective is to identify the relationships between the respondents' altering views and values about the industry and their commitment to a career in it these apparent anomalies are not considered important. It is enough at this point to have identified 'career commitment components' which can be examined for relationships with other variables.

From the above discussion six items are defined here as forming the measurement of career commitment. Consideration was given to whether

these should be combined in some way such as developing a weighted average or simply adding them together after recoding the negatively related items. However as the items are not consistently used in all rounds and the relationships with other variables need to be explored to meet the sixth objective, it was decided to consider these variables as they are presented.

Table 8.22: The results of the principal component analysis showing the rotated component matrix using Varimax with Kaiser Normalisation rotation for the third round Section Three data for the NDHM year one and BHM respondents.

	Components					
	1	2	3	4	5	6
I am still as keen to work in the industry as when I chose this training programme	.903					
Deciding on this career was a definite mistake on my part.	-.854					
I am very satisfied with my choice of career in hospitality	.850					
I expect to work in the hospitality industry most of my working life	.843					
I am currently planning to change my career	-.770					
The decision to train for employment in the hospitality industry was an important one in my life	.554	.321				
Customers respect hospitality staff and appreciate the effort that they make		.743				
My classmates have similar expectations as me about their career prospects in hospitality		.639		.320		
I would accept almost any job to stay in the hospitality industry	.307	.591			.336	
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake		.467		.464	.320	
I expect to get promotion and pay increases more quickly than my classmates			.840			
Getting more qualifications will make it easier to get ahead			.681			
I would readily take a job in another industry if it will pay slightly more money	-.562		.605			
If I put a lot of effort into my job I will be well rewarded and get ahead				.820		
My personal values and attitudes towards work are similar to people already working in the industry				.794		
I now know a very great deal more than before about the hospitality industry					.745	
Jobs in the hospitality industry involve more hard work than I previously realised		.458			.554	.312
The hospitality industry is an exciting environment to work in	.414		-.301		.441	
People should not stay with the same employer for more than a few years						.697
Direct customer contact will provide a lot of job satisfaction					.345	.675
I don't really mind which organisation I work for as long as the job is interesting			.389		.355	-.467
Most hospitality jobs are done in physically pleasant surroundings		.419				.420

Note: Extraction method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 8 iterations

As shown in table 8.23 these are virtually no significant differences between each of the cohorts of the NDHM or the BHM on any of the 'career commitment' items with the exception of one in the first collection round. Item 28, 'I expect to work in the hospitality industry most of my working life', was found to have a significantly lower mean score for the third year students compared to the BHM and NDHM year one respondents. There were no significant differences identified between the cohorts for this item in subsequent rounds.

Table 8.23: The mean scores, standard deviations for Career Commitment items of the survey for each round of data collection for NDHM and BHM respondents, identifying significant differences by 'Programme and Cohort' and between rounds.

	Items	Group	Feb 1997			Oct 1997			Oct 1998		
			Mean	SD	Sig. diffs	Mean	SD	Sig. diffs	Mean	SD	Sig. diffs
23	The decision to train for employment in the hospitality industry was an important one in my life	ND1	6.11	1.10		5.66	1.21		5.41	1.28	
		ND2	5.88	1.11		5.65	1.16		5.47	1.27	
		ND3	5.72	1.28		5.58	1.28				
		BHM	6.02	.98		5.24	1.25		5.50	1.29	
25	I am still as keen to work in the industry as when I chose this training programme	ND1				5.55	1.49	3**	4.97 **	1.45	
		ND2				5.22	1.56		4.88	1.77	
		ND3				4.35	1.93	1**			
		BHM				5.24	1.64		4.67	1.57	
28	I expect to work in the hospitality industry most of my working life	ND1	5.39	1.26	3**	4.87	1.63		4.49	1.65	
		ND2	5.18	1.53		4.51	1.54		4.26	1.84	
		ND3	4.69	1.69	1**; B***	4.07	1.71				
		BHM	5.93	1.33	3***	4.71	1.96		4.22	1.63	
41	Deciding on this career was a definite mistake on my part.	ND1				2.30	1.72		4.82	1.55	
		ND2				2.07	1.41		4.35	1.64	
		ND3				2.91	1.78				
		BHM				2.41	1.50		4.61	1.72	
46	I am very satisfied with my choice of career in hospitality	ND1				5.26	1.50		2.92 *	1.64	
		ND2				5.16	1.37		2.79	1.87	
		ND3				4.53	1.67				
		BHM				5.18	1.55		2.56 **	1.72	
47	I am currently planning to change my career	ND1							4.93	1.56	
		ND2							4.88	1.58	
		ND3									
		BHM							4.78	1.26	

Notes: 1. Inter-group differences shown in Sig. diffs are based on Scheffé procedure.
2. Level of significance indicated as *= p<0.05; **= p<0.01; ***p<0.001.
3. Significant differences based on paired t-tests between rounds are bolded in the second of each of the two periods columns being compared.

As can be seen in table 8.23, there was a statistically significant difference between the NDHM year one and three respondents in the second round for the item relating to 'keenness'. The third year students' mean score (4.35) was significantly lower than the first year respondents (5.55, p<0.01). However, as this latter group lowered their responses during their second year to be much closer than the NDHM year three respondents had been the year before, this is

seen as part of the development process rather than an anomaly invalidating any comparisons of the data. In fact the change is indicative of this student group altering their career intentions, or at least how they view the industry as a long term employment prospect.

While there are few significant differences identified these do show that over time and with progress through the stages of study the decision to have trained for the industry becomes less important and the level of keenness to remain in the industry declines. This also can be seen in the reduced level of intention to stay in the industry long term (item 28) and quite high expressed intention to change careers (item 47).

The most dramatic statements by respondents however are to be seen in their scores how satisfied they are with their choice of career and whether their choice was a mistake. In October 1997 all groups indicated that they disagreed that their choice of career had been a mistake. This is shown by the scores which range from 2.07 through to 2.91, which indicates that they clearly disagree with the statement of item 41. However, although the change was not reported as being statistically significant, the scores swing to the positive side of the scale. In October 1998 the three remain groups in the study clearly show some agreement with the statement that their choice of career was a mistake with score now ranging from 4.35 to 4.82.

Support for this can be seen in item 46, which asked for responses to the statement 'I am very satisfied with my choice of career in hospitality'. While not statistically significant the score for the NDHM year three students had been lower than the other groups, thus giving a quite wide range of responses from 4.53 to 5.26. All the groups were therefore somewhat in agreement that they were satisfied. However, by October 1998, one year later, the mean scores had all declined such that respondents definitely disagreed with the statement. Two of the groups' decline was significant at the 95% and 99% levels of significance.

Overall it is possible to identify a distinct trend, in some cases supported by statistically significant changes, towards a progressive disaffection with careers in the hospitality industry. The change appears to be perhaps greatest earlier in

the three year programmes, but does continue into later years. Some of the reasons for this can be identified in the qualitative information reported at the end of this chapter. Further confirmatory evidence and possible causation is discussed in the next section.

8.5 Analysis of the Relationships Between Career Commitment and Other Variables.

This section addresses the sixth objective and reports on the analyses of the relationships between each of the variables identified as measuring career commitment and the other variables. The scores for all variables themselves are of course outcomes of the educational and work experience processes and do not of themselves indicate causation. For example, changes in the mean scores for an item reporting on whether respondents see direct customer contact as a source of job satisfaction may result from several causes. The primary intention when the items were included in the instrument was that respondents would be reporting on how they relate to customers and vice versa. Subsequently it has been realised by the researcher that the scores may equally indicate simply the level of importance of customers as a source of job satisfaction relative to other sources such as money or promotion opportunities. What is identified here are the statistically significant relationships between each of the other variables and the variables discussed in the last section. Because the causation and inter-relationship between these variables would be largely speculation further analysis is not reported here.

The following tables (8.24 and 8.25) identify the Pearson's Correlation coefficients and statistical significance between the six 'career commitment' items and the other items in both Sections One and Three of the instrument from round three of the data collection. Section Two was not considered as it asked respondents about what they saw as important in getting a job rather than how they felt about employment in the industry.

Table 8.24: The Pearson coefficients and levels of significance between the 'career commitment' items and other items from Section Three of the instrument.

Items	KEEN	WRONG	SATIS	CAREER	CHANGE	IMPORT
I am still as keen to work in the industry as when I chose this training programme(KEEN)		-.689**	.746**	.707**	-.614**	.577**
Deciding on this career was a definite mistake on my part.(WRONG)	-.689**		-.707**	-.657**	.665**	-.437**
I am very satisfied with my choice of career in hospitality(SATIS)	.746**	-.707**		.682**	-.589**	.451**
I expect to work in the hospitality industry most of my working life(CAREER)	.707**	-.657**	.682**		-.515**	.404**
I am currently planning to change my career (CHANGE)	-.614**	.665**	-.589**	-.515**		-.318**
The decision to train for employment in the hospitality industry was an important one in my life(IMPORT)	.557**	-.437**	.451**	.404**	-.318**	
Customers respect hospitality staff and appreciate the effort that they make	.263**	-.249**	.265**	.368**	-.160**	.220*
My classmates have similar expectations as me about their career prospects in hospitality	.057	-.018	.062	.055	-.057	.152
I would accept almost any job to stay in the hospitality industry	.301**	-.311**	.309**	.412**	-.180**	.254**
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	.290**	-.156	.292**	.276**	-.072	.128
I expect to get promotion and pay increases more quickly than my classmates	.080	-.016	.188*	.083	.029	-.017
Getting more qualifications will make it easier to get ahead	.010	.012	.124	-.013	.094	.079
I would readily take a job in another industry if it will pay slightly more money	-.429**	.516**	-.415**	-.493**	.544**	-.208*
If I put a lot of effort into my job I will be well rewarded and get ahead	.201*	-.084	.289**	.195*	-.006	.086
My personal values and attitudes towards work are similar to people already working in the industry	.267**	-.201*	.310**	.338**	-.179*	.045
I now know a very great deal more than before about the hospitality industry	.260**	-.265**	.244**	.307**	-.118	.273**
Jobs in the hospitality industry involve more hard work than I previously realised	.144	-.201*	.151	.224**	.085	.164
The hospitality industry is an exciting environment to work in	.407**	-.534**	.451**	.404**	-.417**	.295**
People should not stay with the same employer for more than a few years	.012	.048	-.016	-.065	.078	-.016
Direct customer contact will provide a lot of job satisfaction	.298**	-.284**	.351**	.258**	-.272**	.318**
I don't really mind which organisation I work for as long as the job is interesting	-.163	.135	-.105	-.120	.153	-.066
Most hospitality jobs are done in physically pleasant surroundings	.295**	-.272**	.242**	.204*	-.149	.152

** = $p < 0.01$; *** = $p < 0.001$

There are a great many relationships in these tables which are statistically significant and some are also quite strong. The issue for the researcher is to select a cut-off point below which indicated relationships could be ignored. The original model was developed on the idea that the 'Behavioural Intention' would change over time as would also the other variables related to 'Importance Factors', 'Beliefs About the Industry' and 'Knowledge About the Industry'. It was

postulated that these would change over time but not necessarily with any relationship between each other. This is still the researcher's view. There is no clear way to identify that changes in views about whether customers show respect for hospitality staff will cause career commitment changes. It may be that the individual changes the direction of their aspirations but stay in the industry. It may also be that it is the individual's apparent attitude towards the industry and customers in particular that leads to the negative response by customers and thence the score accorded such items.

Table 8.25: The Pearson coefficients and levels of significance between the 'career commitment' items and other items from Section One of the instrument.

Items	KEEN	WRONG	SATIS	CAREER	CHANGE	IMPORT
I am still as keen to work in the industry as when I chose this training programme(KEEN)		-.689 **	.746 **	.707 **	-.614 **	.577 **
Deciding on this career was a definite mistake on my part.(WRONG)	-.689 **		-.707 **	-.657 **	.665 **	-.437 **
I am very satisfied with my choice of career in hospitality(SATIS)	.746 **	-.707 **		.682 **	-.589 **	.451 **
I expect to work in the hospitality industry most of my working life(CARER)	.707 **	-.657 **	.682 **		-.515 **	.404 **
I am currently planning to change my career (CHANGE)	-.614 **	.665 **	-.589 **	-.515 **		-.318 **
The decision to train for employment in the hospitality industry was an important one in my life(IMPORT)	.557 **	-.437 **	.451 **	.404 **	-.318 **	
Working with people who are friendly and understanding	.320 **	-.177 ●	.232 **	.350 **	-.107	.176 ●
Developing and using my skill and abilities at work	.303 ●	-.135	.286 **	.246 **	-.091	.382 ●
Making or doing something original through my work	.119	-.027	.064	.078	.104	.109
Earning large amounts of money as the reward for my work	.165	-.033	.116	.102	.097	.069
Living life my own way and not having it determined by my work	-.031	.085	-.087	-.022	.118	-.035
People thinking that my work is important	.350 ●	-.129	.271 ●	.189 *	-.109	.278 **
Others being helped through my work	.258 **	-.152	.166	.194 ●	-.041	.169 ●
Feeling sure that I will not lose my job	.292 **	-.022	.073	.178 ●	-.001	.177 *
Being in charge of other workers	.246 ●	-.039	.103	.153	-.076	.237 **
Being free from having to work in my spare time	.031	.186 *	-.086	.053	.229 **	-.014
Being physically active in my work	.072	-.039	-.031	.039	-.010	.148
Working in pleasant surroundings	.282 **	-.083	.107	.201 ●	.049	.172 *

** = p<0.01; *** = p<0.001

Table 8.26: The statistically significant Pearson coefficients between the 'career commitment' items and other items from Sections One and Three of the instrument.

Items	KEEN	WRONG	SATIS	CAREER	CHANGE	IMPORT
I am still as keen to work in the industry as when I chose this training programme(KEEN)		-.689 **	.746 **	.707 **	-.614 **	.577 **
Deciding on this career was a definite mistake on my part.(WRONG)	-.689 **		-.707 **	-.657 **	.665 **	-.437 **
I am very satisfied with my choice of career in hospitality(SATIS)	.746 **	-.707 **		.682 **	-.589 **	.451 **
I expect to work in the hospitality industry most of my working life(CAREER)	.707 **	-.657 **	.682 **		-.515 **	.404 **
I am currently planning to change my career (CHANGE)	-.614 **	.665 **	-.589 **	-.515 **		-.318 **
The decision to train for employment in the hospitality industry was an important one in my life(IMPORT)	.557 **	-.437 **	.451 **	.404 **	-.318 **	
Customers respect hospitality staff and appreciate the effort that they make	.263 **	-.249 **	.265 **	.368 **	-.160 **	.220 *
I would accept almost any job to stay in the hospitality industry	.301 **	-.311 **	.309 **	.412 **	-.180 **	.254 **
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	.290 **		.292 **	.276 **		
I would readily take a job in another industry if it will pay slightly more money	-.429 **	.516 **	-.415 **	-.493 **	.544 **	-.208 *
If I put a lot of effort into my job I will be well rewarded and get ahead	.201 *		.289 **	.195 *		
My personal values and attitudes towards work are similar to people already working in the industry	.267 **	-.201 *	.310 **	.338 **	-.179 *	
I now know a very great deal more than before about the hospitality industry	.260 **	-.265 **	.244 **	.307 **		.273 **
The hospitality industry is an exciting environment to work in	.407 **	-.534 **	.451 **	.404 **	-.417 **	.295 **
Direct customer contact will provide a lot of job satisfaction	.298 **	-.284 **	.351 **	.258 **	-.272 **	.318 **
Most hospitality jobs are done in physically pleasant surroundings	.295 **	-.272 **	.242 **	.204 *		
Working with people who are friendly and understanding	.320 **	-.177 *	.232 **	.350 **		.176 *
Developing and using my skill and abilities at work	.303 *		.286 **	.246 **		.382 *
People thinking that my work is important	.350 *		.271 *	.189 *		.278 **
Others being helped through my work	.258 **			.194 *		.169 *
Feeling sure that I will not lose my job	.292 **			.178 *		.177 *
Being in charge of other workers	.246 *					.237 **

** = p<0.01; *** = p<0.001

Considering table 8.26 in which only statistically significant coefficients are shown it is clear that each of the 'commitment variables' have relationships with a number of other possibly contributory variables. However, individually most of these relationships must be considered quite weak with the exception of some variables.

The item dealing with the likelihood of taking employment in another industry strongly and logically relates to each of the 'career commitment' variables. It seems on reflection to perhaps be an alternate expression of commitment rather than a contributory variable in its own right. On the other hand though, the item asking about whether the industry is an exciting environment has quite strong (> 0.4) relationships with each of the 'career' variables, except that dealing with the importance of respondents' career decisions, which is not as strongly related to the other variables anyway. The only other item of note is that willingness to accept any job to stay in the industry is quite strongly related ($r = .412$) to the intention to work in the industry for the respondent's working life. It is possible therefore to say that there are positive relationships between a number of variables that possibly contribute to respondents' commitments to a career in the industry, but that causal relationships between these variables are not established.

What is of particular interest in the light of the qualitative data presented in the next section of the chapter is that a number of variables are identified as having no significant relationships at all. These variables are listed below:

- Making or doing something original through my work
- Earning large amounts of money as the reward for my work
- Living life my own way and not having it determined by my work
- People thinking that my work is important
- Being in charge of other workers
- Being free from having to work in my spare time
- Working in pleasant surroundings

Especially interesting is the fact that money has no statistically significant relationship when pay is a relatively common theme of the qualitative data. Similarly that hours of work are a frequently raised issue in that they are long or unsociable yet in the above list there are several items that might have been expected to show up as having negative relationships with one or more of the career variables. Most of the other items do not suggest anything unusual, in that doing something original, or being helpful to others, would be a matter of individuals finding outlets for these need. For example, a hospitality career in

managed care for the elderly, or banqueting could meet either or both of these needs.

8.6 Qualitative Data.

Respondents were invited in each round to add any comments they wished to make relating to this research. A total of eight instruments were received back during the first two rounds which had comments added. All of these either thanked the researcher for the opportunity to take part or wished the researcher well with the project. In the absence of any added insight from this item at the end of the instrument specific items were added in round three to expressly ask respondents about what they planned to do in the future, why and what might have influenced their decisions. The items as used can be read in Section Four of the instrument (see Appendix 1).

As these were open ended questions respondents' answers varied greatly as to wording and depth of information. Not all respondents completed this section and many more omitted to answer one or more of the questions. The number of responses to each item are shown in the following table.

Table 8.27: Number of responses to qualitative items by programmes of study

Items	NDHM Year 1	NDHM Year 2	BHM	Total	Response Rate (%)
Sort of work in 5 to 10 years time	58	51	16	125	92%
Reason for this type of work	46	37	12	95	39%
Positive events and changes that have occurred	16	15	3	34	25%
Negative events and changes that have occurred	32	29	10	71	52%
Number of respondents in category					100%

The rate of response to the first item was good and in general the detail provided enabled answers to be categorised as is discussed in the next section. Seven distinct categories were identified. The responses allocated to each category are indicated in the following table.

Table 8.28: Allocation of responses to the item “briefly describe the sort of work you hope to be doing in 5 to 10 year?”; shown by programmes.

Items	NDHM Year 1	NDHM Year 2	BHM	Total
Manager of a hospitality business	4	5	1	10
Functional manager in a hospitality business eg F& B manager in a hotel	29	23	10	62
Operations role in hospitality eg chef or waiter	3	1	1	5
Travelling overseas and working in hospitality	5	1		6
No clear idea but working with people	3	2		5
Jobs outside of hospitality	12	14	4	30
No Plans	2	5		7
Totals	58	51	16	

A number of aspects of these responses need to be commented on. Firstly, despite their assigned programme titles the respondents were two years further on with their education at the time of these responses than when they were allocated to a group. This means that the NDHM year 2 students are actually on the brink of completing their studies and either moving into full time employment or enrolling into other tertiary study programmes. That seven of them have no clear plans or simply want to work with people raises issues about those individuals and the programmes, and their recruitment to those programmes, in as much as the intent was to prepare people for a management role. With 28 (54.9%) of the NDHM year 2 respondents saying that they intend to be in some managerial role in hospitality in the next 5 to 10 years some of the programme objectives of preparing for the industry are being met. In the case of the individual who expects to still be in an operational role, while such an outcome may be disappointing in terms of development and progression they may simply be indicating less ambition or being more cautious in their estimates. At least they still expect to be in the industry.

The following quotations from individual responses help illustrate the range of intentions:

- In a hotel chain travelling the world
- Events / functions work - Front Office management
- Marketing & sales in a hotel
- Working in middle to top management
- Member of management team

- Either hotel work at the management level or some other part of the industry e.g. wines or spirits company
- After 5 - 10 years in the industry something in the management area
- Working in management in the cruise ship industry
- Conference management
- Own my own restaurant

These individuals clearly see hotels or related areas as where they want to be, but the following quotes point to not wanting to be in hotels or other hospitality employment at all:

- No idea
- Something more stable - possibly selling something so I have people contact
- Travel consultancy or social work
- Airlines
- A gymnasium
- Playing rugby league in England
- Public relations firm
- I'm not sure
- I'm no longer sure
- Teaching
- Counselling - psychology
- Police
- Computing

What is of concern are the two respondents who have no clear idea but want to be working with people and the 14 who are very clear that they do not wish to be employed in hospitality. A few of these individuals indicated that they may well take a role in a tourism related job, but not hospitality. Many wish to seek employment and careers in retailing, counselling, overseas voluntary aid programmes, education at various levels and even professions such as accountancy or law. Although they have stuck the programme out to the end, it is arguable that they have wasted much of their time as the subjects and academic level of many of their subjects will not be of great if any benefit in further education or professional development.

There are 16 (21.6%) of the NDHM and BHM respondents who are also indicating that they intend to work in industries other than hospitality. Given that they are only at the end of their second year of study it is only possible to speculate the extent to which this will worsen or whether the level of expressed disaffection with the industry is at its peak. Given that respondents are among those who have not left their programmes and the level or cause of any attrition is not known for any of the programmes or institutions there are many students who are studying in the wrong programme. Whether this disaffection is due to inappropriate programme choice or disillusionment after starting cannot specifically be known, however there are strong correlations with some of the dependent variables as discussed later in this section.

The reasons given for the choice of work can be found in the following table. The categories as given typify the wording used, although in some cases strong expletives were also given by respondents. In some cases multiple reasons were provided. These reasons may well relate to choosing industries other than hospitality or tourism, but in some cases the industry of preference was not clearly stated. For example work in tourism or overseas aid projects may well include hospitality related skills. What is taken from these responses are the sorts of reasons that were important in the decisions, and it is clear that money is not the main reason. Most frequently it is the desire to be involved with people in some way that is driving the choice of career, based on this information. Next most common are what could be classed as non-monetary rewards from employment. This does not deny the frequent statement by respondents that the money and hours of hospitality are poor and inadequately thought about by management.

Table 8.29: The frequency of responses by category of response to the question asking "Why do you want to do this type of work?"

Items	n
To have a job working with people - either customers or co-workers	30
Rewarding - other than money	18
Challenge	18
Money - either that the money in hospitality is poor or that there is more in other industry of choice.	9
Opportunities that are available	9
It's what I can do.	8
Passionate about the industry	2
To be in charge of others	1

Quotations of actual answers illustrate more clearly something of individuals' reasoning:

- People contact, selling aspect and organisation, planning qualities of the job
- Internal & external people contact
- Enjoyment, challenge, customer contact, freedom to do my own thing
- I love to travel, I love people contact
- Because it is different everyday & you are always dealing with people
- High level of skills (management) required, good pay
- Enjoy people contact, but by then will need to settle down some. Because I want to be able to help people and I want make a difference in their staying in the hospitality industry whether it be a restaurant, accommodation or just general service

While these responses typify those wanting to stay in the industry, similar reasons are offered by those wanting to leave it. Reading their reasons given by the latter group the differences are almost indistinguishable, unless read in context. For example, the person who wanted to move into public relations wrote; "Can have more challenge and meet more people". Those seeking the tourism industry and not hospitality typically commented; "It's interesting and enjoyable". The prospective teacher commented; "I believe it is my calling". Change was the motivation for the respondents who wanted to join the Police, they wrote; "Changes from day to day". Perhaps the strongest vocational statement came from the person who wants to be involved in overseas

volunteer work. They wrote; "Using myself in a very positive and humbling way".

Clearly there were a range of events and circumstances which led to respondents reporting their views as they did. Some of these were positive but most frequently they were negative. The following table (8.30) identifies the frequency with which positive events or experiences were cited by respondents as having changed their views about a career in hospitality. The limited range of these comments is notable, especially as many of the respondents to this item stated more than one of these types of observations.

Table 8.30: The frequency of response by category of statements about what has happened to positively change the respondent's views about a carer in hospitality.

Items	n
There are many opportunities available	13
Meeting and dealing with people has been enjoyable.	11
There is a lot that can be learned from hospitality managers	4
Hospitality has provided an opportunity to use my knowledge	4

Some quotes again illustrate the tenor of what was reported.

- Good employer that helped me to develop a really good understanding of the practical side & how the theory actually works in industry
- The industry is more exciting than I imagined. The course has taught me a lot about myself, my skills, attributes and capabilities in forging a carer in the industry.
- More jobs in the café restaurant sector opening up
- Customer contact - chance to met new people
- Thought about where this industry can lead me while overseas
- A new job with better opportunities has improved my views
- There are a lot of interesting people in the industry that I have met - people draw me into staying.
- Being awarded a work award, in the nation-wide bar I work in, for customer service
- Through my work I have developed more skills and am becoming more thoughtful of issues which are affecting my specific workplace.

- The spontaneity - the social aspect - not just boring 9 to 5 office job

The greatest response in terms of the range of categories and frequency of response was found in the question dealing with events that had a negative impact on each respondent's choice of career. These are reported in table 8.31.

Table 8.31: The frequency of response by category of statements about what has happened to positively change the respondent's views about a carer in hospitality.

Items	n
Hours of work	14
Hours and pay	10
Unqualified and/or unskilled managers	8
Hours and unpleasant workers/supervisors	8
Hours and pay and unpleasant co-workers	7
Poor pay / rewards for effort made	6
Unmotivated fellow students	4
Unpleasant co-workers	3
Health effects of the hours and conditions	2
Unpleasant customers	2
Unpleasant managers	2
Subservient nature of the industry	2
Too much emphasis on money rather than providing customer service	1
Underhand management practices	1
Study limits the opportunity to take on a full time career when quals don't really matter	1
Hours and pay and unpleasant customers	1

The dominant theme of these responses is that of the hours being too long and changeable, the pay is not adequate for the effort of the work and being pleasant to everyone all the time. Also notable though is the frequency with which people relationships feature. Given the desire to work with friendly and understanding people as reported by all respondents in all rounds, it is perhaps not surprising that coming across unpleasant people as co-workers, supervisors or customers stands out as an issue of complaint.

Typical negative comments about the industry and employment in it were:

- The pay is poor
- Discovered that it is not as easy as I thought to move up the hierarchy

- Not what you know but who you know
- Long tedious hours & sometimes little respect from customers, fellow employees or employers
- Having a stressed boss who doesn't show appreciation often
- Long hours
- No social life
- Diet / health suffers from hours and nature of work
- Very hard to make good money
- Because of lack of skilled personnel, managers are expecting more out of you
- Customer should be more pleasant
- Mean twisted management
- Leaving one job because of nasty attitude and back-stabbing
- Negative attitude from people in general when you tell them you are going into hospitality - they look down on you
- Working with other people who aren't especially friendly
- Knowledge that other people of my age with little or no qualifications have a bit of an advantage if they have the right attitude
- The money paid in lower and middle management is much lower than that in other industries
- Very rude guests which (sic) treat waiting staff as low life

These comments all reflect reactions to the industry, or at least those parts of it that students have encountered. In such a people oriented industry, at least for front of house staff, it might be expected that there would be less need for such frequent comments. Of course it must also be recognised that the majority of respondents did not make such remarks, at least in that no comments were made at all. None the less these comments are illustrative of the views of at least some of the respondents, who perhaps felt strongly enough about their experiences to voice their opinion.

It must be also acknowledged though that a few students felt that their educational experience was not always positive. The following comments have been edited to ensure the organisations are not identified.

- I believed more knowledge could have been obtained through a more efficient, committed institution
- If a hospitality programme has business components in it then the lecturers need to be aware of hospitality examples. Even better would be for specific hospitality industry lecturers to teach the business papers.
- I've found a lot of repeating and time wasted especially in the management subjects
- I do not feel the content taught in this course is sufficient and practical enough to enable myself to obtain a high management position in the near future

The first three of these comments point to apparent flaws in the programmes and how they are managed, at least from a student perspective. As with all the other respondents' comments these may reflect considered and well founded opinion, or they might be more of a reaction to how the individual fits into the academic environment away from the working environment. What is clear though is that at least some students do not see all their studies as well delivered or adequate for their needs. Providers therefore would be well advised to heed these views that have come out in a study which did not seek them.

The next chapter discusses the findings from this research that have been presented in the last two chapters.

CHAPTER 9 - DISCUSSION AND CONCLUSIONS

9.1 Some General Observations

It was expected at the commencement of this research that some clear answers would be developed that identified some of the causes of the attrition from three-year hospitality education programmes and the reportedly poor rate of transfer to the industry. This expectation was based on the considerable personal experience of the researcher in teaching in this area, as well as the views of other researchers who have looked at aspects of the problem. The work by Barron and Maxwell (1993) was seen as particularly relevant. Their study indicated that a significant source of disaffection was to be found in students' work experiences. This pointed to the inter-relationship between the educational processes and what students found the industry to be really like as an employer and as a place of work.

Most New Zealand hospitality students begin their required co-operative education employment experience early on in their programmes, and so it was expected that any changes in their perceptions would become apparent throughout their study. While for many students employment will be a matter of economic necessity, each of them will have been able to make their own choices about the positions they accept. This is in contrast to the educational institution driven placement programmes to which Barron and Maxwell (1993) were referring. They had argued that there was a need to ensure that placement experiences be better managed as learning and development processes as they had a wider impact on the students than previously envisaged. This study does not negate the common-sense of this, but it has avoided the possibility that respondents were, in part at least, exhibiting negative reactions to where, when or how, placement positions were found for them. As New Zealand students are generally free to change their jobs, it is argued therefore that the responses in this study are a reaction to what amounts to free labour market conditions and so reflect reality in the industry.

Analyses of the data have been conducted to identify trends in students' views about the industry through a quantitative approach. Although such an approach limits the ability to develop fuller understanding of causality, it was expected to provide sufficient insight to allow alternative theses to be proposed which could later be further researched using different approaches. Fundamental to the study was the repeated measurement of a range of variables at different times to identify the direction and extent of any changes in respondents' views. This was achieved despite some problems in collecting the data. But in the end, no clear relationships between the variables were identified. The data have provided suggestions of possible areas for more focussed research. However, such a simple summary understates what was discovered.

One issue in these analyses was the degree to which data would have to be disaggregated on other than temporal variables. For example, were results influenced by differences in course provision by the participating tertiary institutions? Hence the data were examined and it was concluded that the sample could be treated as homogeneous with reference to the course providers. That is, differences between tertiary institutions were not a discriminatory variable. Similarly differences between providers with reference to other variables that include prior work experience, the influence of friends or relatives employed in the industry, self assessment of knowledge about the industry, sex, age and qualifications were not found to be discriminatory variables. This does not mean that these independent variables do not have an effect on the dependent variables, merely that the sub-groups were not so dissimilar as to make comparisons between the sub-groups statistically invalid.

It is worth noting at this point that most other reported studies (Barron & Maxwell, 1993; Barron, 1997, 1998; Ineson, 1996; Ineson & Kempa, 1997) did not use many, if any, of these independent criteria. Therefore it is not possible to draw many comparisons between this research and the limited number of published studies undertaken overseas.

9.2 Gender Based Differences Among the Overall Data

To establish a basis of subsequent analyses and discussion, all responses were treated initially as a homogeneous data set and analysed to identify what significant differences existed related to the independent variables. Based on the significant differences between male and female respondents in the first round of data collection, it is possible to describe quite distinct gender profiles. Males see money, doing their own thing in life and being physically active in their work as more important than do female respondents. Females on the other hand are more certain that they want to work with friendly and understanding people, having others see their work as important, that this work should be helpful to others, and that it should be performed in pleasant surroundings. Female respondents would also be more likely to have discussed their choice of programme with their family and friends. They also reported that they are more likely to accept any job in the industry, trust that they will be acknowledged and understood by their supervisors than do males. Also females are clearer in their views that customers are a source of job satisfaction and that the environment of hospitality is exciting and pleasant. These fit into what might be described as a stereotypical view of the gender differences in society as a whole.

As their courses progressed, it was found that both males and females become uncertain that they would be prepared to accept any job in order to remain in the industry. They are similarly both more sure that work in hospitality is done in a physically pleasant environment.

In the second round of data collection, further differences between the sexes are apparent. These include females being significantly more certain that being motivated, positive and outward going, and displaying a liking for people will be important in getting a job. This shows again something of the stereotype of females placing greater importance than males on relationships with others.

For the most part such gender differences are relatively stable throughout the study period. But given the changes to the sample in 1998 with the one-year skills programme and third year NDHM students no longer taking part, some caution in considering this is warranted. It can be observed from the data though, that the patterns of differences based on gender among the students are, for the most part, similar to those derived from the industry sample. One new difference found in both the third round student sample and the industry sample, is that females are more likely than males to identify job security as something important to them. Whether this is a reaction to a growing perception that the industry may not offer women as much security as males, or that their needs are fundamentally different from males, is a matter of speculation. Additional work in this area among employees is worth consideration given the higher proportion of females employed.

Together these differences do point to some useful insights as to what is valued by each of the sexes. This could prove useful in developing recruitment programmes to attract young people to the industry. However, the test in the long run must be whether the individuals themselves ultimately experience a reality that matches the promises. Clearly the differences in importance cannot be matched in any one job for both genders, and so management must take these differences into account when designing jobs and rewarding staff of either gender. This presents clear challenges for management where males and females must work in the same positions at the same time and in an employment environment where discriminatory practices based on gender are illegal.

However, it should not be taken that because males may give more importance to 'money' and females to 'relationships', that there is an argument for offering male staff more monetary incentives than females. Rather, females may be equally motivated to achieve monetary rewards, but also respond better than males to personal acknowledgement and having opportunities to meet with customers. In other words this provides some evidence of differences in priorities rather than absolute values.

9.3 A Comparison With Ross' (1992) Australian Study

When the overall findings for the parts of the instrument dealing with work values and what is important in gaining a job were compared with the results reported by Ross (1992) some interesting differences were found. Direct comparisons could not be made as he only reported overall mean scores and rankings and these were based on a five point scale. What he identified from his sample of Australian secondary school pupils, was that the three highest work values in order of priority were self development, creativity, and management. The items in this study that equate to these values are; 'Developing and using my skills and abilities at work'; 'Making or doing something original through my work'; and 'Being in charge of other workers'. It was found in the February 1997 round, that New Zealand students in hospitality programmes give somewhat different emphases to these values. They agree with the Australian secondary students about creativity as being the most important also ranking it as number one. But doing something original was ranked sixth, and being in charge of others ranked twelfth, or the least important value. In marked contrast the New Zealand respondents ranked 'Working with people who are friendly and understanding' as the second most important, while this item was the lowest ranked by Ross' (1992) respondents.

In terms of what respondents thought was important in gaining a job in the tourism industry, respondents in both studies are fairly in agreement, based on the rankings of their overall mean scores, that 'appearance', having a 'positive attitude' and 'high motivation' are the most important. Both studies identify 'Contacts' as the least important factor in getting a job. However, these rankings changed between successive rounds of data collection. Rankings of the industry respondents' mean scores results in an order that more or less parallels the New Zealand students' ranked responses.

Despite the different approaches between that used by Ross (1992) and this study, it would seem that there is some considerable agreement about what is important in getting a job, but less agreement about what is wanted once

employed in the industry. It is not possible to determine from these outcomes alone whether this is what might be termed a Trans-Tasman difference, or as a result of underlying differences related to where the samples have been drawn from. Perhaps the polar extremes of difference between the rankings for co-worker relationships and being in charge of others is due to Ross (1992) drawing his sample from a somewhat younger secondary school population, or that he was looking at the wider tourism industry rather than the hospitality industry.

It would seem though, based on the mean scores, that hospitality students and those already employed in the industry do give greater importance to their relationships with others, than being in charge of those others. This almost extreme difference does not alter between rounds, whether the analysis is based on all students together, or any other sub-grouping, such as three-year programme students, first year students in the BHM or NDHM programmes. The same results were produced with sub-groups based on gender, prior experience, or the existence of friends and family in the industry. This suggests that possibly Ross' (1992) younger respondents had yet to come to the realisation that most workers cannot be managers and that therefore getting on with others may in the end be more important. Further research to establish how Australian tertiary hospitality students and New Zealand senior secondary school students value these aspects of work would help resolve this apparent difference from the earlier research findings.

9.4 Comparisons of Sub-Groups Based on Other Independent Variables

When the data from all student respondents together were analysed in terms of previous work experience far fewer significant differences were found than between the genders. In both the first and second rounds it was identified that those with previous work experience were less likely to be prepared to accept any job, saw customers as less likely to show respect for staff efforts, and perceived the surroundings as less pleasant than those who had no previous work

experience. These statistically significant lower mean scores suggest that those with previous work experience were less likely to have found out a lot more about the industry as a result of their experiences and education during the year. This is further supported by the lower mean score for this group with regard to whether they had come to the realisation, during their first year of study, that work in the industry was harder than they had previously realised. However, this was not a statistically significant difference, and became almost non-existent by the third round. There were no significant differences based on previous work experience identified in the third round.

When the first year NDHM and BHM students were considered as a group, very few significant differences in the first and second round were identified based on previous work experience. By the last round of data collection all these differences had eroded away. That is not say there were not significant changes over time, but for the most part these happened to both categories at the same time. For this sub-group from the three-year management programmes in particular, previous work experience appears to have little influence on respondents' perceptions.

Overall though, it can be said that respondents with previous work experience generally start out being clearer as to what they want to do, have possibly more realistic views about the respect they would receive from customers, their surroundings and how hard the work is. But in the end, none of the dependent variables subsequently categorised as being related to 'career commitment' are identified as having significant differences based on previous experience, and what differences there are disappear in the last round. This suggests that Barron's (1997) argument that students coming into such programmes hold very positive, but probably unrealistic views about the industry may be truer of those without prior work experience, but over time such differences disappear. More importantly the findings indicate that any effect on career commitment is indirect through other dependent variables and is not enduring.

It has been argued that more realistic job previews (Meglino, De Nisi, Youngblood & Williams 1998), gaining previous work experience (Barron, 1997), or developing a better understanding of the industry through friends and family working in the industry (Getz, 1994), would help ensure prospective students have a greater awareness of what the industry is like. It had therefore been expected that differentiating respondents on criteria such as these would reveal the extent to which such factors mediate the level of change in views about the industry and individuals' career intentions. While this in turn should reduce the degree to which initially positive views and intentions to develop a career in hospitality decline, the data do not support this argument.

When age, qualifications already held, and areas of intended employment were used to differentiate all respondents together into sub-groups, little further insight was gained. Based on the ideas of Herriot (1984) and Super (1980), age in particular had been expected to show stronger relationships than those found. Ross (1993) found a few weak positive correlations between age and job attainment criteria. These were the items used in Section Two of the instrument. However, the analyses from this study do not match those of Ross.

Of course it may be that age *per se* is not important, but rather the duration of exposure to the educational processes, these particular programmes and past work experience. Thus a 19 year old student in their second year of study and who has already undertaken a period of work experience, may be considerably more experienced in the industry than a 22 year old who has only just decided to enter this industry, but without having worked in it. The variable of age may therefore be being subsumed by the educational and experience processes of respondents.

It was also expected that those with higher secondary qualifications would also be significantly different from other respondents. What differences and relationships were found do not support arguments for the existence of any underlying relationships. However, analysis based on preferred area of employment did

indicate that those indicating an interest in management gave significantly greater importance to being in charge of others. This is as might be expected, but the absence of consistent patterns among other variables does not support that this management sub-group of respondents is overall very much different from other respondents.

When the first year NDHM and BHM respondents were analysed as a group some points of interest were found. Analysis based on whether they had friends or relatives in the industry produced a number of significantly different items. In terms of what they saw as important in their work, those who did have friends and relatives in the industry at the time they chose their study programme gave greater importance to working with friendly and understanding people, others seeing their work as important and feeling secure that they will not lose their job. There is no apparent underlying logic to these items that can be clearly attributed to the independent variable. There were no significant differences in relation to Section Two of the instrument (table 8.12), but three were identified in Section Three (table 8.13). Those with friends and relatives in the industry were significantly more likely to identify themselves as still keen on the industry (item 25), less unlikely to decline any job in order to stay (item 31) and more expectant of being rewarded if they put a lot of effort into their work.

A possible explanation may be that these respondents more fully understand the highs and lows of the industry. But in terms of explaining why these individuals may be more or less inclined to stay in the industry, no relationship could be identified. While no specific evidence is present, it is reasonable to see the advice of others influencing these respondents to persevere and put up with the less exciting times and hard work. It is clear from anecdotal evidence and the researcher's experience of student feedback, that this is an industry where those who stay around get ahead as long as they do the work. Therefore it is possible that having friends and relatives in the industry does have a positive influence on students' perceptions of some aspects of employment in the industry and thus their career commitment. These points suggest support for the concept of more realistic

job previews as suggested by Meglino, De Nisi, Youngblood and Williams (1988). It is also possible that friends and relatives in the industry are acting in something of a mentoring role, and offering emotional support when students are experiencing rough patches in their studies and work experiences.

Those respondents who professed a good knowledge of the industry were identified as giving greater importance to formal qualifications, good references and their appearance when it came to what matters in getting a job. The differences between the mean scores for these last two items were both statistically significant (table 8.15). This suggests that they perhaps had talked with employers, or had already been employed, and so developed such an understanding. Interestingly, the mean scores for the two significant items are very similar to the mean scores for managers from the industry survey. Further agreement with this management group can be seen in the ranking of what matters in getting a job. Both students and management rank formal qualifications as least, or next to least, in importance. However, as there is no statistical significance to the difference in importance accorded qualifications, the possibility of any added insightful understanding is not proven.

Analysis based on the variable 'level of industry knowledge' did identify some significant differences between sub-groups and over time, especially for items in Section Three of the instrument. However, the direction and patterns of changes were similar to those described as arising from other variables. As discussed in section 8.3.4 some of the statistically significant differences were adjudged to be anomalous. Further, the inter-group differences diminish over time. Therefore, while initial differences in 'industry knowledge' may be influential in the original choice of programme or career, the acquisition of knowledge over time by the less knowledgeable, means that this variable becomes a less effective determinant for predicting subsequent perceptions, attitudes or intended behaviour.

When these first year NDHM and BHM respondents were analysed on the basis of the variables 'qualifications' and 'area of employment interest' the results were

even more inconclusive. While sub-sample sizes were small and therefore significant differences were treated as less reliable, there were simply so few such differences found, and in such inconsistent patterns, that no relationships between these variables and the respondents' scores could be identified.

It had been expected that age would more clearly correlate with item ratings among this first year management group. Again though, no evidence was found to support the idea that changes in perceptions are related to maturation processes. Further, no consistent patterns were found that supported this concept among student respondents whether considered all together, or in the respective cohorts of the three-year management programmes.

Overall therefore, the independent variables, with the exception of gender, do not clearly show causation of differences between sub-groups. While the smaller sub-samples among some cohorts may have resulted in lower levels of significance, the absence of patterns in the differences are relatively consistent at all levels of analysis.

9.5 Analyses Over Time

Before looking at further analyses, some consideration is given to the time related changes among the respondents as a whole. These data were reported in Chapter Six, where inter-period significant differences were indicated.

The basic concept behind the research was that increased knowledge would result in changes in values and perceptions about work, what was important to get a job and the views about the hospitality industry as a career choice. This concept was largely derived from Super's (1980) concept that individuals move through various theatres of life, and Herriot's (1984) views about graduates needing to develop greater awareness and understanding about the realities of work and how this is often a process of self discovery and compromise. This led to the instrument

being developed around the separate concepts of 'work values in general', 'what is important in getting a job' and 'what working in the industry will be really like'. These concepts equate with the survey instrument structure as the respective Section One, Two and Three.

Accordingly it had been expected that students, having recently left secondary school, would exhibit changes in their views and values over time. In terms of the way Super (1980) wrote of this process there should be a lessened sense of altruism and idealism and a progression towards the realities of needing an income and security to raise a family and establish a home. Whether this sort of change could be expected to become apparent in the two years of the research was not known, but it was expected that there should be some changes identified.

The potential comparisons could be done in two ways. Firstly, specific individuals could be tracked throughout the study period to identify the extent and direction to which their responses altered. Secondly, comparisons could be made between different year groups within programmes, such as between first and second year NDHM students. However a number of problems emerged. Because of the requirements to adhere to the Privacy of Information Act individual respondent identification was not complete or totally accurate. This was further compounded by drop out rates, individuals not being present at times of data collection, or administration difficulties resulting in some respondents not being resurveyed. The inclusion in the sample of one year skills programme students in the first two rounds meant that this part of the total sample has a comparatively shorter period over which to make comparisons. Further to this, the questionnaires were not homogeneous across the period of data collection, as already described.

One outcome of these aspects was the further reduction of numbers comprising any one sub-sample. However, this is not to say that the findings are inconclusive, and it is argued that insights into the nature of changing attitudes and their determinants are not invalidated, partly because the total sample size is still

significant. The data still permit, as shown, a number of analyses to be undertaken that possess validity with reference to sampling adequacy.

It can be said that respondents' views on what is important about work are generally stable. Of the twelve items asked about, only three items show statistically significant change during the first year and two over the second year. It could be said that students seem to become less altruistic and more selfish between rounds one and two. This is based on their reduced mean score for the item about being helpful to others (5.77 reducing to 5.59; $p < 0.01$) and an increase from 4.97 to 5.14 ($p < 0.05$) for 'being free from having to work in my spare time'. They also reduced their scores slightly ($p < .001$) for how important it was to improve their skills and abilities. This may, however, relate to many of the respondents being near the end of the skills programmes, or an increasing confidence as to what they were capable of doing, rather than any real reduction in importance of the item.

The second year of the research saw a reduction in the mean score for a need to work in pleasant surroundings ($p < 0.05$), which possibly reflects an increasing familiarity with, or understanding of, what work places are really like. At the same time there was a continuation of the trend towards not having work determine the way respondents live their lives. This was only significant ($p < 0.05$) in the second year. Apart from these significant changes, it can be said that the mean scores did alter in the direction consistent with Super's (1980) and Herriot's (1984) concepts of developing and changing values. However, as few of the trends were at statistically significant levels the evidence is far from conclusive.

One observation that merits particular mention, is the level of mean score and ranking for the item from the section dealing with what is important about work, namely 'being in charge of others'. The respective means in each of the rounds are 4.30, 4.23 and 4.77. Despite the rise in the final round this item is not only quite lowly rated on the seven point scale, but in each instance it ranked as the lowest item of the twelve items in the section. This is understandable in the first

two rounds, but not in the third where only students on management programmes were surveyed. It was expected that these students at least would have given greater importance and ranking to this dimension of what they want from work. In fact it was expected that there would be a large difference, even if not statistically significant, between this group and the skills programme students.

Data from Section Two of the instrument also revealed some unexpected results. Remembering that only CIT students were included in the first round, the paired cases approach used by SPSS when making the t-test comparison of means only compared CIT students between the first and second rounds of data collection. Given the high proportion of NDHM and BHM students in this institute compared to other polytechnics, many of which have neither degree nor diploma programmes, the low rating of importance given to qualifications was unexpected. As many of these students had selected the highest qualification they could pursue it was expected that they would place a relatively high value on gaining qualifications. That they reported higher importance for 'appearance', 'positive attitudes', 'high motivation', and 'practical experience' in gaining jobs suggests that these students have come to a different conclusion. This is apparent in the significant decline for the 'formal qualifications' item from February 1997 (5.45) to October 1997 (5.38, $p < 0.01$). When all the BHM and NDHM year one and two students from across the country were compared between the second and third rounds the mean score declined further to 5.12 ($p > 0.05$).

This may be a matter of having come to a realisation that getting the qualification is only the first step, and that the other factors are what will be important in distinguishing them from other applicants. However, if the change is due to the discovery that many new entrants to the industry have only limited, or even no formal training, and get the same rates of pay as more qualified staff, then there is a possibility that higher qualifications are simply seen as unimportant. Given the industry's expressed intention to have more qualified managers (Hotel Catering Industry Training Board, 1995) by the year 2000 and beyond, some concern is warranted that students may not perceive the value in undertaking such study.

It is clear that students identify the importance of getting qualifications far lower than educators might expect. This is further confirmed by the quite low score and decline over time for the level of agreement with the statement that getting more qualifications will help the respondent get ahead (this item is in Section Three). Given the express intention of the Hospitality Standards Institute to have more qualified managers and its ongoing development of standardised and industry recognised skill programmes, it is clearly the impression of the students that getting a job is more dependant on other factors. Additional work is merited in this area, especially in light of the low ranking given the same item in the industry study. Clearly managers in the hospitality industry, particularly those with human resource management responsibilities, HSI and educators need to take note of this finding.

The greatest number and degree of changes over time were identified in Section Three. Very few of the items did not exhibit statistically significant changes during one, if not both, the inter-round periods. This in itself is important. In relative terms it can be said that there were fewer and smaller significant changes in the sections dealing with what is important to respondents in what they want from work, or how they will get a job. Therefore, it is arguable that they have already developed fairly stable views about these matters, even if these views may alter in the future as they consider starting a family and so on. In comparison, how they perceive the industry as an employer undergoes significant, and in some cases very large changes as experience and knowledge increase over time. This is despite the discussion in earlier chapters that previous work experience, or knowing people in the industry, did not result in greatly differing levels of change.

It can be speculated that previous jobs for most of the respondents would be of the 'after school' and holiday type of employment, and therefore more a 'fun and run' experience. Now faced with the prospect of spending the rest of their lives in the industry there is a new reality. Not having gathered a more detailed picture of what previous employment individuals had been involved in is now seen as an

issue. Without the detail there is no way of assessing whether the jobs could have presented a full and frank image to the respondents.

The importance of this aspect had not been appreciated at the research design stage, apart from the realisation that more detailed answers, even if only about how many hours worked in the last year, would not have revealed a great deal more. This arises from the nature of the research method adopted. To discover the impact of pre-course work experiences would require a move away from the quantitative, positivistic approach adopted to obtain evidence of change, to one more akin to a constructionist epistemology.

What would be required, as discussed earlier, is a basis of how to compare the experience of individuals when the jobs, work pressure, types of customers, necessity to work and other aspects will be so variable. The same sorts of issues arise when considering the influence and information that might have come from friends and relatives and self-reports of levels of industry knowledge. Clearly it is possible that some individuals could be encouraging and paint a glowing picture, while others could be more honest and realistically portray the industry with both its good and bad points. But how much attention would a young person pay to, or understand what any comments actually meant in real everyday going to work terms?

The clearest statement about the changes identified in the third section of the instrument is in the item relating to whether the respondents see themselves as remaining in the industry most of their working life. As shown in table 6.4, this goes from being very positive (5.37) to somewhat less positive (4.83, $p < 0.001$) and ending the series as being just positive at 4.34 ($p < 0.01$). All other items move similarly in sympathy with this sentiment and serve to reconfirm the generalisation that the respondents are increasingly less enchanted with the industry. Given that these are mean scores it is clear that many must be quite negative in their views.

Support for this can also be seen in those items asked only in the second and third rounds of data collection. When asked if their choice of career was a mistake the sentiment goes from a distinct 'no' towards a less distinct 'no'. In round two the attitude towards changing industries had been a matter of uncertainty (4.00) changing in round three to a possibility (4.28), but this is not a significant change. The decline in reported satisfaction with the choice of careers declines from 5.50 in October 1997 to 4.88 in October 1998 ($p < 0.001$). This clearly signals growing disaffection, albeit the question as to whether they are currently planning to change careers got a distinct 'no' with a score of 2.81.

9.6 The Three Year Management Programme Students Over Time

In Chapter Eight more detailed analysis is reported with regard to the respondents who were the particular interest of this study, namely the three year management programme students. The expectation was that the greatest level of change and also higher frequency of significant changes would be found at the start of programmes when students first fully meet the industry. The number of significant changes and the magnitude of those changes could be expected to reduce as each cohort progressed through their programmes. This reduction would also be expected to be seen when comparing successive stages of the programmes. That is, the year three students would show fewer and smaller changes than the year two students who in turn would show fewer and smaller changes than the year one students.

There is no clear pattern (table 8.2) of what is important to respondents in their work. In some cases the year two students mean scores are lower than those of the year one students on either the BHM or NDHM programmes, but in many of these cases the third year students have higher mean scores. In only a very few cases are there statistically significant differences between the sub-groups. While these are significant, they really do not constitute a sufficiently cohesive pattern to claim that progressive exposure to the industry results in such changes.

The same can be said of Section Two of the instrument (table 8.3). In fact, what changes are shown virtually deny the concept espoused. Only in the last round of data collection were any inter-group significant differences identified. Of the five, two are between first and second year students, but the other three differences are between the first year groups. It might be that the BHM students see things in a different way from the others, but if this were true, there surely would be more significant differences indicated in this and in other rounds.

Section Three of the survey did show some support for the concept of progressive revelation or discovery leading to significant change. This can be seen in many of the items (table 8.4) where the mean scores rank from highest to lowest from year one (NDHM and BHM) to year three students. In some cases these inter-group differences were statistically significant, especially between the first and third year groups (see items 25, 28, 29, 31, 38 and 39). There are also a number of significant differences between rounds for some of the cohorts, but not in such a pattern as to indicate greater change among first year than second, or even third year students. Nevertheless, these changes are consistent with the idea of increasing insight leading to altered perceptions which fits the research model developed in Chapter Three.

Some outstanding items merit highlighting here. There is a steady, but not significant, decline in intention to remain in the industry (Table 8.4, item 28), for all cohorts over all periods. All cohorts are reasonably satisfied with their choice of career in the October 1997 round (item 46) but this plummets to a profound expression of dissatisfaction in the final round, with mean scores between 2.56 and 2.92. Two of the cohorts' declines are statistically significant. This is strongly supported by the quite distinct agreement by all respondents with the statement that they are currently planning to change their careers (item 47).

It is contended therefore, that there is evidence to support the idea that as students gain more exposure to the industry and learn more about the theory and

practice of management as their studies progress, they become increasingly likely to quit the industry, even if they do not quit their studies. That this happens in the face of relatively unchanging views about what they want from their employment and what it will take to gain that employment, suggests that students have fairly clear expectations and are therefore testing the industry against these.

Although somewhat speculative, it is possible that, as students' education provides them with more knowledge and understanding of how this part of the business world operates, at least some aspects of the hospitality industry's practices, its working environment and customers, are seen in a distinctly poor light. An example of this can be found in the researcher's personal experience of teaching some of these groups. Many students are surprised to realise themselves that concepts of equity, fairness and best practice which are discussed in human resource management lectures are often not applied in the industry as they experience it in their own jobs.

However, as there was no data collection from the new intake of year one BHM or NDHM at the start of 1998, there is no basis for being sure that this was not something of a reaction to simply being asked for their views. It was realised by the researcher, after the fact, that collecting views of the 1998 intake of three-year programme students would have provided additional confirmatory evidence that the change is due to time related factors such as maturation, increased experience and knowledge rather than the research process itself, or any other event that may have occurred. All the researcher can confirm is that there were no significant differences between the cohorts at each institution.

It is therefore concluded that, in the light of the changing perceptions about the industry and the declining intention to pursue hospitality careers, there is evidence that Super's (1980) and Herriot's (1984) concepts of individual adjustment are probably operating. Law and Ward's (1981) model of the process of career development is useful to identify the quadrants (figure 3.4, p55) in which these changes are effective.

Clearly the individual respondents start their programmes with expectations of learning about their selected industry and their ratings of the various items indicate that they are career oriented and want to work with people. In terms of what they want from their employment there is evidence that they do not change their expectation very greatly, if at all. Similarly, while there should be concern about what respondents believe is necessary to gain a job, these views also remain quite stable over time and between programmes. We can reasonably assume that over the two academic years of the study, the industry and its collective requirements or expectations will also have been stable. Therefore the changes must be located within the individual, in how they perceive what they can do within, and/or get from, the industry.

If new students start with a belief that there is a lot to learn in order to do well in either their course or their employment, but subsequently learn that this is not the case, it is logical that they will see less point in their studies and simply go into the industry. Perhaps this accounts for some of the attrition from the programmes. This would fit the researcher's knowledge of many cases. For those who stay in the programmes there may well be a series of revelations. They will discover, as evidenced in the qualitative data reported in Chapter Eight, that people do get jobs without qualifications, that effort is not always recognised let alone rewarded, and that customers sometimes do show disrespect towards service staff. Each of these discoveries may well create a reduced motivation, at least to study, if not continue with the career intentions. Certainly the skills will be relatively easy to learn at an operational level, and if the rewards of opportunity to progress are not obvious, or the sense of excitement diminishes as hours of work lengthen, clearly attitudes towards employment in this industry will alter. What is not clear is what factors are the cause of the changed attitude towards employment in the industry; it is of concern alone that the changed perception occurs. Whether it is cognitive or emotive, the conative component of attitude is adversely affected for many students.

9.7 The Three-Year Management Programme Students and Other Variables

It is possible that the independent variables of sex, previous work experience and so on, could show that some categories of respondents are more likely to change their views than are others. Accordingly the NDHM and BHM students as a groups were analysed as independent samples based on sex and paired samples between rounds. These analyses (tables 8.5, 8.6 and 8.7) indicate that there is nothing that distinguishes this group from other hospitality students. The pattern of those items which showed significant differences was almost identical to the previous analysis reported in Chapter Seven. In other words, when the one-year skills programme respondents were excluded from the analysis the results were virtually indistinguishable. Males are still characterised by being more interested in getting ahead, earning money and living life the way they want to, while females are more likely to be content with their choice of career, see job satisfaction in direct customer contact and expect that their supervisors will recognise their efforts. There is no evidence that these management programme students perceive their employment prospects differently from other student groups.

9.8 Career Commitment

From the discussion so far, it can be concluded that no predictors have been identified that would enable educators, or industry employers, to be more sure that a given individual has a greater likelihood of continued commitment to the industry than any other individual. As well as not providing points of distinction, there is no basis for arguing what might be expected of either gender, those with particular qualifications or backgrounds. None the less, some generalisations can be taken from the research as to how males may perceive the industry differently from females. This may be useful in career guidance situations, but it does not extend to indicating that different types of positions being more acceptable to each gender, or types of personal background. For example, it cannot be said that

females with 6th Form Certificate, who hope to work in front of house roles are less likely to become disillusioned with the industry than males.

Perhaps the most notable outcome that was achieved in the study was the identification of items to measure career commitment to the industry. While many of the items used are not original, no other published study has used this particular set of measures on a national student group and compared them to so many independent and dependent variables.

Six items were identified in Chapter Eight as measuring the respondents' level of career commitment. Given that only one of these items was shown to have a statistically significant difference based on an independent variable, it has been concluded that respondents' levels of commitment are not directly related to sex, qualifications, previous work experience, level of industry knowledge, or having friends or relatives who are employed in the industry. However, it is clear that the levels of commitment as measured by each of the identified variables do change over time. While few of the changes are proven by statistical significance, there is a general trend of declining commitment with all of them. This is supported by what is probably the clearest expression of what might be termed a traditional expression of career; 'I expect to work most of my working life in the hospitality industry'. Not only do the mean scores for each cohort consistently fall in each round, but the decline also shows between the cohorts from years one to three, and some of these differences are statistically significant.

Causation for these declines can be found in sixteen of the other dependant variables (table 8.26). While most of the correlation coefficients are quite weak, collectively they can be seen as having contributory affects on the individuals' levels of commitment. Just as in real life work situations it is seldom an isolated event that causes satisfaction or dissatisfaction, but rather the coming together of many smaller things, each contributing to the overall effect. It is argued here that it is therefore unlikely that any one aspect of the educational and industrial

experience actually is a singular or even important cause of the move from positive towards less positive intentions to pursue a career in hospitality.

This fits with the developed research model described in Chapter Three, which is based on Ryan's (1995) variation of Fishbein's (1967) theory of reasoned behaviour. The model indicated that it was expected that changes in individuals' behavioural intentions would be related to the strength of beliefs about attributes of the industry, how important those attributes are to the individual, and how the individual's assessment of the industry in providing those attributes as an employer. The model as presented did not indicate the nature or direction of the relationships between these variables. What was argued was that changes in importance, beliefs, or knowledge would indicate causes of the behavioural intention to follow a career in the hospitality industry.

What has been identified is that respondents' ratings of what is important to them in their employment are relatively stable over time. This conclusion comes from the observed stability of the mean scores for items in Section One of the instrument. Therefore the dependent variable of 'Importance of Factor' is considered a constant in the model as developed. Whether the items in Section Three are seen as being 'Beliefs About Industry' or 'Knowledge About Industry' is not important. Arguably, they possess aspects of both these dependent variables. What is established however is that they do change over time as predicted in the model. It is also established that the dependent variable 'Career Intention' also changes over time. It is further identified, although not strongly, that there are logical relationships between the 'Career Intention' and a number of items which identify some of the other dependent variables 'Beliefs About Industry' and 'Knowledge About Industry'. The strengths of these relationships are reported in table 8.26.

No formal analysis was undertaken to establish the existence of, or relationships between, Morrow's (1995) universal forms of commitment. This is due in large part to the observation made several times in this study, that students are supposed to

be training for careers in the industry and so may have no intention of remaining in their current job or even continuing with the same organisation. This is an area where future research could be usefully undertaken of individuals who are employed in the industry who are not concurrently also students. Particular benefit may be gained in better understanding issues such as retention and employee satisfaction through identifying the strength and changes in Morrow's forms of commitment among employees in this industry.

Further evidence supporting the idea that the research model does identify the relationships found in the data can be found in the qualitative data discussed at the end of Chapter Eight. Critical issues for students revolve around the hours of work and the pay they receive for this. It is more to do with when the hours are required, rather than how long shifts are, although this is also an issue. For too many the industry becomes a "user" rather than "employer". The inability, or unwillingness, to recognise the endeavours of students to improve their skill and abilities as future managers by means of either greater consideration as to when shifts are worked, time off around examination times, increased pay or other recognition, as examinations are passed, are typical criticisms of the industry. Students accept that they have a lot to learn, and start out eager to do so, but the incentive to continue is not provided by many of the employers. Perhaps the most telling statement by the students is their change of heart when they go from strongly disagreeing that their choice of career was a mistake to a distinct acceptance that this is the case. Even more important is the consideration that this is being reported by the students who have stayed with the programme.

9.9 Some Missing Variables.

Some potential variables were deliberately excluded from this study to avoid potential ethical issues. Charles and McCleary (1997) found that individuals' culture, ethnicity or colour are perceived as barriers to promotion in the hospitality industry. Wood and Kavanaugh (1994) also identified sexual orientation as a

perceived barrier. There may well be one or more these characteristics influencing how the respondents are treated in their employment, or even their studies. Given the increasing multi-cultural diversity and international dimensions of education recruitment in many polytechnics, future research may need to include these as variables. With more gay hotels, restaurants and bars in New Zealand and overseas, the sexual orientation of respondents may be an increasingly important dimension of any future studies.

9.10 What Has Been Achieved

It is the effects of these changes and related issues that have been the primary focus of this research. In order to facilitate the better identification of the problem, its magnitude and what was causing it, precise objectives were specified in Chapter Three. These are now restated:

1. To measure students' values about work in general at different times over a two-year period and compare them to identify how these change.
2. To measure students' beliefs about what is needed to gain employment in the hospitality industry at different times over a two-year period and compare them to identify how these change.
3. To measure students' beliefs about employment in the hospitality industry at different times over a two-year period and compare them to identify how these change.
4. To investigate the relationships between the independent variables of sex, age, prior experience, qualifications, having relatives and friends working in the industry, the area of employment interest and students' beliefs, values, expectations and perceptions of work and employment in the hospitality industry.
5. To measure students' commitment to their chosen career in the hospitality industry at different times over a two-year period and compare them to identify how these change.
6. To investigate whether there are any relationships between students' beliefs, values, expectations and perceptions of work and employment in

the industry and their commitment to seeking careers in the hospitality industry.

Each of these research objectives has largely been achieved, but it is equally clear that definitive answers have not been resolved as to causation. While a definitive solution to the problem was never expected, it remains somewhat disappointing that clearer ideas of causation have not been found. However, this in itself may be part of the cause. That is, there are simply no clearly decisive individual factors that significantly impact on trainees.

Despite this, important information has been gathered for the first time in New Zealand, if not in a wider context. The successes can be summarised as;

1. A nation-wide sample of over 1200 respondents was drawn from all but two of New Zealand's polytechnics;
2. Observations have been sustained for three collection periods over two years;
3. A more complex design has been used for this quantitative study than most other studies which have more commonly used simpler before and after comparisons, and/or been much shorter in duration;
4. Many more variables have been incorporated than were utilised in these other studies;
5. The research has been achieved despite limited financial and personal resources.

What has come from the study is a large set of data which will provide a basis of further comparative research in the hospitality industry, but which also has potential use in other industries. From this data has come evidence of declining commitment, and evidence that the causes are not simple in as much that the statistical data are complex. From the analyses comes a view that the industry and its employment practices are perceived by students as wanting, even though, at least for some, there are potentially high rewards.

More concise understanding may have resulted if the questionnaire had been designed differently. It was based on the premises described in the early chapters of this thesis; for example the work of Morrow (1993) and past research into this specific issue such as that undertaken by Ross (1992), Barron and Maxwell (1993) Barron (1997) and Getz (1994). What this research has shown is that, apart from gender, variables such as type of course, qualifications, having some prior industry experience, levels of knowledge of the industry, or areas of intended employment, only correlate weakly with, or are poor predictors of, overall attitudes towards working in the industry. It is also suggested that it is not the possessing of prior work experience *per se* that is important, but rather the qualitative experience of it and how it is evaluated. Presumably if such experience had been negative the individual would not be likely to have enrolled in a hospitality management programme. Each of the variables as measured present similar difficulties of interpretation to develop further insight into the causes of the conclusively shown decline in commitment to the industry.

This is not say however, that the instrument as it was finally used could not be further refined. There appears to be no difficulty for respondents in rating the items as used, but some items clearly do not in their own right provide any additional predictive information. Section Two in its entirety did not add a great deal to this research, except perhaps to confirm the students' anecdotal evidence that employers do not really give much weight to formal qualifications. While this 'discovery' might result in some disaffection with their study programme, there is no insight gained about changes to career intentions. This section could be dropped.

Other refinements could include eliminating a number of the items which do not provide discriminatory evidence. Whether the instrument would work as well if shortened would need to be tested but the core of a sound instrument is contained in the one used in the third round. At the end of the day, the research has already lost its original purpose of better understanding the changing commitment of National Diploma in Hospitality Management students. This programme has been

replaced with a new two year qualification, the New Zealand Hospitality Diploma, as from January 2000. The Bachelor of Hospitality Management programmes at CIT and the now Auckland University of Technology both continue. The results from this study are a basis for better understanding what happens to students' commitment to the industry, despite their not pointing to specific key characteristics which identify individuals especially suited to the industry.

CHAPTER 10 – SUMMARY AND RECOMMENDATIONS

This study has provided a unique insight into how the views and values of New Zealand hospitality students alter over time. Other researchers have considered what issues might need to be addressed when selecting students for educational programmes, and the reactions of students to the industry while on industrial work placements, but none have followed cohorts of students at multiple institutions over a number of years. While this in itself makes this research important in providing a better understanding of what happens to students during their vocational education and early career development years, the study also provides a good coverage of all hospitality students during the period. This has enabled inter-group comparisons based on regions, course, gender, prior work experiences and many other factors, to provide a national picture that is truly representative of New Zealand's hospitality training and educational programme users during 1997 and 1998.

Although no clear pre-course indicators of likely disaffection were identified, a very clear picture has emerged that there is a significant decline in students' intentions to pursue hospitality careers from the time they start on their programmes. While this may be in part due to the educators' actions and processes, there is reasonable evidence to lay much of the blame on industry employers. The message is clear that students training for this industry come to dislike a number of aspects of their employment while still maintaining a strong desire to work with people. Employers therefore need to look at how they are treating students if there is to be an improvement in how the industry is viewed. Better pay and hours of work, singled out by students as areas of complaint, are probably only symptoms of a wider issue of not valuing the future worth of these valuable resources.

Important though this may be for the Hospitality Standards Institute, Hospitality Association of New Zealand, Motel Association of New Zealand and other industry and professional bodies, it is likely that the phenomenon is not confined to

hospitality. The wider implications of disenchantment among any students preparing for their profession or career need to be heeded. If expectations are not met, even when these are unreasonable, the loss to that industry and the cost to the country as whole is less than desirable. This is not to say that the educational experience itself is wasted, as the individuals probably end up clearer as to what they want out of life, but it could have meant that a relatively scarce training place has been lost. Such loss extends through the entire duration of the programme and could therefore even impact on the financial well being of the provider.

The implications of this are that the taxpayer dollars may be inappropriately allocated to individuals who do not take up their place in the industry intended. In the case of the students who were the subject of this research, such waste is limited as compared to the opportunity cost to the hospitality and tourism industries and their reduced export earning potential as a result of fewer trained and motivated managers than might have been the case. It is important therefore that the causes of such disaffection be more fully understood and addressed. This may involve the industry altering its employment practices, or necessitate the educational institutions becoming more active in both warning students of the hazards they face and identifying which employers to avoid, if these can be identified. This suggests a greater level of management of the work experience component of programmes and possibly developing 'approved employer' lists to protect both the students' and the industry's long term interests. Clearly this will entail added costs in both resources and money. However, improved retention of students in programmes may well more than compensate such a development.

There are, therefore, implications arising from this research involving the educators and how involved they become in the industry experience of students; the industry and its need to recognise the importance of their developing resource with better employment practices; and the Government which funds the education and gains revenue from taxation dollars from the employees, owners and customers of the industry. Better staff who are more highly motivated in their work not only results

in reduced staff turnover and consequential recruitment costs, but also improves customer satisfaction, sales revenue and profit margins (Cotter, 1993).

Also among the wider implications of this research are those related to what influences young peoples' career development. While the research does not identify what influences the individual's original career choice, it is quite clear that previous experience and knowledge of the industry through family and friends do not result in significantly higher levels of commitment to a hospitality career. However, there is some evidence to support the validity of the career development models discussed in the thesis. The implications of the findings are that the strength of students' intentions at the start of their programmes is likely to decrease rather than increase. Whether this is specific to these programmes or a more general result of education and maturation is not identified, but this study provides a basis for studying whether students in other vocational programmes also undergo such changes. It also assists in clarifying some of the causes of the changes in behavioural intent. If this phenomenon is widespread, there may be a case for less vocationally specific programmes, or at least a change in how they are taught. For example, vocationally specific subjects may be best left till students are more certain of their career intentions. This would put the onus more on the industry to convince prospective management programme students that there is value in undertaking such relevant study.

There is now evidence, albeit somewhat limited, but no longer just anecdotal, that this industry is losing keen young people as they discover how the industry treats them as employees. In part the decline in commitment is a reaction to customers and fellow workers, and also possibly the educators, but for the most part it is the employers' acts of commission and omission that contain the cause(s). More importantly it is only the employer group that can, at least in the short term, take steps to reduce the disaffection of its prospective staff and future management resource.

Current managers may argue with some justification that early turnover can be expected, as in any industry, and that part of this is because some of the individuals are not suited or do not have the right attitude or motivation. But the industry cannot afford to allow this to continue. If it is to attract and retain motivated and well-educated new management talent, it will have to alter the way hospitality students and other recruits perceive the industry. Given the high attrition and disaffection, and the entry of untrained staff directly into the industry, reliance can not be placed on altered management attitudes and practices resulting from the education sector alone. Current practitioners must change the way they treat students, and probably also the recruits they gain from other sources.

The industry should consider following their American counterparts who have been introducing formal programmes at industry levels to foster the adoption and development of mentoring programmes. These may be quite small, such as the American Hotel Foundation's Hospitality Mentor Program, which in its inaugural year in 1998 paired up five students with senior executives over their summer vacation. This programme is a joint initiative between a few educators and hotel companies (Nozar, 1998). More widespread programmes are being formally developed by the National Restaurant Association and the American Hotel and Motel Association (Martin, 2000; Cain, 1999; Hall, 1999). While mentoring is not a new idea, there is clear evidence that many of the issues raised by respondents in this study can be addressed by such an approach (Nozar, 1998; Wishna, 1999; Brudney, 2000; Coffey & Anderson, 1998).

Educators should also consider carefully how they manage co-operative education components within their programmes. They may have to consider screening where students are allowed to undertake their practical experiences and spend more time actively debriefing students to minimise any longer term negative impacts. New Zealand can not continue to educate and train its young people for careers to which they aspire, only to have the industry waste the resource.

From this study has come a methodology and instrument which, while not entirely new, has demonstrated that aspects of intention can be measured and related to other measures which might indicate aspects of causation. There is now a database of what might be expected as likely levels of commitment among new students entering such programmes, but more importantly is the insight as to the direction and rate at which these may change over time in current employment conditions. It may be that these are typical of all industries, or peculiar to hospitality. Further research will be needed to establish this. But clearly, at least at the tertiary education level, it is now possible to identify something of the extent to which career intention exists at any point. More importantly it is possible to demonstrate the rate and direction of change in that intention and therefore the likelihood of transfer into and retention by the hospitality industry.

Human resource practitioners in all industries would probably agree that the pattern of change identified in this study fits a general pattern of higher turnover among new start employees. This study identifies some of the areas which new entrants to the hospitality industry see as less than ideal. While all might agree that more attention to individuals and how they are adjusting to their new situation would help reduce turnover and disaffection, there is some evidence in this study, albeit indirectly, as to what the issues are from the recruits' perspective. What is provided here is industry specific information which the New Zealand hospitality industry must heed or face a continuing trend of declining career commitment among hospitality students. Why should Government funding continue to be allocated to meet an expressed need for trained managers if the industry fails to nurture students' commitment to hospitality? Educators can do nothing to produce graduates who will be motivated if the industry itself does not do its part. This industry needs to address this issue, or it will continue to receive fewer, and less motivated graduates than enter such vocationally specific programmes.

REFERENCES:

- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50, 179-211.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. Englewood-Cliffs: Prentice - Hall.
- Armstrong, M.(1988). *A handbook of personnel management practice*. London: Kogan Page.
- Arvey, R. D., Bouchard, T. J., Segal, N. C., & Abraham, L. M. (1989). Job satisfaction: environmental and genetic components. *Journal of Applied Psychology*, 74(2), 187-192.
- Barron, P. (1997). An analysis of Australian students' images of the hospitality industry: a focus on new recruits. *Australian Journal of Hospitality Management* 4(2), 13-20.
- Barron, P. (1998). The theory and practice of industrial placement: An analysis of hospitality students' experiences. *1998 Australian Tourism and Hospitality Research Conference*.
- Barron, P., & Maxwell, G. (1993). Hospitality management students' image of the hospitality industry. *International Journal of Contemporary Hospitality Management*. 5 (5): v-viii.
- Baum, T. (1996). Unskilled work and the hospitality industry: myth or reality? *International Journal of Hospitality Management*, 15(3), 207-209.
- Bell, C., & Sims, F. C. (1990). Picking super service personnel, *Supervisory Management*, 35/36, 6-7.
- Bitner, M. J., Booms, B. H., & Tetrault, M. S. (1990). The service encounter: diagnosing favourable and unfavourable incidents. *Journal of Marketing*, 54, 71-84.
- Blau, G. (1989). Testing the generalizability of a career commitment measure and its impact on employee turnover. *Journal of Vocational Behavior*, 35, 88-103.
- Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, 58, 277-288.
- Blau, G. J. (1988). Further exploring the meaning and measurement of career commitment. *Journal of Vocational Behavior*, 32, 284-297.

- Brennen, J., & McGeevor, P. A. (1988). *Graduates at work: Degree courses and the labour market*. London: Kingsley.
- Brownell, J. (1994). Personality and career development: A study of gender differences. *The Cornell H. R. A. Quarterly*, 35(2), 36-43.
- Brudney, D. M. (2000). Where have all the mentors gone? *Lodging Hospitality*, 56(2), 10.
- Bryman, A., & Cramer, D. (1997). *Quantitative data analysis with SPSS for Windows*. London & New York: Routledge.
- Cain, H. (1999). A way to show someone you care. *Nation's Restaurant News*, 33(5), 30.
- Carlzon, J. (1987). *Moments of truth*. New York: Harper & Row.
- Casado, M. A. (1992). Student expectations of hospitality jobs. *The Cornell H. R. A. Quarterly*, 33(4), 80-82.
- Charles, K. C., & Marshall, L. H. (1992). Motivational preferences of Caribbean hotel workers: an exploratory study. *International Journal of Contemporary Hospitality Management*, 4(3), 25-29.
- Charles, R. O., & McCleary, K. W. (1997). Recruitment and retention of African-American managers. *The Cornell H. R. A. Quarterly*, 38(1), 24-29.
- Chon, K-S., & Olsen, M. D. (1991). Functional and symbolic congruity approaches to consumer satisfaction / dissatisfaction in tourism. *Journal of International Academy of Hospitality Research*, (3), 2-22.
- Clark, R. (1992). *Australian human resource management*. Roseville: McGraw-Hill.
- Coffey, B. S., & Anderson, S. E. (1998). Career issues for women association executives. *The Cornell H. R. A. Quarterly*, 39(1), 34-39.
- Cohen, L., & Holliday, M. (1982). *Statistics for the Social Sciences*. London: Harper & Row.
- Cohen, Y., & Pfeffer, J. (1986). Organisation hiring standards. *Administrative Science Quarterly* 31(1), 1-24.
- Colarelli, S. M., & Bishop, R. C. (1990). Career commitment: Functions correlates and management. *Group & Organisational Studies*, 15(2), 158-176.
- Cothran, C. C., & Combrink, T. E. (1999). Attitudes of minority adolescents towards hospitality industry careers. *International Journal of Hospitality Management*, 18, 143-158.

- Cotter, R. (1993). Nature of the global challenge: looking beyond the nuts and bolts. In *Proceedings: PATA /WTO Human resources for tourism conference; 4 -6 October, 1993, Bali, Indonesia*. (pp. 29-37). Singapore: PATA.
- Cropanzano, R. James, K., & Konovsky, M. A. (1993). Dispositional affectivity as a predictor of work attitudes and job performance. *Journal of Organisational Behaviour*, 14(6), 595-606.
- Davis, F. D., & Warshaw, P. R. (1992). What do intention scales measure? *The Journal of General Psychology*, 119(4), 391-407.
- Dessler, G. (1997). *Human resource management* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Dickson, A., & Ineson, E. M. (1993). The selection of quality operative staff in the hotel sector. *International Journal of Contemporary Hospitality Management*, 5(1), 16-21.
- Dienhart, J. R., Gregoire, M. B., Downey, R. G., & Knight, P. K. (1992). Service orientation of restaurant employees. *International Journal of Hospitality Management*, 11(4), 331-346.
- Durocher, J. F., & Goodman, R. J. (1991). Training-program expectations: A Conundrum. *The Cornell H.R.A. Quarterly*, 32(2), 76-79.
- Faulkner, B., & Patiar, A. (1997). Workplace induced stress among operational staff in the hotel industry. *International Journal of Hospitality Management*, 16(1), 99-117.
- Fishbein, M. (Ed.). (1967). *Readings in attitude theory and measurement*. New York: John Wiley.
- Flippo, E. B. (1984). *Personnel management*. USA: McGraw-Hill.
- Fottler, M. D., Crawford, M. A., Quintana, J. B., & White J. B. (1995). Evaluating nurse turnover: Comparing attitude surveys and exit interviews. *Hospital & Health Services Administration*, 40(2), 278-295.
- Fournier, V. (1997). Graduates construction systems and career development. *Human Relations*, 50(4), 363-391.
- Fournier, V. & Payne, R. (1994). Change in self construction during the transition from university to employment: A personal construct psychology approach. *Journal of Occupational and Organizational Psychology*, 67, 297-314.
- Garland, R. (1990). A comparison of three forms of semantic differential. *Marketing Bulletin*, 1, 19-24.
- Gatewood, R. D., & Field H. S. (1987). Personnel selection for small business. *Journal of Small Business Management*, 25(4), 16-24.

Getz, D. (1994). Students' work experience, perceptions and attitudes towards careers in hospitality and tourism: a longitudinal case study in Spey Valley, Scotland. *International Journal of Contemporary Hospitality Management*, 13(1), 25-37.

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of theory. *Organizational Behaviour and Human Performance*, 16, 250-279.

Hall, S. B. (1999). Task force addresses work-force issues. *Hotel and Motel Management*, 10(35), 35.

Haywood, M., & Maki, K. (1991). A conceptual model of the education/employment interface in the tourism industry. In R. Bratton, F. Go & B. Ritchie (Eds.), *New Horizons - Proceedings of a Conference at the University of Calgary*. (pp. 105-118.) The World Tourism Education and Research Centre, The University of Calgary.

Herriot, P. (1984). *Down from the ivory tower*. London: John Wiley.

Higham, J. (1996). The Bledisloe Cup: Quantifying the direct economic benefits of event tourism, with ramifications for a city in economic transition. *Festival Management & Event Tourism*, 4, 107-116.

Higham, J. E. S., & Hinch, T. D. (1998). The transition to professional rugby union in New Zealand: An analysis of the temporal dimension of tourism within the Otago Highlanders franchise. In J. Kandampully (Ed.), *Proceedings of New Zealand Tourism and Hospitality Research Conference: Advances in Research*. Akaroa: Lincoln University.

Highhouse, S., & Becker, A. S. (1993). Facet measures and global job satisfaction. *Journal of Business and Psychology*, 8(1), 117-127.

Hinton, M., & Biderman, M. (1995). Empirically derived job characteristics measures and the motivating potential score. *Journal of Business and Psychology*, 9(4), 355-364.

Hotel Catering Industry Training Board. (1995). *A report of a survey by the Hotel Catering Industry Training Board on degree level qualifications for hospitality*. [An unpublished report prepared for the joint-degree planning committee of VUW and CIT]. Wellington: Author.

Ineson, E. M. (1996). Selection for vocational courses - a considerations of the viewpoint of graduate employers. *International Journal of Contemporary Hospitality Management*, 8(6), 10-17.

Ineson, E. M., & Brown, S. H. P. (1992). The use of biodata for hotel employee selection. *International Journal of Contemporary Hospitality Management*, 4(2), 8-12.

- Ineson, E. M., & Kempa, R. F. (1997). Selecting students - is there an education industry mismatch? *International Journal of Contemporary Hospitality Management*, 9(3), 128-141.
- Jackson, P. R., Stafford, E. M., Banks, M. H., & Warr, P. B. (1983). Unemployment and psychological distress among young people: The moderating role of employment commitment. *Journal of Applied Psychology*, 68, 525-535.
- Jaffe, W. F. (1990). The recruitment and retention of minority students in hospitality management programs. *Hospitality Research Journal*, 14(2), 405-412.
- Jans, N. A. (1989). Organisational commitment, career factors and career/life stage. *Journal of Organizational Behavior*, 10, 247-266.
- Jarvis, V. (1994). Smoothing the transition to skilled employment: school-based vocational guidance in Britain and Continental Europe. *National Institute Economic Review*, 150, 73-89.
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31-36.
- Kelly, G. A. (1976). *The psychology of personal contracts*. New York: Norton.
- Kelly, S. W. (1993). Discretion and the service employee. *Journal of Retailing*, 69(1), 104-126.
- Kokko, J., & Guerrier, Y. (1994). Overeducation, underemployment and job satisfaction: A study of Finnish hotel receptionists. *International Journal of Hospitality Management*, 13, 375-386.
- Koslowsky, M. (1993). A comparison of two attitude-behaviour models for predicting attrition in higher education. *The Journal of Applied Behavioral Science*, 29(3), 359-365.
- Koslowsky, M., Caspy, T., & Lazar, M. (1990). An empirical comparison of commitment scales. *Journal of Applied Psychology*, 20(13), 1063-1075.
- La Lopa, J. M. (1997). Commitment and turnover in resort jobs. *Journal of Hospitality and Tourism Research*, 21(2), 11-26.
- Laws, B., & Ward, R. (1981). Is career development motivated? In A. G. Watts, D. E. Super & J. M. Kidd (Eds.), *Career development in Britain*. (pp. 101-154). Cambridge: Hobsons Press.
- Lee-Ross, D. (1998). The reliability and rationale of Hackman and Oldham's job diagnostic survey and job characteristics model among seasonal hotel workers. *International Journal of Hospitality Management*, 17, 391-406.

Lucas, R., & Jefferies, L. (1991). The 'demographic timebomb' and how some hospitality employers are responding to the challenge. *International Journal of Hospitality Management*, 10, 323-337.

Mahesh, V. S. (1993). Human resource planning and development: Micro and macros models for effective growth in tourism. In T. Baum (Ed.). *Human Resource Issues in International Tourism*. (pp. 30-46). Oxford: Butterworth-Heinemann.

Manstead S. R. (1996). Attitudes and behaviour. In G. S. Semin & K. Fiedler (Eds.), *Applied Social Psychology*. (pp. 3-29). London: Sage Publications.

Mant, A. (1990). Customer service: what do customers really want? *Personnel Management*, 22(10), 39-43.

Martin, R. (2000). Roadmap speakers urge support for scholarships, mentors. *Nation's Restaurant News*, 34(12), 57.

McCarthy, T. E., & Stone R. J. (1987). *Personnel management in Australia*. Milton: John Wesley.

Meglino, B. M., De Nisi, A. S., Youngblood, S. A., & Williams, K. J. (1988). Effects of realistic job previews: a comparison using an enhancement and a reduction preview. *Journal of Applied Psychology*, 73(2), 259-266.

Morrow, P. C. (1993). *The theory and measurement of work commitment*. Greenwich: JAI Press Inc.

Morrow, P. C., & McElroy, J. C. (1986). On assessing measurement of work commitment. *Journal of Occupational Behaviour* 7, 139-145.

Morrow, P. C., & McElroy, J. C. (1987). Work commitment and job satisfaction over three career stages. *Journal of Vocational Behavior*, 30, 330-346.

Muchinsky, P. (1993). *Psychology applied to work: An introduction to industrial and organisational psychology*. Belmont: Wadsworth.

Murphy, M. M. (1990). Vocational career testing contributes to student retention in hospitality programs. *Hospitality Research Journal*, 14(1), 133-137.

Nankervis, A. R., Compton, R. L., & McCarthy, T. E. (1996). *Strategic human resource management* (3rd ed.). Melbourne: Thomas Nelson Australia.

Nozar, R. A. (1998). Bush, industry support hotel scholars. *Hotel and Motel Management*, 213(14), 15.

New Zealand Tourism Board. (1999). International Visitor Survey. Retrieved May 20, 1999, from the World Wide Web: <http://www.tourisminfo.govt.nz>

- Pacific Asia Tourism Association. (1992). *Human resource development(HRD) for the travel, tourism and hospitality industry in the Pacific Asia region. for the travel, tourism and hospitality industry in the Pacific Asia region: A preliminary overview*. The Intelligence Centre, Pacific Asia Travel Association. San Francisco: Pacific Asia Tourism Association.
- Parasuraman, S., & Nachman, S. A. (1987). Correlates of organizational and professional commitment. *Group and Organizational Studies*, 12(3), 287-303.
- Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1993). More on improving service quality. *Journal of Retailing*, 69(1), 140-147.
- Pavesic, D. V., & Brymer, R. A. (1990). Job satisfaction: what's happening to the young managers? *The Cornell H.R.A. Quarterly*, 30(4), 90-96.
- Pratkanis, A. R., & Turner, M. E. (1994). Of what value is a job attitude? A socio-cognitive analysis. *Human Relations*, 47(12), 1545-1576.
- Pryor, R. G. (1982a). Tracing the development of the Work Aspect Preference Scale. *Australian Psychologist*, 16(2), 241-257.
- Pryor, R. G. (1982b). Interests and values as preferences: A validation of the Work Aspect Preference Scale. *Australian Psychologist*, 16(2), 258-272.
- Pryor, R. G. (1987). Differences among differences: In search of general work preference dimensions. *Journal of Applied Psychology*, 72(3), 426-433.
- Purcell, K. (1995). Careers and choices. *International Journal of Contemporary Hospitality Management*, 7, vii-viii.
- Purcell, K., & Quinn, J. (1996). Exploring the education - employment equation in hospitality management: a comparison of graduates and HNDs. *International Journal of Hospitality Management*, 15, 51-68.
- Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: not the exception but the norm. *Journal of Organisational Behaviour*, 15, 245-259.
- Ross, G. F. (1991). Correlates of work responses in tourist industry. *Psychological Reports*, 68, 1079-1082.
- Ross, G. F. (1992). Tourism and hospitality industry job-attainment beliefs and work values among Australian school leavers. *International Journal of Hospitality Management*, 11(4), 319-330.
- Ross, G. F. (1993). Management of life values as predictors of tourism / hospitality and employment interest levels among potential employees. *Asia Pacific Journal of Human Resources*, 31, 104-117.

- Ross, G. F. (1995). Management-employee divergences among hospitality industry employee service quality ideals. *International Journal of Hospitality Management*, 14(1), 11-24.
- Ross, G. F. (1997a). Hospitality/tourism job applications and educational expectation. *International Journal of Contemporary Hospitality Management*, 9(3), 124-127.
- Ross, G. F. (1997b). Career stress responses among hospitality employees. *Annals of Tourism Research*, 24(1), 41-54.
- Ross, L. E., & Boles, J. S. (1994). Exploring the influence of workplace relationships on work-related attitudes and behaviors in the hospitality work environment. *International Journal of Hospitality Management*, 13(2), 155-171.
- Rudman, R. (1991). *Human resource management in New Zealand: contexts and cases*. Auckland: Longman Paul.
- Rudman, R. (1994). *Human resource management in New Zealand* (2nd ed.). Auckland: Longman Paul.
- Ruddy, J. (1989). Career development of hotel managers in Hong Kong. *International Journal of Hospitality Management*, 8(3), 215-225.
- Rusbult, C. E., & Farrell, D. (1983). A longitudinal test of the investment model: The impact on job satisfaction, job commitment, and turnover of variations in rewards, costs, alternatives and investments. *Journal of Applied Psychology*, 68(3), 429-438.
- Ryan, C. A. (1995). *Researching tourist satisfaction: Issues, concepts, problems*. London: Routledge.
- Ryan, C., & Garland, R. (1999). The use of a specific non-response option on Likert-type scales. *Tourism Management*, 20, 107-113.
- Saks, A. M. (1994). A psychological process investigation for the effects of recruitment source and organisation information on job survival. *Journal of Organisational Behaviour*, 15(3), 225-244.
- Salancik, G. R., & Pfeffer, J. (1997). An examination of need satisfaction models of job attitudes. *Administrative Science Quarterly*, 2, 427-456.
- Schlesinger, L. A., & Zornitsky, J. (1992). Job satisfaction, service capability, and customer satisfaction: an examination of linkages and management implications. *Human Resource Planning*, 14(2), 141-149.
- Sciarini, M. P., Woods, R. H., Boger, E., Gardner, P., & Harris, G. M. (1997). College freshmen perceptions of hospitality careers: Gender and ethnic interest. *Journal of Hospitality & Tourism Education*, 9(3), 18-28.

- Sheppard, B. H., Hartwick, J., & Warshaw, P. R. (1988). The theory of reasoned action: A meta-analysis of past research with recommendations for modifications and future research. *Journal of Consumer Research*, 15, 325-343.
- Shore, L., McF., & Martin, H. J. (1989). Job satisfaction and organizational commitment in relation to work performance and turnover intentions. *Human Relations* 42(7), 625-638.
- Smith, M. (1994). A theory of the validity of predictors in selection. *Journal of Occupational and Organisational Psychology*, 67, 13-31.
- Statistics New Zealand. (1998). *New Zealand Official Yearbook*. Wellington: GP Publications.
- Statistics New Zealand. (1999). *New Zealand Official Yearbook*. Wellington: GP Publications.
- Super, D. E. (1980). A life-span life-space approach to career development. *Journal of Vocational Behaviour*, 16, 282-298.
- Taber, T. D., & Alliger, G. M. (1995). A task assessment of job satisfaction. *Journal of Organizational Behavior*, 16(2), 101-121.
- Taylor, P. J., & O'Driscoll M. P. (1995). *Structured employment interviewing*. Aldershot: Gower.
- Tornow, W. W., & Wiley, J. W. (1992). Service quality and management practices: a look at employee attitudes, customer satisfaction, and bottom-line consequences. *Human Resource Planning*, 14(2), 105-115.
- Van den Putte, B. (1993). On the theory of reasoned action. A doctoral dissertation cited in: Manstead S. R. (1996). Attitudes and behaviour. In G. S. Semin & K. Fiedler (Eds.), *Applied Social Psychology*. (pp. 3–29). London: Sage Publications.
- Waldren, N. (November, 1999). Are we facing a crisis? *FANZ News*. Auckland: Restaurant Association of New Zealand, 13-14.
- Waryszak, R. Z. (1997). Student perceptions of the co-operative education work environment in service industries. *Progress in Tourism and Hospitality Research*, 3, 249-256.
- Weatherly, K. A., & Tansik, D. A. (1992). Tactics used by customer contact workers: effects of role stress, boundary spanning and control. *International Journal of Service Industry Management*, 4(3), 4-17.
- West, A., & Jameson, S. (1990). Supervised work experience in graduate employment. *International Journal of Contemporary Hospitality Management*, 2(2), 29-32.

Williams, P. W., & Hunter, M. (1992). Supervisory hotel employee perceptions of management careers and professional development requirements. *International Journal of Hospitality Management*, 11(4), 347-358.

Wilson, K. & Worland, D. (1993). Australia. In T. Baum (Ed.). (pp 89-107) Human resource issues in international tourism. Oxford: Butterworth-Heinemann.

Wishna, V. (1999). Guiding lights. *Restaurant Business*, 98(9), 39.

Woods, R. H., & Kavanaugh, R. R. (1994). Gender discrimination and sexual harassment as experienced by hospitality-industry managers. *The Cornell H.R.A. Quarterly*, 35(1), 16-21.

Yamaguchi, Y. T., & Garey, J. G. (1993). The relationship between central life interest of restaurant managers and their level of job satisfaction. *Interantional Journal of Hospitality Management*, 12(4), 385-393.

Zeithaml, V. A., & Bitner, M. J. (1996). *Services Marketing*. Singapore: McGraw-Hill.

Appendix 1 – The Final Round Questionnaire

NATIONAL SURVEY OF HOSPITALITY STUDENTS

This Information Sheet provides details about myself and a research project investigating the employment expectations of students undertaking training for the hospitality industry. Currently I am employed as a lecturer in the hospitality degree at the Central Institute of Technology, in Upper Hutt. I am also undertaking study to complete a doctorate at Massey University. This research is an integral part of my study.

The aim of this study is to develop a better understanding of the extent to which people alter their ideas about the careers they choose. The particular focus is the hospitality industry. To this end all students in New Zealand polytechnics who enrolled in a three year degree or diploma course and commenced their studies in either 1996 or 1997 are invited to take part.

More than 1200 responses were received to the earlier and more widely based parts of this study in 1997. If you were among those respondents thank you for your participation in that stage.

I now invite you to take part in this final survey. This will provide me with your current views about employment in the hospitality industry now that you have completed a large part of your training. What I seek to find out is whether students as a group have altered their expectations and views about the industry. Keep in mind that there are no right answers, I simply need to know how you currently feel and value things to do with your future employment.

The questionnaire will take about 15 to 20 minutes to fill out. Completing this questionnaire will be taken to mean you have consented to take part in this research project. Participation is voluntary and you are free to not answer any of the questions in the questionnaire.

The completed questionnaires will be collected and seen only by myself. Your answers will be encoded for statistical analysis and once the project is completed the questionnaires will be destroyed. Nothing from the analysis or any subsequent research reports will identify you personally in any way whatever.

Although I teach on the hospitality courses at CIT there is no connection between this project and your polytechnic or course. Nothing from either your answers or the results of the research will effect the outcome of your own studies or future employment. What is expected though is that the collective answers of all those taking part will lead to employers, prospective employees and students being able to better understand some of the issues involved in choosing an hospitality career. Apart from this common interest there is no connection between this research and your polytechnic or courses lecturers.

Once the research is completed the results will become part of my doctoral thesis. However, as the information will be relevant to people working in the hospitality and tourism industries I also hope to publish some of the results as articles in appropriate academic journals.

Should you wish to discuss the project further contact me by telephone on (04)527 6397 ext. 6596 or write to me c/o CIT, PO Box 40-740, Upper Hutt. Alternatively you may contact my Chief Research Supervisor, Dr P Toulson, at Massey University, tele (06) 350 9099. My other supervisor is Dr C. Ryan of Waikato University, who can be reached on tel. (07) 856 2889.

Thank you for your help with this research.

Rick Fraser - 25/07/98

NATIONAL SURVEY OF HOSPITALITY STUDENTS - PART 3

SECTION ONE: How You Feel About Work

Could you please rate each of the following statements on how important you believe they are in your life. Please use the following scale.

No importance 1 2 3 4 5 6 7 Very important

		Rating
1	Working with people who are friendly and understanding	
2	Developing and using my skills and abilities at work	
3	Making or doing something original through my work	
4	Earning large amounts of money as the reward for my work	
5	Living life my own way and not having it determined by my work	
6	People thinking that my work is important	
7	Others being helped through my work	
8	Feeling sure I will not lose my job	
9	Being in charge of other workers	
10	Being free from having to work in my spare time	
11	Being physically active in my work	
12	Working in pleasant surroundings	

SECTION TWO: Getting a Job

Could you please rate each of the following on how important you think they are in getting a job in the Tourism or Hospitality industries.

Please use the following scale.

No importance 1 2 3 4 5 6 7 Very important

		Rating
13	Formal qualifications	
14	Practical experience	
15	Performance at job interview	
16	Good references	
17	Your contacts	
18	Your appearance	
19	Positive attitudes	
20	High motivation	
21	Liking for people	
22	Being outward going	

SECTION THREE: Feelings About Employment In Hospitality / Tourism

Could you please rate each of these statements as to how much you agree with them. Please use the following scale.

Totally Agree 7 6 5 4 3 2 1 Totally Disagree

		Rating
23	The decision to train for employment in the hospitality industry was an important one in my life	
24	I am still as keen to work in the industry as when I choose this training programme	
25	I now know a very great deal more than before about the hospitality industry	
26	I expect to work in the hospitality industry most of my working life	
27	Jobs in the hospitality industry involve more hard work than I previously realised	
28	I would accept almost any job to stay in the hospitality industry	
29	People should not stay with the same employer for more than a few years	
30	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	
31	My personal values and attitudes towards work are similar to people already working in the industry	
32	If I put a lot of effort into my job I will be well rewarded and get ahead	
33	My classmates have similar expectations as me about their career prospects in hospitality	
34	Customers respect hospitality staff and appreciate the effort that they make	
35	The hospitality industry is an exciting environment to work in	
36	Most hospitality jobs are done in physically pleasant surroundings	
37	Deciding on this career was a definite mistake on my part.	
38	I don't really mind which organisation I work for as long as the job is interesting	
39	I expect to get promotion and pay increases more quickly than my classmates	
40	Direct customer contact will provide a lot of job satisfaction	
41	I would readily take a job in another industry if it will pay slightly more money	
42	Getting more qualifications will make it easier to get ahead	
43	I am very satisfied with my choice of career in hospitality	

SECTION FOUR: Future Directions - SHORT ANSWERS PLEASE

Briefly describe the sort of work you hope to be doing in 5 to 10 years ?
Why do you want to do this work ?
Thinking about your experiences since the start of 1997, what if anything has happened to cause you to change your views about a career in the hospitality industry. Briefly describe the more important positive and negative changes that have occurred for you.
POSITIVE CHANGES:
NEGATIVE CHANGES:

SECTION FIVE: Background Details

This information will be used for statistical analysis purposes only.

Date of Birth : dd/mm/yy	Sex: Male Female			
Which of the following categories of people do you know who have worked in the hospitality industry? (Please Circle)				
Parents	Brothers, Sisters Cousins	Uncles Aunts	Friends Other than Classmates	No-One
Name and Year of Course:				

Thank you for your assistance in this project.

Appendix 2: The results of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the first round of data collection.

Item	Component						
	1	2	3	4	5	6	7
I expect to work in the hospitality industry most of my working life	.729						
I am proud to tell others that I am training to work in hospitality	.693						
The decision to train for employment in the hospitality industry was an important one in my life	.623				.277		
The hospitality industry is an exciting environment to work in	.597	.300					
I would accept almost any job to stay in the hospitality industry	.546	.367					-.220
I fully discussed my choice of career with my closest friends and family	.452						.434
Customers respect hospitality staff and appreciate the effort that they make	.232	.672					
My personal values and attitudes towards work are similar to people already working in the industry		.657					
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake		.632	.216				
Most hospitality jobs are done in physically pleasant surroundings		.626					
Direct customer contact will provide a lot of job satisfaction	.206	.547					.275
Working in pleasant surroundings			.676				
Others being helped through my work	.209		.622				
People thinking that my work is important			.541	.320			
Working with people who are friendly and understanding			.461		.384		
Earning large amounts of money as the reward for my work				.751			
Being in charge of other workers				.664			
Feeling sure I will not lose my job			.437	.496			
Developing and using my skills and abilities at work			.204		.705		
Making or doing something original through my work					.673		
If I put a lot of effort into my job I will be well rewarded and get ahead		.481			.482		
People should not stay with the same employer for more than a few years			-.205			.700	
Being free from having to work in my spare time			.242	.388		.517	
Living life my own way and not having it determined by my work	-.256			.310		.499	
Being physically active in my work	.211		.366			.427	-.245
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen							.786

Note:Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 11 iterations.

Appendix 3 The results of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the second round of data collection.

Item	Component								
	1	2	3	4	5	6	7	8	9
I am very satisfied with my choice of career in hospitality	.852								
I am still as keen to work in the industry as when I chose this training programme	.821								
I expect to work in the hospitality industry most of my working life	.730							.233	
Deciding on this career was a definite mistake on my part.	-.715								.255
The hospitality industry is an exciting environment to work in	.634	.209				.376			
The decision to train for employment in the hospitality industry was an important one in my life	.610				.203				
I would readily take a job in another industry if it will pay slightly more money	-.511					.205	.437		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake		.710							
Customers respect hospitality staff and appreciate the effort that they make		.660				.272			
My personal values and attitudes towards work are similar to people already working in the industry	.289	.618	.248						
My classmates have similar expectations as me about their career prospects in hospitality		.590			.354				
If I put a lot of effort into my job I will be well rewarded and get ahead	.214	.527	.295				.267		
Most hospitality jobs are done in physically pleasant surroundings		.516				.379		.202	
I would accept almost any job to stay in the hospitality industry	.288	.454		-.276	.374				
Developing and using my skills and abilities at work			.735						
Making or doing something original through my work			.735						
Others being helped through my work			.635			.330			
Working in pleasant surroundings			.361	.329	.223			.216	-.267
Being free from having to work in my spare time				.779					
Living life my own way and not having it determined by my work				.735					
Being physically active in my work			.311	.452	.317				
Jobs in the hospitality industry involve more hard work than I previously realised					.672				
I now know a very great deal more than before about the hospitality industry	.336				.636				
Direct customer contact will provide a lot of job satisfaction						.759			
I expect to get promotion and pay increases more quickly than my classmates					-.274	.477	.392		.391
Getting more qualifications will make it easier to get ahead							.755		
Earning large amounts of money as the reward for my work				.426			.513		
People thinking that my work is important			.378					.620	
I don't really mind which organisation I work for as long as the job is interesting						.238	.201	-.521	
Being in charge of other workers				.325			.310	.485	.207
People should not stay with the same employer for more than a few years		.362							.589
Feeling sure I will not lose my job		.217		.218			.223	.439	-.481
Working with people who are friendly and understanding		.241	.429			.259			-.462

Note:Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 11 iterations.

Appendix 4 The results of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the third round of data collection.

Item	Component									
	1	2	3	4	5	6	7	8	9	10
Deciding on this career was a definite mistake on my part.	-.873									
I am still as keen to work in the industry as when I chose this training programme	.834	.288								
I expect to work in the hospitality industry most of my working life	.833									
I am very satisfied with my choice of career in hospitality	.807				.204					
I would readily take a job in another industry if it will pay slightly more money	-.632			.345			.263			
The decision to train for employment in the hospitality industry was an important one in my life	.629								-.284	
The hospitality industry is an exciting environment to work in	.533		.340				-.245	.268		
People thinking that my work is important		.781								
Feeling sure I will not lose my job		.754					.234			
Being in charge of other workers		.590								.384
Earning large amounts of money as the reward for my work		.521	.267	.227			.374	-.351		
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake		.518			.432	.378			.220	
Being physically active in my work			.732							
Making or doing something original through my work			.660	.361						-.224
Working in pleasant surroundings		.371	.560						.281	
Living life my own way and not having it determined by my work			.542	.292					.373	
Developing and using my skills and abilities at work	.233	.288	.427		.320				-.282	
Others being helped through my work		.396	.419		.301		-.355			
I don't really mind which organisation I work for as long as the job is interesting	-.201			.640						
Getting more qualifications will make it easier to get ahead			.220	.619			.333			
I now know a very great deal more than before about the hospitality industry	.354			.582		-.240				
If I put a lot of effort into my job I will be well rewarded and get ahead		.243			.734				-.215	
My personal values and attitudes towards work are similar to people already working in the industry	.213				.664				.265	
Working with people who are friendly and understanding	.283	.320		.259	.394	-.280	-.278		.376	
I would accept almost any job to stay in the hospitality industry	.385					.615				-.213
My classmates have similar expectations as me about their career prospects in hospitality				.462		.590	-.253			
Customers respect hospitality staff and appreciate the effort that they make	.228				.276	.566				.258
I expect to get promotion and pay increases more quickly than my classmates							.815			
Direct customer contact will provide a lot of job satisfaction	.286							.769		
Most hospitality jobs are done in physically pleasant surroundings		.239				.271		.686	.235	
Being free from having to work in my spare time		.323							.658	
People should not stay with the same employer for more than a few years										.725
Jobs in the hospitality industry involve more hard work than I previously realised	.214		.245	.387					.253	.405

Note:Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 11 iterations.

Appendix 5 The results of the principal component analysis showing the rotated component matrix using the Varimax with Kaiser Normalization rotation for the industry survey.

Item	Component										
	1	2	3	4	5	6	7	8	9	10	11
I expect to work in the hospitality industry most of my working life	.758										
I am still as keen to work in the industry as when I first started	.662	.483									
The hospitality industry is an exciting environment to work in	.614	.241							.330		
The decision to gain employment in the hospitality industry was an important one in my life	.609			.221		.218		-.210			
Deciding on this career was definitely a mistake on my part.	-.522	-.360				.267			-.230		
I would accept almost any job to stay in the hospitality industry	.511								-.281	.381	.388
My supervisors always acknowledge my efforts and are understanding if I make a mistake		.818									
If I put a lot of effort into my job I will be well rewarded and get ahead	.296	.630			.205				.290	.263	
I am very satisfied with my job	.450	.620						.240			
Being free from having to work in my spare time			.776	.243							
Living life my own way and not having it determined by my work			.728			.203					
Being physically active in my work	.281		.459							.458	
Feeling sure I will not lose my job				.766					.205		
People thinking that my work is important				.621							
Others being helped through my work				.397			.313	.385			.390
Customers respect hospitality staff and appreciate the effort that they make	.219	.202			.644						
My fellow workers have similar expectations as me about their career prospects in hospitality				.288	.601						
Most hospitality jobs are done in physically pleasant surroundings					.512			.460			
My personal values and attitudes towards work are similar to the people I work with in the industry		.474			.479	-.231					.297
I don't really mind which organisation I work for as long as the job is interesting	-.363	-.204			.373				.332	.346	
I expect to get promotion and pay increases more quickly than my fellow workers						.798					
Being in charge of other workers				.329		.666					
Earning large amounts of money as the reward for my work			.376			.494	.334				
Working with people who are friendly and understanding							.787				
Making or doing something original through my work	.307						.574	-.218	.235		
Developing and using my skills and abilities at work	.286			.349		.233	.495		.319		
Working in pleasant surroundings		.308	.342				.442	.293		.325	
People should not stay with the same employer for more than a few years								-.703			.216
Direct customer contact gives me a lot of job satisfaction	.332		-.283					.528			.351
I now know a very great deal more about the hospitality industry than before I first started									.830		
Getting more qualifications will make it easier to get ahead										.836	
Jobs in the hospitality industry involve more hard work than I realised before I started											.825

Note:Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 11 iterations.

APPENDIX 6 - The mean scores for items in the first round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Sex	N	Mean	Std. Dev	Var	LTF score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	m	471	6.42	.81	EVA	5.879	.015	-2.372	1214	.018
	f	745	6.53	.75	EVN			-2.333	945.2	.020
Developing and using my skills and abilities at work	m	470	6.55	.73	EVA	.524	.469	-.349	1215	.727
	f	747	6.56	.71	EVN			-.347	976.8	.729
Making or doing something original through my work	m	470	5.57	1.13	EVA	1.125	.289	1.413	1212	.158
	f	744	5.48	1.11	EVN			1.406	981.1	.160
Earning large amounts of money as the reward for my work	m	470	5.44	1.28	EVA	.837	.360	4.717	1215	.000
	f	747	5.08	1.35	EVN			4.770	1032.9	.000
Living life my own way and not having it determined by my work	m	467	4.90	1.60	EVA	3.241	.072	2.508	1207	.012
	f	742	4.68	1.49	EVN			2.469	938.2	.014
People thinking that my work is important	m	471	5.15	1.63	EVA	9.661	.002	-2.680	1215	.007
	f	746	5.38	1.39	EVN			-2.586	882.7	.010
Others being helped through my work	m	468	5.50	1.32	EVA	46.100	.000	-6.415	1211	.000
	f	745	5.94	1.04	EVN			-6.077	821.9	.000
Feeling sure I will not lose my job	m	470	5.98	1.27	EVA	2.498	.114	-1.103	1212	.270
	f	744	6.06	1.12	EVN			-1.072	905.1	.284
Being in charge of other workers	m	471	4.29	1.61	EVA	2.789	.095	-.221	1214	.825
	f	745	4.31	1.51	EVN			-.217	951.9	.828
Being free from having to work in my spare time	m	471	5.08	1.58	EVA	1.721	.190	1.891	1215	.059
	f	746	4.91	1.53	EVN			1.877	974.2	.061
Being physically active in my work	m	471	5.54	1.22	EVA	.995	.319	3.229	1215	.001
	f	746	5.30	1.27	EVN			3.256	1026.0	.001
Working in pleasant surroundings	m	470	6.12	1.00	EVA	5.366	.021	-4.081	1213	.000
	f	745	6.34	.87	EVN			-3.957	896.7	.000
The decision to train for employment in the hospitality industry was an important one in my life	m	471	6.11	1.02	EVA	.082	.775	-.300	1216	.764
	f	747	6.12	1.05	EVN			-.302	1017.8	.763
I fully discussed my choice of career with my closest friends and family	m	471	5.13	1.79	EVA	4.887	.027	-2.816	1216	.005
	f	747	5.41	1.61	EVN			-2.747	918.8	.006
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	m	470	5.11	1.73	EVA	.000	.995	1.004	1214	.316
	f	746	5.01	1.72	EVN			1.003	996.6	.316
I expect to work in the hospitality industry most of my working life	m	469	5.33	1.51	EVA	3.488	.062	-.901	1212	.368
	f	745	5.40	1.41	EVN			-.887	943.0	.375
I am proud to tell others that I am training to work in hospitality	m	471	6.24	1.00	EVA	.598	.440	-1.810	1216	.071
	f	747	6.35	.96	EVN			-1.797	975.0	.073
I would accept almost any job to stay in the hospitality industry	m	471	4.17	1.93	EVA	20.841	.000	-2.774	1215	.006
	f	746	4.46	1.69	EVN			-2.691	900.3	.007

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 6 (contd.) - The mean scores for items in the first round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

People should not stay with the same employer for more than a few years	m	471	3.38	1.83	EVA	9.625	.002	1.422	1213	.155
	f	744	3.24	1.65	EVN			1.390	922.9	.165
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	m	471	5.31	1.59	EVA	4.149	.042	-2.384	1215	.017
	f	746	5.52	1.45	EVN			-2.336	933.2	.020
My classmates have similar expectations as me about their career prospects in hospitality	m	461	5.09	1.41	EVA	13.377	.000	-.865	1195	.387
	f	736	5.16	1.20	EVN			-.833	858.9	.405
If I put a lot of effort into my job I will be well rewarded and get ahead	m	471	6.11	1.13	EVA	1.862	.173	-.603	1216	.547
	f	747	6.15	1.00	EVN			-.586	906.6	.558
Direct customer contact will provide a lot of job satisfaction	m	471	5.49	1.42	EVA	22.133	.000	-3.836	1216	.000
	f	747	5.78	1.20	EVN			-3.693	875.9	.000
Customers respect hospitality staff and appreciate the effort that they make	m	470	4.68	1.65	EVA	3.048	.081	.334	1215	.738
	f	747	4.65	1.54	EVN			.329	944.5	.742
The hospitality industry is an exciting environment to work in	m	470	6.02	1.08	EVA	1.367	.243	-2.150	1215	.032
	f	747	6.15	.95	EVN			-2.088	901.8	.037
Most hospitality jobs are done in physically pleasant surroundings	m	467	4.84	1.50	EVA	5.682	.017	-2.362	1208	.018
	f	743	5.04	1.38	EVN			-2.319	931.5	.021
Formal qualifications	m	66	5.53	1.01	EVA	.050	.824	.749	178	.455
	f	114	5.41	1.08	EVN			.763	143.4	.447
Practical experience	m	66	6.21	.95	EVA	.023	.878	-.299	178	.765
	f	114	6.26	1.04	EVN			-.306	145.4	.760
Performance at job interview	m	66	5.72	1.22	EVA	.075	.784	.367	178	.714
	f	114	5.65	1.25	EVN			.370	138.6	.712
Good references	m	66	5.67	1.24	EVA	6.405	.012	-.265	178	.791
	f	114	5.71	.96	EVN			-.247	109.7	.805
Your contacts	m	66	5.00	1.52	EVA	.733	.393	.079	178	.937
	f	114	4.98	1.40	EVN			.077	126.6	.939
Your appearance	m	66	6.29	.96	EVA	.417	.519	-.310	178	.757
	f	114	6.33	.94	EVN			-.309	134.4	.758
Positive attitudes	m	66	6.58	.58	EVA	.038	.846	-.169	178	.866
	f	114	6.59	.65	EVN			-.174	147.4	.862
High motivation	m	66	6.47	.66	EVA	.038	.846	-.389	178	.697
	f	114	6.51	.75	EVN			-.403	150.5	.687
Liking for people	m	65	5.86	.93	EVA	2.196	.140	-2.606	177	.010
	f	114	6.21	.84	EVN			-2.528	121.5	.013
Being outward going	m	66	5.71	1.06	EVA	6.871	.010	-1.244	178	.215
	f	114	5.89	.88	EVN			-1.182	115.8	.240

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 7 - The mean scores for items in the second round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Sex	N	Mean	Std. Dev.	Var.	LT- F score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	m	171	6.25	.90	EVA	.301	.584	-2.801	501	.005
	f	332	6.47	.82	EVN			-2.723	318.02	.007
Developing and using my skills and abilities at work	m	171	6.29	.83	EVA	.010	.922	-1.240	500	.215
	f	331	6.39	.79	EVN			-1.223	330.65	.222
Making or doing something original through my work	m	171	5.46	1.16	EVA	.518	.472	-.042	499	.967
	f	330	5.46	1.12	EVN			-.041	331.66	.967
Earning large amounts of money as the reward for my work	m	170	5.29	1.22	EVA	.008	.931	1.774	498	.077
	f	330	5.08	1.29	EVN			1.805	358.25	.072
Living life my own way and not having it determined by my work	m	171	5.19	1.58	EVA	.689	.407	4.213	496	.000
	f	327	4.57	1.52	EVN			4.162	333.50	.000
People thinking that my work is important	m	171	5.11	1.59	EVA	4.016	.046	-1.322	500	.187
	f	331	5.29	1.35	EVN			-1.256	299.66	.210
Others being helped through my work	m	171	5.32	1.30	EVA	5.383	.021	-4.067	500	.000
	f	331	5.76	1.05	EVN			-3.800	286.73	.000
Feeling sure I will not lose my job	m	171	5.80	1.35	EVA	3.659	.056	-1.469	500	.142
	f	331	5.96	1.11	EVN			-1.383	291.90	.168
Being in charge of other workers	m	171	4.34	1.49	EVA	3.658	.056	.847	500	.397
	f	331	4.23	1.31	EVN			.813	306.90	.417
Being free from having to work in my spare time	m	171	5.38	1.46	EVA	1.586	.208	3.452	499	.001
	f	330	4.92	1.41	EVN			3.417	334.56	.001
Being physically active in my work	m	170	5.45	1.21	EVA	.117	.733	3.137	497	.002
	f	329	5.09	1.23	EVN			3.156	347.40	.002
Working in pleasant surroundings	m	170	6.10	.87	EVA	1.202	.274	-1.975	498	.049
	f	330	6.27	.91	EVN			-2.003	354.87	.046
Formal qualifications	m	171	5.20	1.42	EVA	7.193	.008	-1.828	499	.068
	f	330	5.42	1.16	EVN			-1.716	290.08	.087
Practical experience	m	171	6.18	.95	EVA	.288	.592	-1.560	499	.119
	f	330	6.31	.92	EVN			-1.545	335.41	.123
Performance at job interview	m	171	5.61	1.13	EVA	.754	.386	-1.530	498	.127
	f	329	5.77	1.07	EVN			-1.503	327.85	.134
Good references	m	171	5.68	1.05	EVA	.020	.886	-1.089	499	.277
	f	330	5.79	1.08	EVN			-1.096	350.75	.274
Your contacts	m	171	5.34	1.46	EVA	.026	.873	.687	499	.493
	f	330	5.25	1.45	EVN			.685	341.86	.494
Your appearance	m	171	6.20	1.05	EVA	.752	.386	-1.415	499	.158
	f	330	6.32	.88	EVN			-1.338	295.90	.182
Positive attitudes	m	171	6.45	.73	EVA	20.040	.000	-2.994	499	.003
	f	330	6.63	.59	EVN			-2.795	286.25	.006
High motivation	m	171	6.36	.89	EVA	13.770	.000	-2.848	499	.005
	f	330	6.55	.63	EVN			-2.563	260.95	.011
Liking for people	m	171	5.87	1.14	EVA	11.560	.001	-4.315	499	.000
	f	330	6.24	.78	EVN			-3.851	255.94	.000
Being outward going	m	171	5.74	1.16	EVA	12.249	.001	-2.790	497	.005
	f	328	6.00	.91	EVN			-2.583	280.21	.010

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 7 (contd.) - The mean scores for items in the second round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to train for employment in the hospitality industry was an important one in my life	m	171	5.59	1.30	EVA	5.400	.021	-2.379	499	.018
	f	330	5.86	1.13	EVN			-2.276	305.05	.024
I am still as keen to work in the hospitality industry as when I chose this training programme	m	171	5.44	1.54	EVA	.213	.645	-1.072	501	.284
	f	332	5.60	1.49	EVN			-1.061	333.77	.290
I now know a very great deal more than before about the hospitality industry	m	171	6.20	.97	EVA	.121	.728	-.098	501	.922
	f	332	6.21	1.01	EVN			-.099	355.13	.921
I expect to work in the hospitality industry most of my working life	m	171	4.53	1.82	EVA	7.545	.006	-3.186	500	.002
	f	331	5.02	1.54	EVN			-3.022	298.00	.003
Jobs in the hospitality industry involve more hard than I previously realised	m	170	4.50	1.80	EVA	3.249	.072	-.907	500	.365
	f	332	4.64	1.63	EVN			-.879	313.23	.380
I would accept almost any job to stay in the hospitality industry	m	171	2.88	1.73	EVA	1.727	.189	-4.078	501	.000
	f	332	3.52	1.63	EVN			-3.998	325.37	.000
People should not stay with the same employer for more than a few years	m	171	3.84	1.80	EVA	.091	.763	3.286	500	.001
	f	331	3.30	1.71	EVN			3.233	328.88	.001
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	m	171	4.84	1.52	EVA	9.105	.003	.339	500	.735
	f	331	4.78	1.76	EVN			.355	390.92	.723
My personal values and attributes towards work are similar to people already working in the industry	m	170	4.86	1.35	EVA	.260	.611	-.241	492	.810
	f	324	4.90	1.32	EVN			-.239	335.23	.811
If I put a lot of effort into my job I will be well rewarded and get ahead	m	171	5.67	1.25	EVA	.100	.752	-.061	500	.951
	f	331	5.67	1.22	EVN			-.060	335.57	.952
Direct customer contact will provide a lot of job satisfaction	m	171	4.67	1.60	EVA	7.683	.006	-2.834	500	.005
	f	331	5.06	1.36	EVN			-2.690	298.65	.008
My classmates have similar expectations as me about their career prospects in hospitality	m	169	4.09	1.65	EVA	.027	.868	-2.756	489	.006
	f	322	4.49	1.49	EVN			-2.667	311.54	.008
Customers respect hospitality staff and appreciate the effort that they make	m	171	4.04	1.65	EVA	8.989	.003	-1.220	501	.223
	f	332	4.21	1.39	EVN			-1.155	296.37	.249
The hospitality industry is an exciting environment to work in	m	171	5.43	1.30	EVA	1.182	.277	-2.257	501	.024
	f	332	5.69	1.18	EVN			-2.189	315.90	.029
Most hospitality jobs are done in physically pleasant surroundings	m	171	5.43	1.30	EVA	4.679	.031	-2.818	501	.005
	f	332	5.69	1.18	EVN			-2.705	307.36	.007
Deciding on this career was a definite mistake on my part	m	171	2.25	1.72	EVA	.928	.336	.709	501	.479
	f	332	2.14	1.61	EVN			.693	323.53	.489
I don't really mind which organisation I work for as long as the work is interesting	m	171	5.13	1.55	EVA	.663	.416	.739	501	.460
	f	332	5.03	1.54	EVN			.737	340.88	.462
I expect to get pay increases and promotion more quickly than my classmates	m	168	3.69	1.66	EVA	1.159	.282	2.749	494	.006
	f	328	3.25	1.70	EVN			2.769	343.75	.006
I would readily take a job in another industry if it will pay slightly more	m	161	3.92	1.69	EVA	.026	.872	-.286	482	.775
	f	323	3.97	1.70	EVN			-.286	320.55	.775
Getting more qualifications will make it easier to get ahead	m	161	5.25	1.60	EVA	3.984	.046	.869	481	.385
	f	322	5.12	1.42	EVN			.833	287.01	.405
I am very satisfied with my choice of career	m	161	5.42	1.46	EVA	.051	.821	-.416	481	.677
	f	322	5.48	1.47	EVN			-.418	323.84	.676

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 8 - The mean scores for items in the third round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	S e x	N	Mean	Std. Dev	Var	LT-F score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	m	34	6.03	1.03	EVA	.022	.881	-1.378	114	.171
	f	82	6.29	.90	EVN			-1.301	54.768	.199
Developing and using my skills and abilities at work	m	34	6.26	.86	EVA	.253	.616	-.452	114	.652
	f	82	6.34	.82	EVN			-.442	58.911	.660
Making or doing something original through my work	m	34	5.15	1.31	EVA	3.957	.049	.737	114	.463
	f	82	4.98	1.07	EVN			.678	52.117	.501
Earning large amounts of money as the reward for my work	m	34	5.44	1.40	EVA	.240	.625	.699	114	.486
	f	82	5.26	1.26	EVN			.669	56.232	.506
Living life my own way and not having it determined by my work	m	34	5.53	1.13	EVA	.000	.998	3.224	114	.002
	f	82	4.76	1.19	EVN			3.292	64.620	.002
People thinking that my work is important	m	34	4.97	1.66	EVA	8.421	.004	-1.327	114	.187
	f	82	5.32	1.09	EVN			-1.121	45.197	.268
Others being helped through my work	m	34	4.91	1.46	EVA	.464	.497	-2.409	114	.018
	f	82	5.56	1.26	EVN			-2.262	54.228	.028
Feeling sure I will not lose my job	m	34	4.91	1.75	EVA	5.913	.017	-2.915	114	.004
	f	82	5.76	1.26	EVN			-2.555	47.923	.014
Being in charge of other workers	m	34	4.79	1.68	EVA	8.448	.004	.471	114	.638
	f	82	4.67	1.08	EVN			.395	44.642	.695
Being free from having to work in my spare time	m	34	5.35	1.69	EVA	1.660	.200	.962	114	.338
	f	82	5.06	1.40	EVN			.891	52.808	.377
Being physically active in my work	m	34	5.09	1.48	EVA	.533	.467	.814	114	.417
	f	82	4.87	1.27	EVN			.764	54.180	.448
Working in pleasant surroundings	m	34	5.76	1.13	EVA	1.965	.164	-.667	114	.506
	f	82	5.91	1.09	EVN			-.657	59.810	.514
Formal qualifications	m	34	5.00	1.63	EVA	5.046	.027	-.600	114	.549
	f	82	5.17	1.28	EVN			-.544	50.739	.589
Practical experience	m	34	6.12	.91	EVA	1.389	.241	-1.866	114	.065
	f	82	6.41	.72	EVN			-1.691	50.784	.097
Performance at job interview	m	34	5.15	1.33	EVA	.298	.586	-1.629	114	.106
	f	82	5.54	1.10	EVN			-1.508	52.763	.138
Good references	m	34	5.29	1.34	EVA	.610	.436	-.580	114	.563
	f	82	5.44	1.18	EVN			-.550	55.260	.585
Your contacts	m	34	5.35	1.70	EVA	9.485	.003	-.233	114	.816
	f	82	5.41	1.09	EVN			-.195	44.590	.846
Your appearance	m	34	5.94	1.01	EVA	.101	.751	-.347	114	.729
	f	82	6.01	1.00	EVN			-.345	60.979	.731
Positive attitudes	m	34	6.26	.86	EVA	2.309	.131	-1.426	114	.157
	f	82	6.49	.72	EVN			-1.325	53.205	.191
High motivation	m	34	6.12	.95	EVA	1.812	.181	-1.605	114	.111
	f	82	6.39	.78	EVN			-1.483	52.621	.144
Liking for people	m	34	6.09	.87	EVA	.031	.861	-1.036	114	.303
	f	82	6.27	.85	EVN			-1.026	60.501	.309
Being outward going	m	34	5.68	1.12	EVA	2.669	.105	-1.275	114	.205
	f	82	5.94	.96	EVN			-1.196	54.111	.237

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 8 (contd.) - The mean scores for items in the third round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to train for employment in the hospitality industry was an important one in my life	m	34	5.26	1.44	EVA	1.463	.229	-1.636	114	.105
	f	82	5.67	1.11	EVN			-1.471	50.032	.148
I am still as keen to work in the hospitality industry as when I chose this training programme	m	34	4.41	1.62	EVA	.048	.826	-1.900	114	.060
	f	82	5.05	1.65	EVN			-1.918	63.056	.060
I now know a very great deal more than before about the hospitality industry	m	34	6.03	.97	EVA	.149	.700	-.039	114	.969
	f	82	6.04	.88	EVN			-.037	56.800	.970
I expect to work in the hospitality industry most of my working life	m	34	4.00	1.60	EVA	2.181	.142	-1.335	114	.185
	f	82	4.46	1.74	EVN			-1.385	67.094	.171
Jobs in the hospitality industry involve more hard than I previously realised	m	34	4.26	1.75	EVA	1.218	.272	.411	114	.682
	f	82	4.13	1.47	EVN			.383	53.425	.703
I would accept almost any job to stay in the hospitality industry	m	34	1.76	1.30	EVA	4.141	.044	-2.553	114	.012
	f	82	2.52	1.52	EVN			-2.719	71.289	.008
People should not stay with the same employer for more than a few years	m	34	3.18	1.45	EVA	.295	.588	-.621	112	.536
	f	80	3.36	1.47	EVN			-.626	63.244	.534
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	m	34	4.12	1.85	EVA	1.154	.285	-2.184	113	.031
	f	81	4.85	1.55	EVN			-2.030	53.296	.047
My personal values and attributes towards work are similar to people already working in the industry	m	34	4.53	1.46	EVA	.749	.389	-.138	113	.890
	f	81	4.57	1.32	EVN			-.132	56.813	.895
If I put a lot of effort into my job I will be well rewarded and get ahead	m	34	5.29	1.31	EVA	1.565	.214	-.948	114	.345
	f	82	5.52	1.14	EVN			-.892	54.444	.376
Direct customer contact will provide a lot of job satisfaction	m	34	4.74	1.54	EVA	7.191	.008	-2.288	114	.024
	f	82	5.33	1.14	EVN			-2.025	48.731	.048
My classmates have similar expectations as me about their career prospects in hospitality	m	34	3.76	1.72	EVA	.074	.786	-.143	112	.887
	f	80	3.81	1.59	EVN			-.138	58.054	.890
Customers respect hospitality staff and appreciate the effort that they make	m	34	3.18	1.29	EVA	.102	.750	-.512	114	.610
	f	82	3.30	1.20	EVN			-.497	58.038	.621
The hospitality industry is an exciting environment to work in	m	34	5.09	1.42	EVA	3.024	.085	-2.170	114	.032
	f	82	5.61	1.06	EVN			-1.927	48.988	.060
Most hospitality jobs are done in physically pleasant surroundings	m	34	4.03	1.80	EVA	5.008	.027	-.538	114	.592
	f	82	4.20	1.37	EVN			-.482	49.678	.632
Deciding on this career was a definite mistake on my part	m	34	2.79	1.70	EVA	3.285	.073	1.689	114	.094
	f	82	2.27	1.45	EVN			1.580	53.846	.120
I don't really mind which organisation I work for as long as the work is interesting	m	34	4.85	1.46	EVA	1.762	.187	1.188	114	.237
	f	82	4.46	1.66	EVN			1.255	69.918	.214
I expect to get pay increases and promotion more quickly than my classmates	m	34	4.59	1.64	EVA	.094	.760	2.680	113	.008
	f	81	3.72	1.58	EVN			2.639	59.959	.011
I would readily take a job in another industry if it will pay slightly more	m	34	4.71	1.75	EVA	3.818	.053	1.819	114	.072
	f	82	4.15	1.40	EVN			1.658	51.304	.103
Getting more qualifications will make it easier to get ahead	m	34	5.56	1.37	EVA	.313	.577	2.732	114	.007
	f	82	4.78	1.41	EVN			2.757	62.983	.008
I am very satisfied with my choice of career	m	34	4.62	1.39	EVA	1.417	.236	-.859	114	.392
	f	82	4.89	1.62	EVN			-.914	71.169	.364
I am currently planning to change my career	m	34	3.12	1.63	EVA	.263	.609	1.322	114	.189
	f	82	2.65	1.79	EVN			1.376	67.595	.173

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 9 - The mean scores for items in the industry round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Sex	N	Mean	Std. Dev	Var	LT-F score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	m	67	6.28	.90	EVA	.722	.396	-1.627	218	.105
	f	153	6.49	.85	EVN			-1.591	119.7	.114
Developing and using my skills and abilities at work	m	67	6.40	.87	EVA	.023	.880	.034	218	.973
	f	153	6.40	.85	EVN			.034	123.6	.973
Making or doing something original through my work	m	68	5.62	1.47	EVA	1.008	.317	1.782	216	.076
	f	150	5.26	1.33	EVN			1.717	118.7	.089
Earning large amounts of money as the reward for my work	m	68	5.04	1.24	EVA	2.789	.096	.756	219	.451
	f	153	4.90	1.40	EVN			.791	143.8	.430
Living life my own way and not having it determined by my work	m	68	4.94	1.71	EVA	2.763	.098	-.200	218	.842
	f	152	4.99	1.50	EVN			-.190	115.1	.850
People thinking that my work is important	m	68	4.84	1.70	EVA	.989	.321	-1.907	219	.058
	f	153	5.28	1.55	EVN			-1.838	118.3	.069
Others being helped through my work	m	68	5.91	1.00	EVA	1.201	.274	-.266	219	.790
	f	153	5.95	1.13	EVN			-.279	143.9	.781
Feeling sure I will not lose my job	m	67	5.52	1.69	EVA	20.329	.000	-2.582	218	.010
	f	153	6.05	1.23	EVN			-2.284	97.7	.025
Being in charge of other workers	m	68	4.21	1.84	EVA	.496	.482	.064	219	.949
	f	153	4.19	1.72	EVN			.062	121.0	.951
Being free from having to work in my spare time	m	68	4.93	1.89	EVA	3.511	.062	-1.097	218	.274
	f	152	5.19	1.53	EVN			-1.015	108.3	.313
Being physically active in my work	m	67	4.99	1.59	EVA	.000	.992	.021	218	.984
	f	153	4.98	1.55	EVN			.020	122.7	.984
Working in pleasant surroundings	m	68	5.60	1.38	EVA	4.343	.038	-2.677	219	.008
	f	153	6.07	1.11	EVN			-2.463	107.1	.015
Formal qualifications	m	67	4.19	1.76	EVA	.551	.459	.411	218	.681
	f	153	4.09	1.68	EVN			.403	120.5	.687
Practical experience	m	68	6.00	1.28	EVA	5.258	.023	1.628	219	.105
	f	153	5.67	1.46	EVN			1.710	144.9	.089
Performance at job interview	m	68	5.34	1.54	EVA	6.128	.014	-.690	219	.491
	f	153	5.47	1.20	EVN			-.628	104.8	.531
Good references	m	68	5.41	1.36	EVA	.062	.803	-.745	219	.457
	f	153	5.56	1.31	EVN			-.733	123.92	.465
Your contacts	m	68	4.81	1.86	EVA	.199	.656	.219	219	.827
	f	153	4.75	1.76	EVN			.214	122.2	.831
Your appearance	m	68	6.12	1.20	EVA	.974	.325	-1.150	219	.251
	f	153	6.29	.98	EVN			-1.063	108.1	.290
Positive attitudes	m	68	6.43	.98	EVA	11.902	.001	-2.354	219	.019
	f	153	6.69	.63	EVN			-2.004	92.6	.048
High motivation	m	68	6.38	.98	EVA	.080	.777	-.675	219	.500
	f	153	6.47	.86	EVN			-.642	114.9	.522
Liking for people	m	68	5.97	1.18	EVA	3.705	.056	-3.246	219	.001
	f	153	6.45	.93	EVN			-2.963	105.4	.004
Being outward going	m	68	5.54	1.30	EVA	4.169	.042	-2.414	219	.017
	f	153	5.95	1.10	EVN			-2.268	111.8	.025

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 9 (contd.) - The mean scores for items in the industry round of data collection analysed by gender, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to gain employment in the hospitality industry was an important one in my life	m	68	4.79	1.86	EVA	.282	.596	1.008	219	.315
	f	153	4.53	1.78	EVN			.991	123.6	.324
I am still as keen to work in the hospitality industry as when I first started	m	68	4.72	1.84	EVA	2.183	.141	-1.975	219	.050
	f	153	5.20	1.60	EVN			-1.873	114.1	.064
I now know a very great deal more about the hospitality industry than before I first started	m	68	6.53	1.00	EVA	.011	.917	.512	219	.609
	f	153	6.46	.95	EVN			.502	122.4	.617
I expect to work in the hospitality industry most of my working life	m	67	4.79	1.82	EVA	.003	.953	.832	218	.407
	f	153	4.57	1.83	EVN			.833	126.3	.407
Jobs in the hospitality industry involve more hard work than I realised before I started	m	68	4.34	1.83	EVA	1.193	.276	-1.686	219	.093
	f	153	4.77	1.73	EVN			-1.653	122.8	.101
I would accept almost any job to stay in the hospitality industry	m	68	2.13	1.43	EVA	3.645	.058	-2.310	218	.022
	f	152	2.68	1.72	EVN			-2.475	152.9	.014
People should not stay with the same employer for more than a few years	m	67	3.69	1.86	EVA	.069	.793	2.890	216	.004
	f	151	2.91	1.80	EVN			2.856	123.1	.005
My supervisors always acknowledge my efforts and are understanding if I make a mistake	m	67	3.96	1.90	EVA	.545	.461	-3.326	218	.001
	f	153	4.82	1.71	EVN			-3.188	114.6	.002
My personal values and attitudes towards work are similar to the people I work with in the industry	m	66	4.32	1.61	EVA	.003	.959	-1.338	217	.182
	f	153	4.63	1.60	EVN			-1.335	122.8	.184
If I put a lot of effort into my job I will be well rewarded and get ahead	m	67	4.54	1.94	EVA	4.308	.039	-.874	217	.383
	f	152	4.76	1.68	EVN			-.826	111.4	.411
My fellow workers have similar expectations as me about their career prospects in hospitality	m	66	4.08	1.72	EVA	.979	.324	-.714	214	.476
	f	150	4.25	1.58	EVN			-.689	114.9	.492
Customers respect hospitality staff and appreciate the effort that they make	M	68	3.68	1.72	EVA	1.122	.291	-1.391	219	.166
	f	153	4.02	1.68	EVN			-1.377	125.7	.171
The hospitality industry is an exciting environment to work in	m	68	5.35	1.63	EVA	2.727	.100	-.280	217	.780
	f	151	5.41	1.30	EVN			-.257	107.2	.797
Most hospitality jobs are done in physically pleasant surroundings	m	68	4.19	1.71	EVA	3.756	.054	-2.487	219	.014
	f	153	4.75	1.44	EVN			-2.327	110.9	.022
Compared to other industries pay and conditions are very good	m	67	3.03	1.73	EVA	.370	.544	-1.969	217	.050
	f	152	3.54	1.78	EVN			-1.990	129.4	.049
Deciding on this career was a definite mistake on my part	m	68	2.35	1.73	EVA	5.212	.023	1.426	219	.155
	f	153	2.03	1.45	EVN			1.330	110.3	.186
I don't really mind which organisation I work for as long as the work is interesting	m	68	4.93	1.67	EVA	.947	.331	-.300	217	.764
	f	151	5.00	1.57	EVN			-.293	122.4	.770
I expect to get pay increases and promotion more quickly than my fellow workers	m	68	4.09	1.73	EVA	2.868	.092	2.684	219	.008
	f	153	3.37	1.87	EVN			2.763	137.9	.007
Direct customer contact gives me a lot of job satisfaction	m	67	5.42	1.72	EVA	4.546	.034	-1.376	217	.170
	f	152	5.72	1.37	EVN			-1.261	104.6	.210
I would readily take a job in another industry if it paid slightly more	m	68	3.75	1.93	EVA	.461	.498	-1.092	219	.276
	f	153	4.05	1.88	EVN			-1.081	125.6	.282
Getting more qualifications will make it easier to get ahead	m	68	4.50	1.95	EVA	1.261	.263	-.436	218	.664
	f	152	4.62	1.82	EVN			-.424	121.4	.672
I am satisfied with the staff training and development I receive	m	68	3.90	1.89	EVA	.071	.790	-2.886	219	.004
	f	153	4.69	1.87	EVN			-2.871	127.1	.005
I am currently planning to change my career	m	68	3.59	2.27	EVA	1.438	.232	1.808	218	.072
	f	152	3.01	2.14	EVN			1.768	122.4	.079
I am very satisfied with my choice of career	m	68	4.75	1.74	EVA	2.361	.126	-1.469	219	.143
	f	153	5.09	1.53	EVN			-1.397	114.9	.165

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 10 - The mean scores for items in the first round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Pre v Wrk	N	Mean	Std. Dev	Var	LT F score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	y	775	6.47	.80	EVA	5.390	.020	-1.372	1219	.170
	n	446	6.53	.73	EVN			-1.410	1005.4	.159
Developing and using my skills and abilities at work	y	777	6.58	.72	EVA	.704	.402	1.199	1220	.231
	n	445	6.53	.70	EVN			1.205	940.1	.228
Making or doing something original through my work	y	776	5.55	1.13	EVA	.601	.438	.979	1217	.328
	n	443	5.48	1.09	EVN			.988	946.0	.323
Earning large amounts of money as the reward for my work	y	776	5.23	1.31	EVA	2.498	.114	.482	1220	.630
	n	446	5.20	1.38	EVN			.476	889.6	.634
Living life my own way and not having it determined by my work	y	769	4.77	1.55	EVA	.923	.337	.051	1212	.959
	n	445	4.77	1.51	EVN			.051	950.7	.959
People thinking that my work is important	y	776	5.27	1.52	EVA	.514	.474	-.793	1220	.428
	n	446	5.34	1.44	EVN			-.805	971.1	.421
Others being helped through my work	y	772	5.78	1.16	EVA	.000	.998	.498	1216	.618
	n	446	5.75	1.20	EVN			.494	904.9	.621
Feeling sure I will not lose my job	y	774	6.02	1.20	EVA	.581	.446	-.452	1217	.651
	n	445	6.05	1.13	EVN			-.459	971.1	.646
Being in charge of other workers	y	775	4.40	1.53	EVA	.112	.738	2.653	1219	.008
	n	446	4.15	1.59	EVN			2.629	902.6	.009
Being free from having to work in my spare time	y	776	4.97	1.56	EVA	.624	.430	.163	1220	.870
	n	446	4.96	1.54	EVN			.164	936.3	.870
Being physically active in my work	y	776	5.42	1.25	EVA	.450	.503	.403	1220	.687
	n	446	5.39	1.27	EVN			.401	910.2	.689
Working in pleasant surroundings	y	774	6.23	.95	EVA	1.779	.182	-1.710	1218	.087
	n	446	6.32	.88	EVN			-1.747	988.4	.081
Formal qualifications	y	123	5.37	1.05	EVA	.101	.751	-1.456	176	.147
	n	55	5.62	1.05	EVN			-1.461	104.7	.147
Practical experience	y	123	6.21	1.00	EVA	.046	.831	-.735	176	.463
	n	55	6.33	1.02	EVN			-.730	102.1	.467
Performance at job interview	y	123	5.61	1.30	EVA	.803	.371	-1.020	176	.309
	n	55	5.82	1.07	EVN			-1.097	124.5	.275
Good references	y	123	5.72	1.09	EVA	.024	.878	.349	176	.727
	n	55	5.65	1.04	EVN			.356	108.5	.723
Your contacts	y	123	5.00	1.45	EVA	.004	.948	.156	176	.876
	n	55	4.96	1.40	EVN			.158	107.2	.874
Your appearance	y	123	6.29	.95	EVA	.069	.793	-.580	176	.563
	n	55	6.38	.95	EVN			-.578	103.2	.564
Positive attitudes	y	123	6.59	.64	EVA	.240	.625	-.106	176	.916
	n	55	6.60	.56	EVN			-.111	116.3	.912
High motivation	y	123	6.52	.69	EVA	.561	.455	.218	176	.827
	n	55	6.49	.77	EVN			.210	94.9	.834
Liking for people	y	122	6.00	.92	EVA	.009	.924	-1.809	175	.072
	n	55	6.25	.78	EVN			-1.932	122.8	.056
Being outward going	y	123	5.82	.99	EVA	.717	.398	-.099	176	.922
	n	55	5.84	.86	EVN			-.104	119.4	.917

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 10 (contd.) - The mean scores for items in the first round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to train for employment in the hospitality industry was an important one in my life	y	777	6.17	1.05	EVA	1.090	.297	2.232	1221	.026
	n	446	6.03	1.00	EVN			2.259	961.9	.024
I fully discussed my choice of career with my closest friends and family	y	777	5.28	1.71	EVA	.009	.924	-.327	1221	.744
	n	446	5.31	1.66	EVN			-.329	949.6	.742
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	y	776	5.12	1.76	EVA	1.002	.317	2.254	1219	.024
	n	445	4.89	1.67	EVN			2.285	964.6	.023
I expect to work in the hospitality industry most of my working life	y	774	5.47	1.46	EVA	2.028	.155	2.955	1217	.003
	n	445	5.22	1.41	EVN			2.982	950.88	.003
I am proud to tell others that I am training to work in hospitality	y	777	6.30	1.01	EVA	1.854	.174	-.158	1221	.875
	n	446	6.31	.93	EVN			-.162	994.7	.872
I would accept almost any job to stay in the hospitality industry	y	777	4.16	1.84	EVA	10.87	.001	-5.039	1220	.000
	n	445	4.69	1.64	EVN			-5.200	1014.1	.000
People should not stay with the same employer for more than a few years	y	775	3.37	1.75	EVA	1.221	.269	1.539	1218	.124
	n	445	3.21	1.66	EVN			1.560	962.4	.119
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	y	776	5.37	1.54	EVA	2.405	.121	-2.546	1220	.011
	n	446	5.59	1.43	EVN			-2.595	981.9	.010
My classmates have similar expectations as me about their career prospects in hospitality	y	764	5.14	1.32	EVA	1.249	.264	.118	1200	.906
	n	438	5.13	1.24	EVN			.120	955.8	.905
If I put a lot of effort into my job I will be well rewarded and get ahead	y	777	6.14	1.08	EVA	2.395	.122	-.098	1221	.922
	n	446	6.15	1.00	EVN			-.100	990.1	.920
Direct customer contact will provide a lot of job satisfaction	y	777	5.66	1.32	EVA	2.763	.097	-.268	1221	.789
	n	446	5.68	1.24	EVN			-.272	973.7	.785
Customers respect hospitality staff and appreciate the effort that they make	y	776	4.54	1.60	EVA	5.584	.018	-3.804	1220	.000
	n	446	4.89	1.51	EVN			-3.867	974.6	.000
The hospitality industry is an exciting environment to work in	y	777	6.10	1.02	EVA	.560	.455	-.018	1220	.986
	n	445	6.10	.99	EVN			-.018	944.8	.986
Most hospitality jobs are done in physically pleasant surroundings	y	772	4.90	1.47	EVA	3.580	.059	-1.979	1213	.048
	n	443	5.07	1.36	EVN			-2.021	980.3	.044

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 11- The mean scores for items in the second round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Pre v Wrk	N	Mean	Std. Dev	Var	LT F score	Sig.	t-test value	Df	Sig. 2-tail
Working with people who are friendly and understanding	y	295	6.38	.88	EVA	2.255	.134	-1.316	445	.189
	n	152	6.49	.76	EVN			-1.376	345.2	.170
Developing and using my skills and abilities at work	y	295	6.38	.79	EVA	1.087	.298	.319	444	.750
	n	151	6.36	.82	EVN			.315	291.7	.753
Making or doing something original through my work	y	294	5.48	1.15	EVA	1.576	.210	-.363	443	.717
	n	151	5.52	1.03	EVN			-.377	335.6	.707
Earning large amounts of money as the reward for my work	y	293	5.12	1.24	EVA	.271	.603	-.545	442	.586
	n	151	5.19	1.32	EVN			-.535	288.6	.593
Living life my own way and not having it determined by my work	y	292	4.79	1.54	EVA	.004	.950	-.014	440	.989
	n	150	4.79	1.57	EVN			-.014	295.6	.989
People thinking that my work is important	y	295	5.25	1.51	EVA	1.135	.287	.986	444	.325
	n	151	5.11	1.38	EVN			1.015	327.4	.311
Others being helped through my work	y	295	5.55	1.21	EVA	4.969	.026	-1.915	444	.056
	n	151	5.77	1.06	EVN			-1.998	339.4	.047
Feeling sure I will not lose my job	y	295	5.89	1.23	EVA	.313	.576	-.791	444	.429
	n	151	5.99	1.15	EVN			-.807	319.2	.420
Being in charge of other workers	y	295	4.27	1.36	EVA	.302	.583	1.121	444	.263
	n	151	4.12	1.44	EVN			1.099	286.6	.273
Being free from having to work in my spare time	y	295	5.07	1.42	EVA	1.218	.270	-.611	443	.542
	n	150	5.16	1.52	EVN			-.597	282.5	.551
Being physically active in my work	y	293	5.23	1.18	EVA	1.887	.170	-.607	441	.544
	n	150	5.31	1.31	EVN			-.586	273.6	.558
Working in pleasant surroundings	y	294	6.18	.91	EVA	.302	.583	-.821	443	.412
	n	151	6.26	.91	EVN			-.819	300.6	.414
Formal qualifications	y	295	5.32	1.24	EVA	.096	.757	-1.494	443	.136
	n	150	5.50	1.21	EVN			-1.509	307.8	.132
Practical experience	y	295	6.26	.95	EVA	.004	.951	.604	443	.546
	n	150	6.21	.95	EVN			.605	300.7	.546
Performance at job interview	y	294	5.73	1.14	EVA	2.878	.090	.256	442	.798
	n	150	5.71	.99	EVN			.268	340.9	.789
Good references	y	295	5.84	1.05	EVA	.048	.827	1.238	443	.216
	n	150	5.71	1.05	EVN			1.239	300.5	.216
Your contacts	y	295	5.31	1.41	EVA	.215	.643	.912	443	.362
	n	150	5.17	1.50	EVN			.895	285.0	.372
Your appearance	y	295	6.28	.99	EVA	.012	.913	.256	443	.798
	n	150	6.26	.92	EVN			.261	318.1	.794
Positive attitudes	y	295	6.60	.61	EVA	2.584	.109	.885	443	.377
	n	150	6.54	.68	EVN			.856	273.8	.393
High motivation	y	295	6.47	.77	EVA	.714	.399	-.704	443	.482
	n	150	6.53	.67	EVN			-.735	337.1	.463
Liking for people	y	295	6.11	.90	EVA	.978	.323	-.123	443	.902
	n	150	6.12	1.00	EVN			-.119	274.6	.905
Being outward going	y	294	5.87	1.00	EVA	.012	.912	-.769	441	.442
	n	149	5.95	1.05	EVN			-.758	285.8	.449

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 11(contd.) - The mean scores for items in the second round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to train for employment in the hospitality industry was an important one in my life	y	294	5.77	1.19	EVA	.750	.387	-.109	443	.913
	n	151	5.78	1.12	EVN			-.111	320.1	.911
I am still as keen to work in the hospitality industry as when I chose this training programme	y	295	5.54	1.53	EVA	5.682	.018	-.837	445	.403
	n	152	5.66	1.32	EVN			-.877	346.6	.381
I now know a very great deal more than before about the hospitality industry	y	295	6.16	1.02	EVA	5.581	.019	-2.767	445	.006
	n	152	6.42	.82	EVN			-2.971	369.8	.003
I expect to work in the hospitality industry most of my working life	y	295	4.86	1.66	EVA	1.009	.316	-.385	444	.701
	n	151	4.93	1.56	EVN			-.393	319.5	.695
Jobs in the hospitality industry involve more hard than I previously realised	y	294	4.45	1.71	EVA	4.246	.040	-3.260	444	.001
	n	152	4.99	1.57	EVN			-3.353	330.0	.001
I would accept almost any job to stay in the hospitality industry	y	295	3.20	1.69	EVA	.119	.730	-2.898	445	.004
	n	152	3.69	1.67	EVN			-2.911	308.9	.004
People should not stay with the same employer for more than a few years	y	295	3.57	1.75	EVA	.181	.671	1.147	444	.252
	n	151	3.37	1.78	EVN			1.141	297.9	.255
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	y	295	4.81	1.69	EVA	.004	.950	.268	444	.788
	n	151	4.77	1.69	EVN			.268	301.8	.789
My personal values and attributes towards work are similar to people already working in the industry	y	289	4.89	1.36	EVA	2.257	.134	.050	436	.960
	n	149	4.88	1.21	EVN			.052	329.7	.959
If I put a lot of effort into my job I will be well rewarded and get ahead	y	295	5.67	1.26	EVA	.509	.476	-.441	444	.660
	n	151	5.72	1.15	EVN			-.454	328.7	.650
Direct customer contact will provide a lot of job satisfaction	y	295	4.84	1.46	EVA	.047	.828	-1.785	444	.075
	n	151	5.10	1.47	EVN			-1.781	300.8	.076
My classmates have similar expectations as me about their career prospects in hospitality	y	292	4.32	1.57	EVA	.309	.579	-1.196	437	.232
	n	147	4.51	1.53	EVN			-1.206	298.9	.229
Customers respect hospitality staff and appreciate the effort that they make	y	295	4.10	1.46	EVA	.012	.912	-2.303	445	.022
	n	152	4.43	1.41	EVN			-2.333	315.9	.020
The hospitality industry is an exciting environment to work in	y	295	5.62	1.22	EVA	.003	.956	-.230	445	.818
	n	152	5.64	1.19	EVN			-.232	312.6	.817
Most hospitality jobs are done in physically pleasant surroundings	y	295	4.50	1.45	EVA	.402	.526	-1.044	445	.297
	n	152	4.65	1.40	EVN			-1.058	316.2	.291
Deciding on this career was a definite mistake on my part	y	295	2.14	1.62	EVA	2.948	.087	-.684	445	.494
	n	152	2.25	1.78	EVN			-.664	280.6	.507
I don't really mind which organisation I work for as long as the work is interesting	y	295	5.00	1.52	EVA	.028	.866	-2.479	445	.014
	n	152	5.37	1.48	EVN			-2.499	312.1	.013
I expect to get pay increases and promotion more quickly than my classmates	y	291	3.40	1.69	EVA	.048	.826	.541	439	.589
	n	150	3.31	1.70	EVN			.540	299.0	.590
I would readily take a job in another industry if it will pay slightly more	y	287	3.94	1.70	EVA	.002	.961	-.337	427	.736
	n	142	4.00	1.73	EVN			-.335	276.7	.738
Getting more qualifications will make it easier to get ahead	Y	286	5.10	1.48	EVA	.003	.956	-1.054	426	.292
	N	142	5.26	1.45	EVN			-1.063	287.5	.289
I am very satisfied with my choice of career	Y	287	5.46	1.54	EVA	3.602	.058	-.408	426	.683
	N	141	5.52	1.29	EVN			-.433	326.5	.665

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 12 - The mean scores for items in the third round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

Items	Pre Wrk	N	Mean	Std. Dev	Var	LT F score	Sig.	t-test value	df	Sig. 2-tail
Working with people who are friendly and understanding	y	73	6.26	.87	EVA	.087	.768	.106	92	.916
	n	21	6.24	.77	EVN			.113	36.0	.911
Developing and using my skills and abilities at work	y	73	6.30	.83	EVA	.157	.693	.756	92	.452
	n	21	6.14	.91	EVN			.717	30.2	.479
Making or doing something original through my work	y	73	5.01	1.17	EVA	.265	.608	.372	92	.711
	n	21	4.90	1.22	EVN			.364	31.4	.719
Earning large amounts of money as the reward for my work	y	73	5.10	1.46	EVA	3.349	.070	-1.681	92	.096
	n	21	5.67	.97	EVN			-2.101	49.2	.041
Living life my own way and not having it determined by my work	y	73	4.77	1.27	EVA	1.134	.290	-1.232	92	.221
	n	21	5.14	1.06	EVN			-1.363	38.2	.181
People thinking that my work is important	y	73	5.19	1.41	EVA	2.189	.142	-.286	92	.775
	n	21	5.29	.96	EVN			-.353	47.7	.726
Others being helped through my work	y	73	5.44	1.35	EVA	.685	.410	.029	92	.977
	n	21	5.43	1.40	EVN			.028	31.6	.977
Feeling sure I will not lose my job	y	73	5.41	1.53	EVA	2.533	.115	-1.375	92	.172
	n	21	5.90	1.14	EVN			-1.616	42.9	.113
Being in charge of other workers	y	73	4.71	1.40	EVA	.326	.570	.279	92	.781
	n	21	4.62	1.16	EVN			.309	38.3	.759
Being free from having to work in my spare time	y	73	5.00	1.56	EVA	1.236	.269	-1.288	92	.201
	n	21	5.48	1.21	EVN			-1.483	41.2	.146
Being physically active in my work	y	73	4.86	1.32	EVA	1.720	.193	-.537	92	.593
	n	21	5.05	1.63	EVN			-.477	28.0	.637
Working in pleasant surroundings	y	73	5.88	1.17	EVA	.259	.612	.231	92	.818
	n	21	5.81	1.21	EVN			.226	31.5	.823
Formal qualifications	y	73	5.04	1.38	EVA	.042	.838	-.716	92	.476
	n	21	5.29	1.38	EVN			-.715	32.3	.480
Practical experience	y	73	6.30	.83	EVA	.008	.930	-.157	92	.875
	n	21	6.33	.80	EVN			-.161	33.5	.873
Performance at job interview	y	73	5.41	1.22	EVA	1.415	.237	-.391	92	.697
	n	21	5.52	.93	EVN			-.455	42.0	.651
Good references	y	73	5.52	1.18	EVA	1.207	.275	1.382	92	.170
	n	21	5.10	1.45	EVN			1.235	28.1	.227
Your contacts	y	73	5.42	1.26	EVA	.171	.680	.290	92	.772
	n	21	5.33	1.32	EVN			.283	31.3	.779
Your appearance	y	73	6.05	1.03	EVA	.124	.726	.772	92	.442
	n	21	5.86	1.06	EVN			.757	31.5	.455
Positive attitudes	y	73	6.42	.80	EVA	.078	.781	-.019	92	.985
	n	21	6.43	.87	EVN			-.018	30.4	.985
High motivation	y	73	6.30	.86	EVA	.034	.854	.073	92	.942
	n	21	6.29	.90	EVN			.071	31.3	.944
Liking for people	y	73	6.26	.87	EVA	.272	.603	1.205	92	.231
	n	21	6.00	.89	EVN			1.183	31.6	.246
Being outward going	y	73	5.84	1.05	EVA	.060	.807	.278	92	.782
	n	21	5.76	1.14	EVN			.266	30.6	.792

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 12 (contd.) - The mean scores for items in the third round of data collection analysed by previous work experience, with Levene's test for equality of variance reported and the related t-test results and levels of significance for both equal and unequal variances.

The decision to train for employment in the hospitality industry was an important one in my life	y	73	5.52	1.29	EVA	.047	.829	.141	92	.888
	n	21	5.48	1.17	EVN			.150	35.4	.882
I am still as keen to work in the hospitality industry as when I chose this training programme	y	73	4.77	1.74	EVA	1.753	.189	.239	92	.812
	n	21	4.67	1.53	EVN			.257	36.4	.799
I now know a very great deal more than before about the hospitality industry	y	73	5.86	.98	EVA	8.570	.004	-.812	92	.419
	n	21	6.05	.67	EVN			-.996	47.1	.324
I expect to work in the hospitality industry most of my working life	y	73	4.23	1.66	EVA	.001	.970	.219	92	.827
	n	21	4.14	1.65	EVN			.220	32.6	.827
Jobs in the hospitality industry involve more hard than I previously realised	y	73	4.10	1.63	EVA	.324	.571	-.120	92	.905
	n	21	4.14	1.42	EVN			-.129	36.4	.898
I would accept almost any job to stay in the hospitality industry	y	73	2.19	1.43	EVA	.778	.380	-1.181	92	.241
	n	21	2.62	1.56	EVN			-1.124	30.3	.270
People should not stay with the same employer for more than a few years	y	72	3.40	1.54	EVA	.085	.771	.265	90	.791
	n	20	3.30	1.53	EVN			.266	30.6	.792
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	y	73	4.63	1.69	EVA	.924	.339	-.535	91	.594
	n	20	4.85	1.39	EVN			-.598	36.0	.554
My personal values and attributes towards work are similar to people already working in the industry	y	72	4.43	1.39	EVA	.149	.700	-.543	91	.589
	n	21	4.62	1.43	EVN			-.534	31.9	.597
If I put a lot of effort into my job I will be well rewarded and get ahead	y	73	5.47	1.20	EVA	2.902	.092	.423	92	.673
	n	21	5.33	1.46	EVN			.380	28.3	.707
Direct customer contact will provide a lot of job satisfaction	y	73	5.19	1.22	EVA	.383	.537	1.860	92	.066
	n	21	4.62	1.32	EVN			1.779	30.5	.085
My classmates have similar expectations as me about their career prospects in hospitality	y	71	3.93	1.67	EVA	.169	.682	.408	90	.684
	n	21	3.76	1.61	EVN			.416	33.7	.680
Customers respect hospitality staff and appreciate the effort that they make	y	73	3.27	1.26	EVA	.245	.622	.584	92	.560
	n	21	3.10	1.14	EVN			.620	35.5	.540
The hospitality industry is an exciting environment to work in	y	73	5.38	1.25	EVA	.048	.827	-.305	92	.761
	n	21	5.48	1.12	EVN			-.324	35.6	.748
Most hospitality jobs are done in physically pleasant surroundings	y	73	4.10	1.49	EVA	4.241	.042	.135	92	.893
	n	21	4.05	1.24	EVN			.150	38.27	.882
Deciding on this career was a definite mistake on my part	y	73	2.36	1.63	EVA	1.028	.313	-.791	92	.431
	n	21	2.67	1.43	EVN			-.851	36.4	.400
I don't really mind which organisation I work for as long as the work is interesting	y	73	4.68	1.53	EVA	.209	.649	-.077	92	.939
	n	21	4.71	1.55	EVN			-.077	32.0	.939
I expect to get pay increases and promotion more quickly than my classmates	y	73	3.84	1.74	EVA	7.175	.009	-.393	91	.695
	n	20	4.00	1.30	EVN			-.464	39.8	.645
I would readily take a job in another industry if it will pay slightly more	y	73	4.29	1.49	EVA	.338	.562	-.793	92	.430
	n	21	4.57	1.29	EVN			-.859	36.8	.396
Getting more qualifications will make it easier to get ahead	y	73	4.84	1.52	EVA	1.643	.203	-.719	92	.474
	n	21	5.10	1.22	EVN			-.811	39.6	.422
I am very satisfied with my choice of career	y	73	4.79	1.58	EVA	.134	.715	.811	92	.419
	n	21	4.48	1.60	EVN			.805	32.1	.427
I am currently planning to change my career	y	73	2.68	1.71	EVA	.022	.883	-.851	92	.397
	n	21	3.05	1.75	EVN			-.842	32.0	.406

Notes: 1. LT = Levene's Test for Equality of Variances 2. Var. column identifies lines on which equality of variance is assumed (EVA) and equality of variance is not assumed (EVN)

APPENDIX 13: Pearson Correlation Coefficients of respondents' ages to the ratings for each item in each round of data collection reported by sex.

ITEMS		Feb 1997			Oct 1997			Oct 1998		
		males	female	All	males	female	All	Males	female	All
Working with people who are friendly and understanding	Correl.	.038	.011	.019	-.064	.022	-.008	.023	.078	.051
	N	446	717	1166	163	327	491	31	90	121
Developing and using my skills and abilities at work	Correl.	.106 **	.056	.076**	.106	.151**	.136**	-.049	.194	.111
	N	445	719	1167	163	326	490	31	90	121
Making or doing something original through my work	Correl.	.060	.072	.068*	-.056	.016	-.007	.010	-.120	-.082
	N	445	716	1164	163	325	489	31	90	121
Earning large amounts of money as the reward for my work	Correl.	.021	.114**	.081**	-.002	.080	.054	-.140	.097	.042
	N	446	719	1168	162	325	488	31	90	121
Living life my own way and not having it determined by my work	Correl.	-.028	.124**	.065*	-.065	.008	-.013	.041	.083	.089
	N	443	714	1160	163	322	486	31	90	121
People thinking that my work is important	Correl.	-.042	-.023	-.034	-.068	.084	.029	-.158	.098	.002
	N	446	718	1167	163	326	490	31	90	121
Others being helped through my work	Correl.	-.036	-.029	-.036	-.072	.060	.011	-.173	.151	.054
	N	444	717	1164	163	326	490	31	90	121
Feeling sure I will not lose my job	Correl.	-.120*	-.018	-.061*	-.144	.051	-.019	-.083	.030	-.027
	N	445	716	1164	163	326	490	31	90	121
Being in charge of other workers	Correl.	.099*	.122**	.112**	.008	.115*	.077	-.080	.193	.104
	N	446	717	1166	163	326	490	31	90	121
Being free from having to work in my spare time	Correl.	-.067	.082*	.025	-.101	.053	.003	-.067	.160	.103
	N	446	718	1167	163	325	489	31	90	121
Being physically active in my work	Correl.	.059	.029	.043	-.092	.085	.032	-.257	-.068	-.107
	N	446	718	1167	162	324	487	31	90	121
Working in pleasant surroundings	Correl.	-.093*	.033	-.025	-.166*	-.060	-.093*	-.071	-.070	-.078
	N	445	717	1165	162	325	488	31	90	121
Formal qualifications	Correl.	-.021	-.105	-.074	-.035	.042	.013	.199	.017	.056
	N	62	113	175	163	325	489	31	90	121
Practical experience	Correl.	.200	.027	.079	-.147	.081	.008	.080	.072	.061
	N	62	113	175	163	325	489	31	90	121
Performance at job interview	Correl.	.030	.013	.021	.025	.078	.058	-.459**	-.027	-.155
	N	62	113	175	163	324	488	31	90	121
Good references	Correl.	.101	-.027	.020	-.053	-.018	-.030	-.220	.148	.042
	N	62	113	175	163	325	489	31	90	121
Your contacts	Correl.	.116	.226*	.187*	.171*	.135*	.146*	-.399*	-.018	-.137
	N	62	113	175	163	325	489	31	90	121
Your appearance	Correl.	.050	.146	.114	-.072	.061	.013	-.456**	.037	-.091
	N	62	113	175	163	325	489	31	90	121
Positive attitudes	Correl.	.095	.196*	.167*	-.076	.158**	.071	-.170	.166	.065
	N	62	113	175	163	325	489	31	90	121
High motivation	Correl.	-.059	.190*	.116	-.222**	.076	-.037	-.180	.158	.060
	N	62	113	175	163	325	489	31	90	121
Liking for people	Correl.	.102	-.005	.016	-.150	.054	-.025	-.268	.155	.048
	N	61	113	174	163	325	489	31	90	121
Being outward going	Correl.	.163	.187*	.169*	-.165*	.076	-.012	.145	.093	.096
	N	62	113	175	163	323	487	31	90	121

APPENDIX 13 (Contd.): Pearson Correlation Coefficients of respondents' ages to the ratings for each item in each round of data collection reported by sex.

ITEMS		Feb 1997			Oct 1997			Oct 1998		
The decision to train for employment in the hospitality industry was an important one in my life	Correl.	.096*	.103*	.101**	.141	.111*	.120**	.089	.157	.121
	N	446	719	1168	163	325	489	31	90	121
I fully discussed my choice of career with my closest friends and family	Correl.	.008	-.042	-.023						
	N	446	719	1168						
I am still as keen to work in the industry as when I chose this training programme	Correl.				.079	.134*	.116**	.157	.207	.176
	N				163	327	491	31	90	121
At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Correl.	-.023	.104*	.055						
	N	445	718	1166						
I now know a very great deal more than before about the hospitality industry	Correl.				-.203**	.026	-.044	.004	.065	.061
	N				163	327	491	31	90	121
I expect to work in the hospitality industry most of my working life	Correl.	.062	.040	.049	.175*	.180**	.174**	.052	.132	.101
	N	444	717	1164	163	326	490	31	90	121
I am proud to tell others that I am training to work in hospitality	Correl.	.055	.039	.044						
	N	446	719	1168						
Jobs in the hospitality industry involve more hard work than I previously realised	Correl.				-.320**	-.042	-.134**	-.033	.100	.063
	N				162	327	490	31	90	121
I would accept almost any job to stay in the hospitality industry	Correl.	-.065	-.071	-.070*	-.082	.048	.003	-.103	-.014	-.048
	N	446	718	1167	163	327	491	31	90	121
People should not stay with the same employer for more than a few years	Correl.	-.024	.074*	.035	.111	.023	.050	-.313	.139	.035
	N	446	716	1165	163	326	490	31	88	119
I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Correl.	-.006	-.072	-.048	-.086	.023	-.008	-.376*	-.019	-.117
	N	446	718	1167	163	326	490	31	89	120
My personal values and attitudes towards work are similar to people already working in the industry	Correl.	.071	-.006	.025	.113	.007	.040	-.053	-.091	-.086
	N	436	708	1147	162	319	482	30	89	119
If I put a lot of effort into my job I will be well rewarded and get ahead	Correl.	-.013	.017	.003	-.134	-.017	-.055	.030	.049	.026
	N	446	719	1168	163	326	490	31	90	121
Direct customer contact will provide a lot of job satisfaction	Correl.	.004	-.011	-.008	-.026	.055	.024	.034	.119	.079
	N	446	719	1168	163	326	490	31	90	121
My classmates have similar expectations as me about their career prospects in hospitality	Correl.				-.059	.017	-.012	-.060	.005	-.013
	N				161	317	479	31	87	118
Customers respect hospitality staff and appreciate the effort that they make	Correl.	-.110*	-.080*	-.092**	-.015	-.010	-.013	.245	.091	.113
	N	445	719	1167	163	327	491	31	90	121
The hospitality industry is an exciting environment to work in	Correl.	.058	-.012	.017	.129	-.017	.029	-.067	-.029	-.053
	N	445	719	1167	163	327	491	31	90	121
Most hospitality jobs are done in physically pleasant surroundings	Correl.	-.092	-.089*	-.091**	-.088	.001	-.029	.006	.077	.052
	N	443	715	1161	163	327	491	31	90	121
Deciding on this career was a definite mistake on my part.	Correl.				-.015	-.025	-.023	-.082	-.115	-.095
	N				163	327	491	31	90	121
I don't really mind which organisation I work for as long as the job is interesting	Correl.				.153	-.033	.023	-.006	-.085	-.059
	N				163	327	491	31	90	121
I expect to get promotion and pay increases more quickly than my classmates	Correl.				.111	.087	.094*	-.137	.191	.132
	N				160	323	484	30	89	119
I would readily take a job in another industry if it will pay slightly more money	Correl.				-.055	-.073	-.068	-.158	-.005	-.029
	N				154	319	474	31	90	121
Getting more qualifications will make it easier to get ahead	Correl.				.126	.023	.054	-.111	-.127	-.102
	N				154	318	473	31	90	121
I am very satisfied with my choice of career in hospitality	Correl.				.107	.108	.108*	.177	.184	.173
	N				154	318	473	31	90	121
I am currently planning to change my career	Correl.							-.180	-.195	-.186*
	N							31	90	121

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix 14: Pearson correlation coefficients for each item asked in the industry data collection related to age of respondents, shown by sex.

ITEMS		Male	Female	All
Working with people who are friendly and understanding	Pearson Correlation	.004	.007	.005
Developing and using my skills and abilities at work	Pearson Correlation	-.201	.121	.029
Making or doing something original through my work	Pearson Correlation	-.020	-.021	-.017
Earning large amounts of money as the reward for my work	Pearson Correlation	-.231	.069	-.003
Living life my own way and not having it determined by my work	Pearson Correlation	-.062	.038	.008
People thinking that my work is important	Pearson Correlation	-.332 *	-.123	-.185 *
Others being helped through my work	Pearson Correlation	.015	.081	.064
Feeling sure I will not lose my job	Pearson Correlation	-.234	-.006	-.083
Being in charge of other workers	Pearson Correlation	-.110	.172 *	.090
Being free from having to work in my spare time	Pearson Correlation	.027	.133	.095
Being physically active in my work	Pearson Correlation	.067	.178 *	.148 *
Working in pleasant surroundings	Pearson Correlation	.156	.069	.092
Formal qualifications	Pearson Correlation	.194	.007	.060
Practical experience	Pearson Correlation	-.156	.068	.012
Performance at job interview	Pearson Correlation	-.112	.043	-.006
Good references	Pearson Correlation	-.274 *	.006	-.068
Your contacts	Pearson Correlation	-.443 **	-.031	-.144 *
Your appearance	Pearson Correlation	.126	.169 *	.150 *
Positive attitudes	Pearson Correlation	.209	.146	.157 *
High motivation	Pearson Correlation	.067	.172 *	.136
Liking for people	Pearson Correlation	-.024	.148	.084
Being outward going	Pearson Correlation	-.111	.153	.066
The decision to gain employment in the hospitality industry was an important one in my life	Pearson Correlation	.090	.044	.058
I am still as keen to work in the hospitality industry as when I first started	Pearson Correlation	.038	.250 **	.185 *
I now know a very great deal more about the hospitality industry than before I first started	Pearson Correlation	-.201	.096	.027
I expect to work in the hospitality industry most of my working life	Pearson Correlation	.457 **	.393 **	.411 **
Jobs in the hospitality industry involve more hard work than I realised before I started	Pearson Correlation	-.107	.192 *	.107
I would accept almost any job to stay in the hospitality industry	Pearson Correlation	.190	-.011	.037
People should not stay with the same employer for more than a few years	Pearson Correlation	-.046	-.130	-.101
My supervisors always acknowledge my efforts and are understanding if I make a mistake	Pearson Correlation	-.202	.186 *	.067
My personal values and attitudes towards work are similar to the people I work with in the industry	Pearson Correlation	-.327 *	.206 *	.062

If I put a lot of effort into my job I will be well rewarded and get ahead	Pearson Correlation	-.021	.143	.092
My fellow workers have similar expectations as me about their career prospects in hospitality	Pearson Correlation	.123	.129	.125
Customers respect hospitality staff and appreciate the effort that they make	Pearson Correlation	.216	.142	.160 *
The hospitality industry is an exciting environment to work in	Pearson Correlation	.158	.015	.060
Most hospitality jobs are done in physically pleasant surroundings	Pearson Correlation	.248	.223 **	.224 **
Compared to other industries pay and conditions are very good	Pearson Correlation	.116	.018	.042
Deciding on this career was a definite mistake on my part	Pearson Correlation	-.218	.020	-.051
I don't really mind which organisation I work for as long as the work is interesting	Pearson Correlation	-.125	.093	.029
I expect to get pay increases and promotion more quickly than my fellow workers	Pearson Correlation	-.068	.052	.026
Direct customer contact gives me a lot of job satisfaction	Pearson Correlation	-.004	.168	.110
I would readily take a job in another industry if it paid slightly more	Pearson Correlation	-.313 *	-.041	-.116
Getting more qualifications will make it easier to get ahead	Pearson Correlation	-.100	.063	.016
I am satisfied with the staff training and development I receive	Pearson Correlation	-.329 *	.031	-.069
I am currently planning to change my career	Pearson Correlation	-.220	-.261 **	-.244 **
I am very satisfied with my choice of career	Pearson Correlation	.177	.252 **	.225 **

• Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Number of respondent cases: males ranges from 54 to 55; females 135 to 136, all 188 to 191.

APPENDIX 15 The results of the Test of Homogeneity of Variances for round one data across sub-groups based on programme and year of study - Table 8.2, 8.3 and 8.4 .

	Item	Levene Stat	df1	df2	Sig.
1	Working with people who are friendly and understanding	5.267	3	345	.001
2	Developing and using my skills and abilities at work	.810	3	344	.489
3	Making or doing something original through my work	.432	3	344	.730
4	Earning large amounts of money as the reward for my work	.537	3	344	.657
5	Living life my own way and not having it determined by my work	1.919	3	341	.126
6	People thinking that my work is important	.065	3	345	.978
7	Others being helped through my work	.598	3	345	.616
8	Feeling sure I will not lose my job	.665	3	344	.574
9	Being in charge of other workers	1.437	3	345	.232
10	Being free from having to work in my spare time	2.189	3	345	.089
11	Being physically active in my work	.177	3	345	.912
12	Working in pleasant surroundings	2.105	3	345	.099
13	Formal qualifications	1.019	3	149	.386
14	Practical experience	2.214	3	149	.089
15	Performance at job interview	.391	3	149	.759
16	Good references	.294	3	149	.830
17	Your contacts	.547	3	149	.651
18	Your appearance	1.857	3	149	.139
19	Positive attitudes	1.721	3	149	.165
20	High motivation	1.727	3	149	.164
21	Liking for people	1.171	3	148	.323
22	Being outward going	1.779	3	149	.154
23	The decision to train for employment in the hospitality industry was an important one in my life	3.448	3	345	.017
24	I fully discussed my choice of career with my closest friends and family	.182	3	345	.909
26	At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	2.335	3	345	.074
28	I expect to work in the hospitality industry most of my working life	4.439	3	343	.004
29	I am proud to tell others that I am training to work in hospitality	3.865	3	345	.010
31	I would accept almost any job to stay in the hospitality industry	1.119	3	345	.341
32	People should not stay with the same employer for more than a few years	.439	3	345	.725
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	.444	3	345	.722
34	My personal values and attitudes towards work are similar to people already working in the industry	.651	3	338	.583
35	If I put a lot of effort into my job I will be well rewarded and get ahead	2.426	3	345	.065
36	Direct customer contact will provide a lot of job satisfaction	5.698	3	345	.001
38	Customers respect hospitality staff and appreciate the effort that they make	1.635	3	345	.181
39	The hospitality industry is an exciting environment to work in	3.589	3	345	.014
40	Most hospitality jobs are done in physically pleasant surroundings	1.411	3	344	.239

APPENDIX 16 The results of the Test of Homogeneity of Variances for round two data across sub-groups based on programme and year of study - Tables 8.2, 8.3 and 8.4 .

	Item	Levene Stat	df1	df2	Sig.
1	Working with people who are friendly and understanding	1.168	3	183	.323
2	Developing and using my skills and abilities at work	.382	3	182	.766
3	Making or doing something original through my work	.125	3	181	.945
4	Earning large amounts of money as the reward for my work	2.332	3	182	.076
5	Living life my own way and not having it determined by my work	.731	3	182	.535
6	People thinking that my work is important	.521	3	182	.668
7	Others being helped through my work	1.636	3	182	.183
8	Feeling sure I will not lose my job	4.590	3	182	.004
9	Being in charge of other workers	.539	3	182	.656
10	Being free from having to work in my spare time	1.050	3	182	.372
11	Being physically active in my work	.759	3	181	.519
12	Working in pleasant surroundings	1.288	3	180	.280
13	Formal qualifications	.632	3	182	.595
14	Practical experience	1.140	3	182	.334
15	Performance at job interview	.734	3	182	.533
16	Good references	1.832	3	182	.143
17	Your contacts	1.563	3	181	.200
18	Your appearance	1.272	3	182	.285
19	Positive attitudes	1.349	3	182	.260
20	High motivation	.807	3	182	.492
21	Liking for people	.148	3	182	.931
22	Being outward going	1.121	3	182	.342
23	The decision to train for employment in the hospitality industry was an important one in my life	.289	3	183	.833
25	I am still as keen to work in the industry as when I chose this training programme	2.259	3	183	.083
27	I now know a very great deal more than before about the hospitality industry	1.046	3	183	.374
28	I expect to work in the hospitality industry most of my working life	1.416	3	183	.239
30	Jobs in the hospitality industry involve more hard work than I previously realised	1.557	3	182	.201
31	I would accept almost any job to stay in the hospitality industry	1.632	3	183	.184
32	People should not stay with the same employer for more than a few years	2.062	3	183	.107
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	.145	3	183	.933
34	My personal values and attitudes towards work are similar to people already working in the industry	2.217	3	179	.088
35	If I put a lot of effort into my job I will be well rewarded and get ahead	1.404	3	183	.243
36	Direct customer contact will provide a lot of job satisfaction	1.471	3	183	.224
37	My classmates have similar expectations as me about their career prospects in hospitality	1.384	3	179	.249
38	Customers respect hospitality staff and appreciate the effort that they make	1.000	3	183	.394
39	The hospitality industry is an exciting environment to work in	2.333	3	183	.076
40	Most hospitality jobs are done in physically pleasant surroundings	1.501	3	183	.216
41	Deciding on this career was a definite mistake on my part.	2.542	3	183	.058
42	I don't really mind which organisation I work for as long as the job is interesting	1.838	3	183	.142
43	I expect to get promotion and pay increases more quickly than my classmates	.219	3	181	.883
44	I would readily take a job in another industry if it will pay slightly more money	.501	3	183	.682
45	Getting more qualifications will make it easier to get ahead	3.738	3	183	.012
46	I am very satisfied with my choice of career in hospitality	.525	3	183	.666

APPENDIX 17 The results of the Test of Homogeneity of Variances for round three data across sub-groups based on programme and year of study - Tables 8.2, 8.3 and 8.4 .

	Item	Levene Stat	df1	df2	Sig.
1	Working with people who are friendly and understanding	1.465	2	133	.235
2	Developing and using my skills and abilities at work	2.353	2	133	.099
3	Making or doing something original through my work	.162	2	133	.851
4	Earning large amounts of money as the reward for my work	.196	2	133	.822
5	Living life my own way and not having it determined by my work	.817	2	133	.444
6	People thinking that my work is important	.460	2	133	.632
7	Others being helped through my work	.503	2	133	.606
8	Feeling sure I will not lose my job	1.677	2	133	.191
9	Being in charge of other workers	.003	2	133	.997
10	Being free from having to work in my spare time	1.939	2	133	.148
11	Being physically active in my work	1.269	2	133	.285
12	Working in pleasant surroundings	.346	2	133	.708
13	Formal qualifications	1.814	2	133	.167
14	Practical experience	.290	2	133	.748
15	Performance at job interview	2.100	2	133	.127
16	Good references	.358	2	133	.699
17	Your contacts	.111	2	133	.895
18	Your appearance	1.548	2	133	.217
19	Positive attitudes	2.544	2	133	.082
20	High motivation	1.369	2	133	.258
21	Liking for people	.337	2	133	.715
22	Being outward going	3.192	2	133	.044
23	The decision to train for employment in the hospitality industry was an important one in my life	.898	2	133	.410
25	I am still as keen to work in the industry as when I chose this training programme	2.848	2	133	.061
27	I now know a very great deal more than before about the hospitality industry	1.710	2	133	.185
28	I expect to work in the hospitality industry most of my working life	.544	2	133	.582
30	Jobs in the hospitality industry involve more hard work than I previously realised	.415	2	133	.661
31	I would accept almost any job to stay in the hospitality industry	1.150	2	133	.320
32	People should not stay with the same employer for more than a few years	.269	2	131	.765
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	3.084	2	132	.049
34	My personal values and attitudes towards work are similar to people already working in the industry	2.515	2	131	.085
35	If I put a lot of effort into my job I will be well rewarded and get ahead	1.569	2	133	.212
36	Direct customer contact will provide a lot of job satisfaction	1.294	2	132	.278
37	My classmates have similar expectations as me about their career prospects in hospitality	.382	2	130	.683
38	Customers respect hospitality staff and appreciate the effort that they make	.821	2	133	.442
39	The hospitality industry is an exciting environment to work in	2.842	2	133	.062
40	Most hospitality jobs are done in physically pleasant surroundings	1.621	2	133	.201
41	Deciding on this career was a definite mistake on my part.	.264	2	133	.768
42	I don't really mind which organisation I work for as long as the job is interesting	.490	2	133	.614
43	I expect to get promotion and pay increases more quickly than my classmates	1.096	2	131	.337
44	I would readily take a job in another industry if it will pay slightly more money	.344	2	133	.709
45	Getting more qualifications will make it easier to get ahead	3.790	2	133	.025
46	I am very satisfied with my choice of career in hospitality	.623	2	133	.538
47	I am currently planning to change my career	1.366	2	133	.259

APPENDIX 18 - The full details of Table 8.5: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

	Items	Grouping	Feb 1997								Oct 1997								Oct 1998							
			Sex	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test
1	Working with people who are friendly and understanding	M	6.42	.74	2	EA	.038	.845	-.505	.614	6.17	.84	1	ENA	4.518	.035	-1.06	.290	6.05	1.05	2	EA	.437	.510	-1.31	.190
		F	6.46	.77	2						6.32	.90	1						6.29	.87	2					
2	Developing and using my skills and abilities at work	M	6.48	.69	1	EA	.000	.984	-.183	.855	6.09	.88	2	EA	.063	.803	-1.21	.227	6.18	1.10	1	EA	2.007	.159	-.732	.465
		F	6.50	.71	1						6.25***	.82	2						6.31	.83	1					
3	Making or doing something original through my work	M	5.30	1.21	6	EA	1.093	.297	.025	.980	5.24	1.16	8	EA	1.258	.264	.320	.750	5.10	1.33	7=	EA	3.076	.082	.458	.648
		F	5.29	1.12	7						5.19	1.07	7=						5.00	1.10	9					
4	Earning large amounts of money as the reward for my work	M	5.58	1.27	5	EA	2.169	.142	2.989	.003	5.45	1.22	6	EA	.580	.447	1.357	.176	5.54	1.35	4	EA	.074	.786	.810	.419
		F	5.15	1.24	8						5.19	1.18	7=						5.34	1.24	6					
5	Living life my own way and not having it determined by my work	M	5.05	1.55	10=	EA	1.602	.207	2.478	.014	5.50**	1.26	5	EA	.873	.351	3.754	.000	5.44	1.31	5	EA	.014	.906	2.532	.013
		F	4.65	1.38	11						4.70	1.39	11						4.81*	1.27	10=					
6	People thinking that my work is important	M	5.05	1.63	10=	EA	2.953	.087	-1.91	.057	4.90	1.57	11	ENA	7.440	.007	-1.30	.195	5.03	1.72	9	ENA	12.387	.001	-.979	.332
		F	5.36	1.36	6						5.20	1.18	6						5.32	1.10	7					
7	Others being helped through my work	M	5.26	1.34	7	ENA	10.664	.001	-4.48	.000	4.95	1.30	10	EA	.020	.889	-3.64	.000	4.95**	1.50	10=	EA	.738	.392	-2.17	.031
		F	5.88	1.00	5						5.62*	1.08	5						5.51	1.26	5					
8	Feeling sure I will not lose my job	M	5.85	1.20	3	EA	.141	.707	-.559	.577	5.67	1.08	4	EA	.083	.774	-.371	.711	4.95	1.82	10=	ENA	8.488	.004	-2.67	.010
		F	5.92	1.15	4						5.74	1.08	4						5.80	1.24	4					
9	Being in charge of other workers	M	4.74	1.44	12	EA	1.751	.187	.923	.357	4.90	1.13	11	EA	3.185	.076	2.078	.039	4.92	1.64	12	ENA	6.318	.013	.729	.469
		F	4.60	1.30	12						4.56	.96	12						4.71	1.08	12					
10	Being free from having to work in my spare time	M	5.24	1.57	8	EA	2.358	.126	2.172	.031	5.28	1.35	7	EA	.319	.573	1.467	.144	5.38	1.73	6	EA	2.230	.138	.839	.403
		F	4.87	1.47	10						4.96	1.36	8						5.14	1.40	8					
11	Being physically active in my work	M	5.23	1.34	9	EA	.028	.866	1.329	.185	5.18	1.10	9	EA	.015	.903	1.564	.120	5.10	1.45	7=	EA	.298	.586	1.120	.265
		F	5.04	1.30	9						4.88	1.22	10						4.81	1.31	10=					
12	Working in pleasant surroundings	M	5.72	1.07	4	ENA	11.371	.001	-4.43	.000	5.86	.88	3	EA	.020	.889	-2.42	.016	5.74	1.35	3	ENA	5.366	.022	-.738	.463
		F	6.22	.84	3						6.20	.88	6						5.92*	1.06	3					

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 19 - The full details of Table 8.6: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

	Items	Group	Feb 1997										Oct 1997										Oct 1998									
		Sex	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail						
13	Formal qualifications	M	5.42	1.00	9	EA	.079	.779	.703	.483	4.83*	1.48	10	ENA	7.819	.006	-1.96	.052	5.03	1.55	10	ENA	4.080	.045	-.614	.541						
		F	5.30	1.09	9						5.26	1.11	9						5.20	1.25	10											
14	Practical experience	M	6.16	.98	4	EA	.005	.943	-.435	.664	6.28	.83	2	EA	.048	.828	-.087	.931	6.10	.91	3=	EA	1.970	.163	-2.18	.031						
		F	6.23	1.09	4						6.29	.90	3						6.43	.72	2											
15	Performance at job interview	M	5.61	1.25	7	EA	.036	.849	-.142	.888	5.45	1.20	9	EA	.312	.577	-.724	.470	5.21	1.44	9	EA	2.267	.135	-1.55	.123						
		F	5.64	1.29	8						5.58	1.06	8						5.56	1.08	7											
16	Good references	M	5.58	1.27	8	ENA	7.969	.005	-.778	.438	5.52	.90	8	EA	.956	.329	-.682	.496	5.38	1.39	7=	EA	2.397	.124	-.375	.708						
		F	5.73	.93	7						5.62	1.02	7						5.47	1.15	8											
17	Your contacts	M	4.89	1.54	10	EA	1.166	.282	-.744	.458	5.55**	1.34	7	EA	.032	.858	1.851	.066	5.38	1.80	7=	ENA	14.939	.000	-.213	.832						
		F	5.07	1.36	10						5.16	1.33	10						5.45*	1.07	9											
18	Your appearance	M	6.19	.99	3	EA	.633	.428	-.541	.589	6.17	.98	3	EA	.337	.562	-.081	.935	5.95	1.19	5	EA	1.259	.264	-.254	.800						
		F	6.28	.97	3						6.18	.86	4=						6.00	.99	5											
19	Positive attitudes	M	6.53	.60	1	EA	.110	.741	-.189	.850	6.36	.81	1	ENA	7.542	.007	-1.31	.193	6.36	.84	1	EA	2.813	.096	-.869	.386						
		F	6.55	.68	1						6.52	.63	1						6.48	.70	1											
20	High motivation	M	6.44	.66	2	EA	.116	.734	-.382	.703	6.16*	.87	4	EA	3.119	.079	-2.56	.011	6.23	.93	2	EA	2.952	.088	-.909	.365						
		F	6.48	.75	2						6.46	.67	2						6.37	.77	3											
21	Liking for people	M	5.82	.96	5	EA	2.867	.093	-2.18	.030	5.81	1.23	5=	ENA	14.970	.000	-2.11	.038	6.10	.88	3=	EA	.166	.685	-1.06	.290						
		F	6.15	.86	5						6.18	.79	4=						6.27	.83	4											
22	Being outward going	M	5.68	1.12	6	ENA	10.732	.001	-1.34	.182	5.81	.93	5=	EA	.330	.566	-.495	.621	5.74	1.14	6	EA	3.734	.056	-1.04	.299						
		F	5.92	.87	6						5.88	.87	6						5.95	.95	6											

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 20 - The full details of Table 8.7: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

Items	Grouping Sex	Feb 1997									Oct 1997									Oct 1998								
		Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
23 The decision to train for employment in the hospitality industry was an important one in my life	M	5.87	1.15	3	EA	1.117	.291	-1.12	.263	5.28	1.28	3	EA	.647	.422	-2.57	.011	5.26	1.52	4	EVA	2.474	.118	-1.29	.199			
	F	6.01	1.13	2=						5.76*	1.15	2						5.57	1.16	4								
24 I fully discussed my choice of career with my closest friends and family	M	5.06	1.68	8	EA	.305	.581	-.997	.319																			
	F	5.24	1.62	8																								
25 I am still as keen to work in the industry as when I chose this training programme	M									4.86	1.79	8	EA	1.187	.277	-1.44	.150	4.46	1.64	12	EVA	.110	.740	-1.96	.052			
	F									5.25	1.62	6						5.07*	1.60	6								
26 At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	M	5.36	1.65	6	EA	.015	.904	.419	.676																			
	F	5.29	1.63	6																								
27 I now know a very great deal more than before about the hospitality industry	M									5.67	1.05	1	EA	.329	.567	-1.42	.157	6.08	.96	1	EVA	.073	.788	.372	.710			
	F									5.90	1.02	1						6.01	.91	1								
28 I expect to work in the hospitality industry most of my working life	M	5.21	1.50	7	EA	.434	.511	-.423	.673	4.14	1.71	14	EA	.031	.861	-2.34	.020	4.10	1.67	15=	EVA	.877	.351	-1.17	.244			
	F	5.28	1.46	7						4.75	1.60	10						4.48	1.72	12								
29 I am proud to tell others that I am training to work in hospitality	M	6.02	1.04	1	EA	.333	.564	-1.02	.305																			
	F	6.15	1.08	1																								
30 Jobs in the hospitality industry involve more hard work than I previously realised	M									4.04	1.79	15=	EA	1.956	.164	-1.21	.228	4.36	1.84	13	EVA	2.687	.104	.275	.784			
	F									4.35	1.55	14						4.27	1.49	14								
31 I would accept almost any job to stay in the hospitality industry	M	3.42	1.88	13	ENA	6.758	.010	-2.32	.021	2.07**	1.21	22	EA	1.799	.182	-4.55	.000	1.95***	1.43	22	EVA	1.913	.169	-2.23	.027			
	F	3.89	1.67	13						3.04***	1.40	20						2.58**	1.50	21								
32 People should not stay with the same employer for more than a few years	M	3.12	1.75	14	ENA	7.807	.005	-1.30	.193	3.55	1.60	20	EA	.929	.336	.483	.630	3.26	1.46	18	EVA	.015	.903	-.371	.711			
	F	3.37	1.47	14						3.44	1.46	19						3.36	1.44	18								
33 I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	M	4.97	1.78	9	ENA	4.576	.033	-1.00	.315	4.62	1.58	10	EA	2.026	.156	.188	.851	4.15*	1.86	14	EVA	1.745	.189	-2.39	.018			
	F	5.16	1.51	9						4.57**	1.68	12						4.91	1.56	8	EVA	1.256	.265	-.267	.790			
34 My personal values and attitudes towards work are similar to people already working in the industry	M	4.71	1.48	11	ENA	5.855	.016	-1.19	.232	4.60	1.30	11	EA	.008	.927	-.576	.565	4.55	1.46	10								
	F	4.90	1.25	10						4.72	1.31	11						4.62	1.29	10								
35 If I put a lot of effort into my job I will be well rewarded and get ahead	M	5.81	1.30	4	EA	3.033	.082	-.623	.533	5.52	1.20	2	EA	.329	.567	-.385	.700	5.36	1.27	3	EVA	1.129	.290	-1.09	.277			
	F	5.89	1.10	4						5.59*	1.12	3=						5.60	1.13	2=								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 20 (Contd.) - The full details of Table 8.7(Contd.): The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for all NDHM and BHM students together, identifying significant differences by sex and between rounds.

	Items	Grouping Sex	Feb 1997									Oct 1997									Oct 1998								
			Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
36	Direct customer contact will provide a lot of job satisfaction	M	5.58	1.32	5	EA	1.760	.186	-.920	.358	4.69**	1.45	9	ENA	5.043	.026	-2.86	.005	4.72	1.49	7=	ENA	6.608	.011	-2.26	.027			
		F	5.70	1.16	5						5.30**	1.08	5						5.32	1.12	5								
37	My classmates have similar expectations as me about their career prospects in hospitality	M									3.83	1.39	17	EA	3.786	.053	-1.44	.149	3.82**	1.71	17	EA	.311	.578	-.321	.749			
		F									4.17	1.54	15=						3.92**	1.58	16								
38	Customers respect hospitality staff and appreciate the effort that they make	M	4.27	1.67	12	EA	.672	.413	.208	.836	3.62	1.45	18	EA	2.261	.134	-1.29	.199	3.21	1.34	19	EA	.001	.980	-.554	.580			
		F	4.23	1.56	12						3.90**	1.30	17						3.34***	1.25	19								
39	The hospitality industry is an exciting environment to work in	M	5.96	1.04	2	EA	.002	.963	-.452	.652	5.19***	1.18	5	EA	.600	.440	-2.11	.036	5.15	1.39	5	EA	2.258	.135	-1.92	.056			
		F	6.01	.96	2=						5.59***	1.19	3=						5.60**	1.14	2=								
40	Most hospitality jobs are done in physically pleasant surroundings	M	4.93	1.39	10	EA	.100	.753	.902	.368	4.34*	1.49	12	EA	1.616	.205	-.992	.323	4.10	1.79	15=	EA	3.483	.064	-.653	.515			
		F	4.79	1.34	11						4.56	1.26	13						4.30	1.44	13								
41	Deciding on this career was a definite mistake on my part.	M									2.41	1.75	20	EA	.429	.513	.374	.709	2.56**	1.70	21	EA	3.863	.052	.959	.339			
		F									2.32	1.56	22						2.29	1.43	22								
42	I don't really mind which organisation I work for as long as the job is interesting	M									5.16	1.42	6	EA	.007	.933	1.515	.131	4.82	1.39	6	EA	2.890	.092	.992	.323			
		F									4.80	1.49	9						4.52*	1.68	11								
43	I expect to get promotion and pay increases more quickly than my classmates	M									4.04	1.51	15=	EA	.734	.393	1.438	.152	4.47	1.61	11	EA	.039	.844	2.037	.044			
		F									3.67	1.61	18						3.84*	1.59	17								
44	I would readily take a job in another industry if it will pay slightly more money	M									4.29	1.51	13	EA	.010	.922	.501	.617	4.69	1.73	9	EA	3.743	.055	1.822	.071			
		F									4.17	1.48	15=						4.16	1.41	15								
45	Getting more qualifications will make it easier to get ahead	M									5.26	1.52	4	EA	1.008	.317	.817	.415	5.59	1.31	2	EA	.158	.692	2.804	.006			
		F									5.07	1.41	8						4.86*	1.39	9								
46	I am very satisfied with my choice of career in hospitality	M									4.90	1.44	7	EA	.533	.466	-.966	.335	4.72	1.41	7=	EA	1.131	.290	-.802	.424			
		F									5.13	1.53	7						4.96**	1.60	7								
47	I am currently planning to change my career	M																	3.05	1.57	20	EA	1.364	.245	1.008	.315			
		F																	2.71	1.82	21								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as *= p<0.05; **= p<0.01; ***= p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 21 - The full details of Table 8.8: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

	Items	Grouping Pre - Work	Feb 1997								Oct 1997								Oct 1998							
			Mea ns	SD	Ran king	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean s	SD	Ran king	E.V.	L's Test	Sig	t-test	Sig 2tail	Means	SD	Ran king	E.V	L's Test	Sig	t-test	Sig 2tail
1	Working with people who are friendly and understanding	Yes	6.60	.68	1	EA	.337	.562	.022	.983	6.39	.74	1	EA	2.744	.103	1.25	.213	6.40	.81	1	EA	.045	.833	.300	.765
		No	6.59	.59	1						6.13	.95	2						6.33	.77	1					
2	Developing and using my skills and abilities at work	Yes	6.58	.63	2	EA	2.682	.103	1.52	.129	6.15*	.85	2	EA	.007	.933	-.122	.903	6.22	.88	2	EA	.171	.680	.900	.371
		No	6.42	.70	2						6.17*	.89	1						6.00	.91	2					
3	Making or doing something original through my work	Yes	5.41	1.12	6	EA	.009	.925	.774	.440	5.07	1.06	7	EA	.015	.904	-.862	.392	5.09	1.06	10	EA	.675	.415	.468	.641
		No	5.28	1.12	7						5.30	.97	7						4.94	1.21	10					
4	Earning large amounts of money as the reward for my work	Yes	5.08	1.29	9	EA	.434	.511	-.535	.593	5.15	1.20	6	EA	2.676	.107	-1.61	.111	5.29	1.42	8	EA	1.880	.175	-1.02	.311
		No	5.19	1.20	8						5.61	.89	5						5.67	1.03	5					
5	Living life my own way and not having it determined by my work	Yes	4.68	1.48	11	EA	1.112	.293	-1.04	.299	4.51	1.23	12	EA	.050	.823	-1.73	.087	4.78	1.08	11	EA	.036	.851	-1.68	.098
		No	4.92	1.33	11						5.09	1.35	9						5.28**	1.02	9					
6	People thinking that my work is important	Yes	5.16	1.55	8	EA	.917	.340	-1.78	.076	4.61**	1.51	10	EA	1.456	.232	-.818	.416	5.38***	1.34	6	EA	.761	.386	-.032	.975
		No	5.58	1.30	6						4.91**	1.24	11						5.39**	.98	8					
7	Others being helped through my work	Yes	5.74	1.14	5	EA	.204	.652	-.293	.770	5.24	1.16	5	EA	.309	.580	-1.71	.091	5.67	1.24	4	EA	1.519	.222	.627	.533
		No	5.80	1.14	5						5.74	1.01	4						5.44	1.34	7					
8	Feeling sure I will not lose my job	Yes	5.94	1.14	4	EA	.160	.690	.511	.610	5.73	1.14	4	EA	.881	.352	.948	.347	5.56	1.47	5	EA	.954	.333	-.856	.395
		No	5.85	1.16	4						5.43	1.31	6						5.89	1.18	4					
9	Being in charge of other workers	Yes	4.66	1.31	12	EN A	4.433	.037	1.27	.205	4.59	.87	11	EA	1.020	.316	-.093	.926	4.76	1.28	12	EA	.018	.892	.569	.571
		No	4.36	1.58	12						4.61	1.12	12						4.56	1.20	12					
10	Being free from having to work in my spare time	Yes	5.02	1.49	10	EA	.075	.784	.170	.865	4.95	1.14	9	EA	2.620	.111	-.286	.776	5.36**	1.38	7	EA	.520	.474	-.693	.491
		No	4.97	1.59	10						5.04	1.40	10						5.61**	1.14	6					
11	Being physically active in my work	Yes	5.21	1.30	7	EA	.012	.912	1.03	.301	5.00	1.16	8	EA	.041	.840	-.563	.576	4.84	1.28	10	EA	3.270	.075	-.822	.414
		No	5.00	1.27	9						5.17	1.23	8						5.17	1.69	10					
12	Working in pleasant surroundings	Yes	6.11	.94	3	EA	.324	.570	-.566	.572	6.05	1.02	3	EA	.940	.336	-.152	.880	6.00*	1.09	3	EA	1.211	.275	.700	.487
		No	6.19	.80	3						6.09	.85	3						5.78	1.26	4					

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 22 - The full details of Table 8.9: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

Items		Group	Feb 1997									Oct 1997									Oct 1998								
		Pre-Work	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
13	Formal qualifications	Yes	5.33	1.02	9	EA	.609	.438	-.355	.724	5.32*	1.08	9	EA	.340	.562	.196	.845	5.29	1.25	10	EA	.073	.788	.185	.854			
		No	5.43	1.12	9						5.26	1.14	9						5.22	1.40	10								
14	Practical experience	Yes	6.03	1.00	5	EA	.604	.440	-.855	.396	6.10	.97	5	EA	.025	.876	-.659	.512	6.22	.88	4	EA	.133	.717	-.460	.647			
		No	6.29	1.31	3=						6.26	.92	3						6.33	.84	2								
15	Performance at job interview	Yes	5.44	1.36	8	EA	.900	.346	-1.21	.229	5.34	1.30	8	ENA	6.686	.012	-.858	.394	5.49	1.29	8	EA	1.087	.301	-.033	.974			
		No	5.86	1.11	7						5.57	.79	7						5.50	.92	7								
16	Good references	Yes	5.70	1.05	7	EA	.006	.940	-.035	.972	5.59	.74	2	EA	.724	.398	.313	.755	5.62	1.09	7	EA	2.906	.093	1.831	.072			
		No	5.71	1.01	8						5.52	.85	8						5.00	1.50	9								
17	Your contacts	Yes	4.80	1.39	10	EA	.402	.528	-.809	.422	5.27	1.14	10	EA	1.142	.289	.836	.406	5.38	1.34	9	EA	.444	.508	.117	.907			
		No	5.10	1.41	10						5.00	1.38	10						5.33	1.41	8								
18	Your appearance	Yes	6.34	.91	3	EA	.125	.725	.225	.822	6.17***	1.02	4	ENA	5.671	.020	.948	.347	6.09	.92	5	EA	1.375	.246	1.137	.260			
		No	6.29	.96	3=						5.96	.77	5						5.78	1.11	5=								
19	Positive attitudes	Yes	6.60	.58	1	EA	.321	.573	.506	.615	6.44	.74	1	EA	.284	.596	.464	.644	6.42	.78	1	EA	.442	.509	.145	.885			
		No	6.52	.60	1						6.35	.78	2						6.39	.92	1								
20	High motivation	Yes	6.58	.58	2	EA	2.287	.135	1.13	.261	6.32	.82	2	EA	.069	.794	-.353	.725	6.29	.87	2=	EA	.332	.567	.045	.965			
		No	6.38	.80	2						6.39	.78	1						6.28	.96	3								
21	Liking for people	Yes	6.15	.80	4	EA	.021	.884	-.432	.667	6.20	.84	3	EA	.051	.822	.481	.632	6.29	.82	2=	EA	.048	.828	1.230	.223			
		No	6.24	.77	5						6.09	.90	4						6.00	.91	4								
22	Being outward going	Yes	5.84	1.08	6	EA	.059	.809	-.408	.685	5.76	.97	6	EA	.021	.886	.067	.947	5.96	1.07	6	EA	.861	.357	.575	.568			
		No	5.95	.92	6						5.74	.96	6						5.78	1.22	5=								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 23 - The full details of Table 8.10: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

Items	Group	Feb 1997									Oct 1997									Oct 1998								
		Prev Work	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail		
23 The decision to train for employment in the hospitality industry was an important one in my life	Yes		6.11	1.10	3	EA	.366	.546	.377	.707	5.46*	1.27	6	EA	.636	.428	-1.06	.290	5.58	1.25	2	EA	.003	.958	.391	.698		
	No		6.05	1.02	3						5.79*	1.06	1=						5.44*	1.15	3							
24 I fully discussed my choice of career with my closest friends and family	Yes		5.44	1.53	7	EA	1.249	.265	1.282	.202																		
	No		5.12	1.67	8																							
25 I am still as keen to work in the industry as when I chose this training programme	Yes										5.68	1.33	4	EA	2.610	.111	.912	.365	4.82**	1.63	8	EA	2.709	.105	-.155	.877		
	No										5.33	1.74	6						4.89*	1.28	6							
26 At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Yes		5.22	1.68	9	EA	.526	.469	-.192	.848																		
	No		5.27	1.60	7																							
27 I now know a very great deal more than before about the hospitality industry	Yes										5.73	1.03	3	EA	.256	.615	-.231	.818	5.84	.93	1	ENA	5.000	.029	-1.60	.116		
	No										5.79	.98	1=						6.17	.62	1							
28 I expect to work in the hospitality industry most of my working life	Yes		5.70	1.25	6	EA	.281	.597	3.084	.002	5.07**	1.57	10	EA	1.205	.276	1.242	.219	4.44*	1.66	13	EA	.023	.879	.122	.904		
	No		5.08	1.32	9						4.54**	1.82	11=						4.39	1.58	13							
29 I am proud to tell others that I am training to work in hospitality	Yes		6.31	.89	1	EA	.131	.717	.778	.438																		
	No		6.20	.92	8																							
30 Jobs in the hospitality industry involve more hard work than I previously realised	Yes										3.95	1.72	16	EA	2.488	.120	-1.43	.156	4.00	1.57	16	EA	.000	.989	-.386	.701		
	No										4.54	1.35	11=						4.17	1.50	15							
31 I would accept almost any job to stay in the hospitality industry	Yes		4.03	1.66	13	EA	1.041	.309	-.905	.367	2.90***	1.37	20	EA	.948	.334	-.607	.546	2.33***	1.57	22	EA	.165	.686	-1.01	.315		
	No		4.27	1.77	13						3.13	1.51	20						2.78**	1.59	20=							
32 People should not stay with the same employer for more than a few years	Yes		3.44	1.66	14	EA	.266	.606	.661	.509	3.63	1.13	18	EA	.634	.429	.420	.676	3.55	1.44	18	EA	.563	.456	1.014	.315		
	No		3.27	1.53	14						3.50	1.41	18						3.12	1.58	18							
33 I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Yes		5.23	1.64	8	EA	.888	.347	-.445	.657	4.66*	1.48	13	EA	.786	.379	.592	.556	4.76	1.51	9=	EA	.006	.939	-.298	.767		
	No		5.34	1.42	6						4.42*	1.77	14						4.88	1.45	7							
34 My personal values and attitudes towards work are similar to people already working in the industry	Yes		5.17	1.28	10	EA	.389	.534	3.360	.001	4.80	1.12	11	EA	.529	.470	.805	.424	4.57	1.19	11	EA	1.628	.207	-.277	.783		
	No		4.51	1.18	12						4.58	.97	10						4.67*	1.46	9=							
35 If I put a lot of effort into my job I will be well rewarded and get ahead	Yes		6.04	1.12	4	EA	.549	.460	1.240	.216	5.88	.93	1=	EA	1.666	.201	.669	.506	5.40	1.23	4	EA	1.236	.271	.031	.976		
	No		5.83	1.02	4						5.71	1.08	3						5.39	1.46	4							

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed. 3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$. 4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 23 (Contd.) - The full details of Table 8.10(Contd.): The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by previous work experience and between rounds.

	Items	Grouping	Feb 1997									Oct 1997									Oct 1998								
		Prev Work	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
36	Direct customer contact will provide a lot of job satisfaction	Yes	5.88	1.06	5	EA	.023	.879	1.311	.191	5.12***	1.38	9	EA	.087	.769	.475	.637	5.13	1.24	5	EA	.693	.409	1.466	.148			
		No	5.66	1.04	5						4.96***	1.27	8						4.61	1.38	11								
37	My classmates have similar expectations as me about their career prospects in hospitality	Yes									4.24	1.48	14	EA	.053	.819	-.790	.433	4.33	1.44	14	EA	.228	.635	.928	.357			
		No									4.54	1.44	11=						3.94*	1.51	17								
38	Customers respect hospitality staff and appreciate the effort that they make	Yes	4.59	1.50	12	EA	.436	.510	.067	.947	4.05***	1.30	15	EA	1.011	.319	.278	.782	3.33***	1.30	19	EA	.384	.538	.798	.428			
		No	4.58	1.37	11						3.96***	1.20	17						3.06**	1.11	19								
39	The hospitality industry is an exciting environment to work in	Yes	6.27	.83	2	EA	.089	.765	.540	.590	5.88***	.71	1=	ENA	4.876	.031	2.414	.021	5.42**	1.22	3	EA	.001	.980	-.233	.817			
		No	6.20	.87	1=						5.25***	1.15	7						5.50*	1.15	2								
40	Most hospitality jobs are done in physically pleasant surroundings	Yes	4.98	1.30	11	EA	.954	.330	.220	.826	4.71	1.27	12	EA	1.511	.224	1.192	.238	4.24**	1.51	15	EA	3.427	.069	.327	.744			
		No	4.94	1.22	10						4.33	1.13	16						4.11*	1.32	16								
41	Deciding on this career was a definite mistake on my part.	Yes									2.10	1.45	21	EA	3.774	.057	-1.04	.299	2.44*	1.57	21	EA	.265	.609	-.384	.702			
		No									2.54	1.96	21						2.61	1.50	22								
42	I don't really mind which organisation I work for as long as the job is interesting	Yes									5.37	1.32	7	EA	1.209	.276	-.544	.588	4.76*	1.60	9=	EA	.039	.844	-.051	.959			
		No									5.54	1.14	4						4.78*	1.44	8								
43	I expect to get promotion and pay increases more quickly than my classmates	Yes									3.56	1.52	19	EA	.017	.895	.579	.565	3.58**	1.90	17	ENA	9.889	.003		1.145			
		No									3.33	1.55	20						4.18*	1.19	14					1.483			
44	I would readily take a job in another industry if it will pay slightly more money	Yes									3.90	1.51	17	EA	.344	.560	-1.31	.193	4.51*	1.46	12	EA	.213	.646	-.112	.911			
		No									4.42	1.53	114						4.56	1.34	12								
45	Getting more qualifications will make it easier to get ahead	Yes									5.17	1.22	8	EA	.041	.841	-.898	.372	4.93	1.57	6	EA	1.256	.267	-.694	.490			
		No									5.46	1.28	5						5.22	1.26	5								
46	I am very satisfied with my choice of career in hospitality	Yes									5.49	1.38	5	EA	.087	.770	1.406	.165	4.84**	1.55	7	EA	.232	.632	.415	.680			
		No									4.96	1.60	8						4.67*	1.50	9=								
47	I am currently planning to change my career	Yes																	2.84	1.68	20	ENA	.018	.893	.153	.879			
		No																	2.78	1.52	20=								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 24 - The full details of Table 8.11: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends and relatives in the industry and between rounds.

	Items	Grouping	Feb 1997									Oct 1997									Oct 1998								
		Friend Famil	Means	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Means	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Means	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
1	Working with people who are friendly and understanding	Yes	6.56	.69	2	ENA	7.150	.008	-1.46	.147	6.26	.88	1	EA	2.582	.113	-.486	.628	6.46	.66	1	EA	1.745	.191	2.408	.019			
		No	6.70	.46	1						6.38	.62	2						5.94	1.11	1								
2	Developing and using my skills and abilities at work	Yes	6.57	.64	1	EA	3.661	.057	1.901	.059	6.02**	.88	3	EA	.023	.881	-1.64	.105	6.25	.81	2	ENA	5.599	.021	2.072	.051			
		No	6.35	.78	2						6.44	.89	1						5.56	1.34	2								
3	Making or doing something original through my work	Yes	5.38	1.16	7	EA	.305	.581	.609	.543	5.14	1.10	7	EA	.400	.529	.452	.653	5.21	1.03	9	ENA	5.115	.027	1.765	.091			
		No	5.26	1.07	6						5.00	1.10	7						4.56	1.46	9								
4	Earning large amounts of money as the reward for my work	Yes	5.23	1.22	8	EA	.006	.938	2.255	.025	5.35	1.16	6	EA	.735	.394	.866	.390	5.60	1.12	7	EA	2.461	.121	.922	.360			
		No	4.74	1.31	10						5.06	1.06	6						5.28	1.71	4								
5	Living life my own way and not having it determined by my work	Yes	4.81	1.41	11	EA	.157	.692	.713	.477	4.73	1.32	11	EA	.018	.893	.295	.769	5.00	1.24	10	EA	.612	.437	.318	.751			
		No	4.63	1.51	11						4.63*	1.20	10						4.89***	1.45	7								
6	People thinking that my work is important	Yes	5.40	1.40	6	EA	3.213	.075	1.923	.056	4.86**	1.43	10	EA	.016	.901	1.351	.181	5.67**	1.07	5	EA	2.518	.117	3.630	.001			
		No	4.91	1.70	9						4.31	1.30	11						4.50**	1.50	10								
7	Others being helped through my work	Yes	5.81	1.16	5	EA	.121	.729	1.405	.162	5.39*	1.17	5	EA	.439	.510	-.347	.730	5.61	1.19	6	EA	2.484	.119	1.595	.115			
		No	5.53	1.08	5						5.50	.97	4						5.06	1.59	6								
8	Feeling sure I will not lose my job	Yes	5.94	1.15	4	EA	.011	.917	.631	.529	5.69	1.12	4	EA	3.278	.075	.744	.460	5.96	1.13	4	ENA	9.922	.002	2.376	.027			
		No	5.81	1.12	4						5.44	1.41	5						4.83	1.92	8								
9	Being in charge of other workers	Yes	4.56	1.42	12	EA	.310	.579	.190	.850	4.67	.94	12	EA	.523	.472	1.536	.130	4.96	1.24	11	EA	.250	.619	1.718	.090			
		No	4.51	1.33	12						4.25	1.00	12						4.39	1.24	12								
10	Being free from having to work in my spare time	Yes	5.01	1.54	10	EA	.494	.483	.070	.944	5.04	1.19	8=	EA	.738	.394	.467	.642	5.56**	1.31	8	EA	.341	.561	.915	.363			
		No	4.99	1.45	8						4.88	1.36	8=						5.22**	1.56	5								
11	Being physically active in my work	Yes	5.11	1.37	9	EA	1.379	.242	-.354	.724	5.04	1.22	8=	EA	.041	.840	.449	.655	4.84	1.46	12	EA	.508	.478	.023	.982			
		No	5.19	1.10	7						4.88	1.45	8=						4.83	1.25	11								
12	Working in pleasant surroundings	Yes	6.14	.91	3	EA	.157	.693	.171	.865	6.04*	.96	2	EA	.118	.733	-.306	.761	6.11	1.01	3	ENA	4.852	.031	1.919	.068			
		No	6.12	.85	3						6.13	.96	3						5.33	1.61	3								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 25 - The full details of Table 8.12: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends and relatives in the industry and between rounds.

	Items	Group	Feb 1997										Oct 1997										Oct 1998									
		Friend Famil	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail						
13	Formal qualifications	Yes	5.47	1.06	9	EA	.246	.622	1.141	.258	5.35*	1.05	9	EA	.258	.614	.899	.372	5.33	1.11	10	EA	3.279	.074	.335	.738						
		No	5.13	1.02	9						5.06	1.24	10						5.22	1.56	10											
14	Practical experience	Yes	6.21	1.14	4	EA	.380	.540	1.460	.149	6.16	.92	3	EA	.008	.929	.140	.889	6.33	.83	3	EA	.279	.599	.253	.801						
		No	5.75	.93	5						6.13	1.02	4						6.28	.75	2											
15	Performance at job interview	Yes	5.65	1.31	8	EA	.214	.645	1.076	.286	5.37	1.15	8	EA	.056	.814	-.970	.336	5.49	1.30	7=	EA	.255	.615	-.523	.602						
		No	5.25	1.24	8						5.69	1.14	7						5.67	1.03	7=											
16	Good references	Yes	5.80	1.11	7	ENA	6.228	.015	1.634	.109	5.51	.74	7	EA	1.888	.174	-.500	.619	5.49	1.20	7=	EA	.025	.876	-.538	.592						
		No	5.44	.63	7						5.63	.96	8						5.67	1.24	7=											
17	Your contacts	Yes	4.98	1.41	10	EA	.143	.707	1.196	.236	5.10	1.31	10	EA	.575	.451	-.592	.556	5.37	1.37	9	EA	.994	.322	-.202	.841						
		No	4.50	1.37	10						5.31	.95	9						5.44	1.46	9											
18	Your appearance	Yes	6.36	.89	3	EA	.187	.667	.884	.380	6.10**	1.01	4=	ENA	4.318	.042	.178	.860	5.96	1.09	5=	EA	.000	.991	.070	.944						
		No	6.13	1.02	4						6.06	.68	5						5.94	1.06	5											
19	Positive attitudes	Yes	6.57	.61	1	EA	.141	.709	.398	.692	6.43	.79	1	EA	2.240	.139	.537	.593	6.47	.73	1	EA	1.072	.304	.667	.507						
		No	6.50	.63	1						6.31	.60	3						6.33	.91	1											
20	High motivation	Yes	6.53	.67	2	EA	.000	.988	.486	.629	6.33	.85	2	EA	1.188	.280	-.210	.834	6.37	.77	2	EA	3.680	.059	1.116	.268						
		No	6.44	.63	2						6.38	.62	1=						6.11	1.08	3											
21	Liking for people	Yes	6.19	.80	5	EA	.166	.685	.011	.991	6.10	.90	4=	EA	.049	.825	-1.10	.273	6.25	.81	4	EA	.145	.704	.837	.405						
		No	6.19	.75	3						6.38	.72	1=						6.06	.94	4											
22	Being outward going	Yes	5.94	1.00	6	EA	.002	.966	1.075	.286	5.69	.98	6	EA	1.988	.163	-1.10	.274	5.96	1.02	5=	ENA	4.707	.033	.737	.468						
		No	5.63	1.09	6						6.00	.89	6						5.72	1.27	6											

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 26 - The full details of Table 8.13: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends and relatives in the industry and between rounds.

	Items	Group	Feb 1997								Oct 1997								Oct 1998							
		Friend	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail
23	The decision to train for employment in the hospitality industry was an important one in my life	Yes	6.14	1.09	3	EA	.067	.796	1.107	.270	5.74*	1.12	3	EA	.238	.627	1.833	.072	5.56*	1.25	3	EA	.873	.353	1.441	.154
		No	5.93	1.01	4						5.13*	1.31	4=						5.06	1.43	3					
24	I fully discussed my choice of career with my closest friends and family	Yes	5.33	1.56	7	EA	.939	.334	.171	.864																
		No	5.28	1.74	7																					
25	I am still as keen to work in the industry as when I chose this training programme	Yes									5.70	1.36	4=	ENA	4.115	.047	1.528	.142	5.09*	1.52	6	EA	1.146	.288	2.192	.032
		No									4.94	1.84	7						4.22**	1.26	13					
26	At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Yes	5.32	1.69	8	EA	3.615	.059	.802	.423																
		No	5.09	1.39	9=																					
27	I now know a very great deal more than before about the hospitality industry	Yes									5.78	1.00	2	EA	.051	.821	.538	.592	5.98	.97	1	EA	3.046	.085	.379	.706
		No									5.63	1.02	2						5.89	.68	1					
28	I expect to work in the hospitality industry most of my working life	Yes	5.56	1.29	6	EA	.084	.772	1.048	.296	4.92**	1.65	10	EA	.098	.755	.610	.544	4.54	1.59	13	EA	.588	.446	1.267	.209
		No	5.33	1.32	6						4.63**	1.78	9						4.00	1.57	15					
29	I am proud to tell others that I am training to work in hospitality	Yes	6.33	.83	1	EA	.381	.538	1.397	.164																
		No	6.12	1.10	2=																					
30	Jobs in the hospitality industry involve more hard work than I previously realised	Yes									4.32	1.66	15	EA	.734	.395	1.674	.099	4.44	1.57	14	EA	.181	.672	1.543	.127
		No									3.53	1.36	15						3.78	1.63	16					
31	I would accept almost any job to stay in the hospitality industry	Yes	4.06	1.72	13	EA	.374	.542	-.635	.526	3.00***	1.51	20	EA	2.175	.145	.306	.761	2.72***	1.66	21	EN A	7.354	.008	2.200	.033
		No	4.24	1.61	13						2.88***	1.09	20						2.00**	1.03	22					
32	People should not stay with the same employer for more than a few years	Yes	3.32	1.68	14	ENA	4.318	.039	-.851	.398	3.54	1.28	19	EA	.013	.910	-.061	.951	3.34	1.42	19	EA	.063	.802	-.972	.334
		No	3.53	1.42	14						3.56	1.26	14						3.72	1.56	17					
33	I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Yes	5.25	1.61	9	EA	.870	.352	.153	.878	4.56*	1.66	13	EA	.155	.695	.393	.696	4.91	1.47	10	EA	.855	.358	1.281	.204
		No	5.21	1.52	8						4.38*	1.59	13=						4.39	1.61	8=					
34	My personal values and attitudes towards work are similar to people already working in the industry	Yes	4.97	1.26	10	EA	.333	.565	.499	.618	4.82	.94	11	EA	2.174	.145	1.470	.147	4.71	1.22	11	EA	.046	.832	1.248	.216
		No	4.86	1.42	11						4.38	1.36	13=						4.29*	1.21	12					
35	If I put a lot of effort into my job I will be well rewarded and get ahead	Yes	5.93	1.15	4	ENA	9.026	.003	-1.14	.255	5.82	1.00	1	EA	.103	.749	.247	.806	5.70	1.16	2	EA	1.137	.290	2.475	.016
		No	6.12	.88	2=						5.75	.93	1						4.89	1.37	5=					

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed. 3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns. 5. Rankings based on order of means

APPENDIX 26 (Contd.) - The full details of Table 8.13(Contd.): The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by friends and relatives in the industry and between rounds.

	Items	Grouping	Feb 1997								Oct 1997								Oct 1998							
		Friendship	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail
36	Direct customer contact will provide a lot of job satisfaction	Yes	5.82	1.06	5	EA	.100	.752	.266	.791	5.10***	1.33	9	EA	.077	.782	.586	.560	5.02	1.33	7	EA	.743	.392	.376	.708
		No	5.77	1.07	5						4.88	1.36	9						4.89	1.02	5=					
37	My classmates have similar expectations as me about their career prospects in hospitality	Yes									4.44	1.58	14	ENA	4.073	.048	.962	.341	4.29	1.45	16	EA	.059	.809	-.214	.831
		No									4.13	.96	12						4.38	1.54	10					
38	Customers respect hospitality staff and appreciate the effort that they make	Yes	4.59	1.48	12	EA	.296	.587	.303	.762	4.02***	1.19	17	EA	2.323	.132	.395	.694	3.44**	1.32	18	EA	.231	.632	1.882	.064
		No	4.51	1.40	12						3.88	1.54	17=						2.78**	1.22	20					
39	The hospitality industry is an exciting environment to work in	Yes	6.24	.85	2	EA	.094	.759	.388	.698	5.70***	.84	4=	EA	1.254	.267	.973	.334	5.47**	1.24	4	EA	.024	.877	.580	.564
		No	6.19	.96	1						5.44	1.21	3						5.28*	1.27	2					
40	Most hospitality jobs are done in physically pleasant surroundings	Yes	4.92	1.34	11	ENA	4.559	.034	-.911	.365	4.60***	1.23	12	EA	.079	.779	.106	.916	4.39*	1.53	15	EA	.000	.988	.525	.601
		No	5.09	1.00	9=						4.56	1.26	14						4.17*	1.58	14					
41	Deciding on this career was a definite mistake on my part.	Yes									2.14	1.48	21	ENA	8.112	.006	-1.17	.255	2.44*	1.56	22	EA	1.960	.166	.121	.904
		No									2.81	2.14	21						2.39*	1.38	21					
42	I don't really mind which organisation I work for as long as the job is interesting	Yes									5.50	1.13	6	EA	2.399	.126	1.043	.301	4.93*	1.52	9	EA	.006	.937	1.430	.157
		No									5.13	1.59	4=						4.33*	1.61	11					
43	I expect to get promotion and pay increases more quickly than my classmates	Yes									3.58	1.59	18	EA	3.884	.053	1.049	.298	3.98*	1.75	7	EA	.002	.968	.585	.560
		No									3.13	1.20	19						3.71**	1.53	18					
44	I would readily take a job in another industry if it will pay slightly more money	Yes									4.18	1.53	16	EA	.051	.821	.696	.489	4.56*	1.48	12	EA	.879	.352	.439	.662
		No									3.88	1.50	17=						4.39*	1.38	8=					
45	Getting more qualifications will make it easier to get ahead	Yes									5.38	1.23	8	EA	.015	.903	1.070	.288	5.14	1.37	5	EA	.243	.623	.364	.717
		No									5.00	1.26	6						5.00	1.61	4					
46	I am very satisfied with my choice of career in hospitality	Yes									5.48	1.27	7	ENA	8.688	.004	1.782	.091	4.98**	1.61	8	EA	1.844	.179	1.043	.301
		No									4.56	1.93	10=						4.56*	1.15	7					
47	I am currently planning to change my career	Yes																	2.93	1.70	20	EA	.390	.534	.588	.558
		No																	2.67	1.50	19					

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed. 3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns. 5. Rankings based on order of means

APPENDIX 27 - The full details of Table 8.14: The mean scores, standard deviations and rankings for Section One of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.

	Items	Grouping	Feb 1997									Oct 1997									Oct 1998								
		Know	Mean s	SD	Rank ing	E.V.	L's Test	Sig	t-test	Sig 2tail	Means	SD	Rank ing	E.V.	L's Test	Sig	t-test	Sig 2tail	Means	SD	Rank ing	E.V.	L's Test	Sig	t-test	Sig 2tail			
1	Working with people who are friendly and understanding	Good	6.64	.62	2	EA	1.187	.277	1.132	.259	6.21	.83	1	EA	.030	.862	-.624	.535	6.58	.56	1	EA	3.088	.084	2.019	.048			
		Limited	6.53	.68	1						6.34*	.81	1							6.19	.93	1							
2	Developing and using my skills and abilities at work	Good	6.66	.63	1	EN	5.617	.019	3.174	.002	6.15*	.91	2	EA	.155	.695	.189	.850	6.35	.84	2	EA	.084	.773	1.763	.083			
		Limited	6.35	.70	2						6.11*	.89	2=							5.97	.90	2							
3	Making or doing something original through my work	Good	5.44	1.22	6	EA	2.023	.157	1.154	.250	5.33	1.07	6	EA	.060	.808	1.416	.162	5.19	1.08	9	EA	.175	.677	1.038	.303			
		Limited	5.25	1.03	7						4.95	1.09	9							4.91	1.12	10=							
4	Earning large amounts of money as the reward for my work	Good	5.27	1.24	7	EA	.447	.504	1.924	.056	5.04	1.22	7	EA	.009	.927	-1.44	.154	5.52	1.57	6	EN A	4.243	.044	.696	.490			
		Limited	4.93	1.24	9						5.45	1.06	5							5.28	1.05	8							
5	Living life my own way and not having it determined by my work	Good	4.86	1.48	11	EA	.010	.921	1.093	.276	4.37	1.18	12	EA	.551	.461	-1.81	.074	4.94***	.93	10	EA	3.052	.086	.106	.916			
		Limited	4.63	1.38	11						4.95	1.31	9=							4.91	1.23	10=							
6	People thinking that my work is important	Good	5.24	1.54	8	EA	.712	.400	-.483	.630	4.48**	1.72	10=	EN A	7.426	.008	-1.09	.281	5.45**	1.50	7	EN A	4.106	.047	.440	.662			
		Limited	5.35	1.42	6						4.89**	1.13	11							5.31**	.93	7							
7	Others being helped through my work	Good	5.77	1.23	5	EA	2.016	.157	.205	.838	5.41	1.28	5	EA	.256	.615	-.048	.962	5.77	1.33	5	EA	.032	.859	1.058	.294			
		Limited	5.73	1.03	5						5.42	1.00	6							5.44	1.19	5							
8	Feeling sure I will not lose my job	Good	5.97	1.12	4	EA	.088	.767	.787	.432	5.59	1.19	4	EA	.029	.866	-.216	.830	5.81	1.42	4	EA	.386	.537	.871	.387			
		Limited	5.84	1.16	4						5.66	1.21	4							5.50	1.37	4							
9	Being in charge of other workers	Good	4.70	1.41	12	EA	.335	.564	1.542	.125	4.48	.89	10=	EA	.172	.680	-.613	.542	4.84	1.39	11	EA	.295	.589	.873	.386			
		Limited	4.39	1.38	12						4.63	1.02	12							4.56	1.11	12							
10	Being free from having to work in my spare time	Good	5.07	1.54	10	EA	.433	.511	.691	.490	4.93	1.24	8	EA	.044	.834	-.408	.684	5.45**	1.31	7=	EA	.001	.977	.136	.893			
		Limited	4.92	1.49	10						5.05	1.23	8							5.41**	1.34	6							
11	Being physically active in my work	Good	5.17	1.36	9	EA	.103	.748	.419	.675	4.85	1.49	9	EA	3.178	.079	-.787	.434	4.77	1.43	12	EA	.004	.950	-.904	.370			
		Limited	5.09	1.25	8						5.11	1.11	7							5.09	1.38	9							
12	Working in pleasant surroundings	Good	6.15	.89	3	EA	.005	.945	.239	.811	6.00	1.00	3	EA	.049	.825	-.437	.663	6.10	1.14	3	EA	.200	.657	1.106	.273			
		Limited	6.12	.91	3						6.11	.92	2=							5.78	1.13	3							

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 28 - The full details of Table 8.15: The mean scores, standard deviations and rankings for Section Two of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.

	Items	Group	Feb 1997									Oct 1997									Oct 1998								
		Know	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail			
13	Formal qualifications	Good	5.29	1.18	9	EA	.613	.436	-.633	.529	5.33*	.96	9	EA	1.954	.167	.347	.730	5.52	1.23	9	EA	.259	.613	1.513	.136			
		Limited	5.46	.96	8=						5.24	1.20	10						5.03	1.31	10								
14	Practical experience	Good	6.16	1.09	6	EA	.030	.863	.366	.716	6.33	.92	3	EA	.026	.872	1.306	.196	6.16	.82	5	EA	.510	.478	-.839	.405			
		Limited	6.05	1.13	5						6.03	.94	4						6.34	.90	1								
15	Performance at job interview	Good	5.53	1.41	8	EA	.051	.822	-.102	.919	5.59	1.28	7=	EA	.632	.430	.867	.389	5.61	1.36	8	EA	.230	.633	.791	.432			
		Limited	5.57	1.21	7						5.34	1.05	8						5.38	1.01	8								
16	Good references	Good	6.03	.91	7	EA	2.055	.157	2.353	.022	5.59	.84	7=	EA	.218	.642	.462	.646	5.81	1.17	7	EA	.388	.535	2.361	.021			
		Limited	5.46	1.04	8=						5.50	.76	7						5.09	1.23	9								
17	Your contacts	Good	5.10	1.57	10	EA	.119	.731	1.235	.221	5.00	1.30	10	EA	.002	.967	-.850	.399	5.19	1.51	10	EA	1.213	.275	-.994	.324			
		Limited	4.68	1.25	10						5.26	1.18	9						5.53	1.16	8								
18	Your appearance	Good	6.50	.82	2=	EA	.136	.713	1.550	.126	6.52*	.64	1=	EA	3.918	.052	3.351	.001	6.26	.82	4	EA	3.129	.082	2.105	.039			
		Limited	6.15	.98	4						5.79	.99	5						5.75	1.08	6								
19	Positive attitudes	Good	6.67	.54	1	EA	3.830	.055	1.422	.160	6.52	.75	1=	EA	.193	.662	1.081	.284	6.52	.72	1	EA	.944	.335	.990	.326			
		Limited	6.46	.65	2						6.32	.74	2						6.31	.90	2								
20	High motivation	Good	6.50	.63	2=	EA	.106	.745	-.082	.935	6.30	.91	4	EA	1.375	.245	-.358	.722	6.35	.84	2	EA	.386	.537	.605	.547			
		Limited	6.51	.69	1						6.37	.71	1						6.22	.94	3								
21	Liking for people	Good	6.22	.77	5	EA	.062	.804	.317	.752	6.11	.89	5	EA	.002	.963	-.457	.649	6.32	.65	3	ENA	7.325	.009	1.082	.284			
		Limited	6.16	.80	3						6.21	.84	3						6.09	1.00	4								
22	Being outward going	Good	6.14	.99	3	EA	1.462	.231	1.975	.053	5.81	1.04	6	EA	1.050	.309	.319	.751	5.87	1.15	6	EA	.384	.538	-.238	.813			
		Limited	5.65	1.01	6						5.74	.92	6						5.94	1.08	5								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed.

3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means

APPENDIX 29 - The full details of Table 8.16: The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.

Items	Group	Feb 1997									Oct 1997									Oct 1998								
		Know	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail		
23 The decision to train for employment in the hospitality industry was an important one in my life	Good	6.10	1.18	3	ENA	4.397	.037	.040	.968	5.68*	1.22	5	EA	.009	.926	.511	.611	5.45*	1.43	2=	EA	1.315	.256	-.563	.576			
	Limit	6.09	.94	3						5.53*	1.18	4						5.63*	.98	2								
24 I fully discussed my choice of career with my closest friends and family	Good	5.39	1.63	7	EA	.146	.703	.647	.519																			
	Limit	5.24	1.55	8																								
25 I am still as keen to work in the industry as when I chose this training programme	Good									5.71	1.30	4	EA	1.365	.247	.918	.362	4.90*	1.58	9	EA	.179	.674	.315	.754			
	Limit									5.37	1.65	5						4.78**	1.50	7								
26 At the time I decided to train for the hospitality industry there were other occupations that I could easily have chosen	Good	5.36	1.58	8	EA	.666	.415	1.023	.307																			
	Limit	5.11	1.73	9																								
27 I now know a very great deal more than before about the hospitality industry	Good									5.75	1.04	2=	EA	1.115	.295	.053	.958	5.87	.96	1	EA	1.814	.183	-.593	.555			
	Limit									5.74	.98	2						6.00	.76	1								
28 I expect to work in the hospitality industry most of my working life	Good	5.70	1.33	6	EA	.763	.383	2.199	.029	5.04**	1.45	10	EA	2.028	.159	.777	.440	4.65	1.60	12	EA	.018	.895	1.043	.301			
	Limit	5.29	1.23	6						4.71**	1.83	10						4.22*	1.64	14								
29 I am proud to tell others that I am training to work in hospitality	Good	6.28	.96	1=	EA	2.622	.107	-.019	.985																			
	Limit	6.28	.82	1																								
30 Jobs in the hospitality industry involve more hard work than I previously realised	Good									3.81	1.64	17	EA	.045	.832	-1.36	.176	4.03	1.56	15	EA	.000	.995	-.077	.939			
	Limit									4.37	1.58	15						4.06	1.54	16								
31 I would accept almost any job to stay in the hospitality industry	Good	4.09	1.63	13	EA	2.106	.148	-.199	.843	2.86***	1.38	20	EA	.401	.529	-.552	.583	2.55**	1.77	20	EA	1.232	.271	.434	.666			
	Limit	4.14	1.77	13						3.05***	1.45	20						2.38**	1.39	21								
32 People should not stay with the same employer for more than a few years	Good	3.23	1.67	14	EA	.512	.475	-1.30	.193	3.43	1.20	18	EA	.233	.631	-.640	.524	3.39	1.56	18	EA	.451	.505	-.209	.835			
	Limit	3.54	1.56	14						3.63	1.32	18						3.47	1.41	18								
33 I expect that my future supervisors will always acknowledge my efforts and be understanding if I make a mistake	Good	5.17	1.70	9	EA	1.919	.168	-.717	.474	4.50*	1.67	13	EA	.032	.859	-.064	.949	5.00	1.39	6	EA	.644	.425	1.115	.269			
	Limit	5.34	1.45	7						4.53*	1.62	14						4.58	1.57	10								
34 My personal values and attitudes towards work are similar to people already working in the industry	Good	5.04	1.49	10	ENA	10.03	.002	1.022	.308	4.79	1.07	11	EA	.017	.896	.480	.633	4.68	1.40	11	EA	.554	.459	.501	.618			
	Limit	4.85	1.01	11						4.66	1.07	11						4.52*	1.12	12								
35 If I put a lot of effort into my job I will be well rewarded and get ahead	Good	5.98	1.17	4	EA	3.069	.081	.128	.898	5.79	1.03	1	EA	.117	.734	-.122	.903	5.45	1.34	2=	EA	.003	.956	.330	.743			
	Limit	5.96	.99	4						5.82	.95	1						5.34	1.26	4								

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances.

2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed. 3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns. 5. Rankings based on order of means

APPENDIX 29 (Contd.) - The full details of Table 8.16(Contd.): The mean scores, standard deviations and rankings for Section Three of the survey for each round of data collection for year one NDHM and BHM respondents together, identifying significant differences by industry knowledge and between rounds.

Items	Group	Feb 1997										Oct 1997										Oct 1998									
		Know	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail	Mean	SD	Ranking	E.V.	L's Test	Sig	t-test	Sig 2tail					
36 Direct customer contact will provide a lot of job satisfaction	Good		5.85	1.12	5	EA	1.908	.169	.680	.497	5.14***	1.41	9	EA	.333	.566	.508	.613	4.84	1.37	10	EA	.537	.466	-.880	.382					
	Limited		5.75	.99	5						4.97***	1.28	9						5.13	1.21	5										
37 My classmates have similar expectations as me about their career prospects in hospitality	Good										4.11	1.47	14	EA	.049	.826	-1.23	.221	3.93	1.53	18	EA	.132	.718	-1.48	.143					
	Limited										4.55	1.43	13						4.48	1.36	13										
38 Customers respect hospitality staff and appreciate the effort that they make	Good		4.51	1.60	12	ENA	4.719	.031		.506	3.86***	1.21	16	EA	.024	.877	-.698	.488	3.19**	1.14	19	EA	.838	.364	-.377	.708					
	Limited		4.65	1.28	12						4.08***	1.32	17						3.31**	1.35	19										
39 The hospitality industry is an exciting environment to work in	Good		6.28	.93	1=	EA	2.615	.108	.787	.432	5.75***	.70	2=	ENA	4.146	.046	.897	.373	5.45*	1.21	2=	EA	.383	.538	.047	.963					
	Limited		6.18	.80	2						5.55***	1.08	3						5.44**	1.19	3										
40 Most hospitality jobs are done in physically pleasant surroundings	Good		4.94	1.37	11	ENA	5.178	.024		.774	4.54	1.17	12	EA	.061	.806	-.311	.757	4.23*	1.43	14	EA	.103	.750	.104	.918					
	Limited		4.99	1.15	10						4.63	1.28	12						4.19*	1.49	15										
41 Deciding on this career was a definite mistake on my part.	Good										1.86	1.27	21	ENA	8.723	.004	-2.00	.049	2.52*	1.59	21	EA	.270	.605	.121	.904					
	Limited										2.63	1.87	21						2.47*	1.52	20										
42 I don't really mind which organisation I work for as long as the job is interesting	Good										5.50	1.26	6=	EA	.059	.810	.503	.616	4.97*	1.54	7=	EA	.051	.822	1.044	.301					
	Limited										5.34	1.26	7						4.56*	1.54	11										
43 I expect to get promotion and pay increases more quickly than my classmates	Good										3.39	1.47	19	EA	.003	.956	-.352	.726	3.97**	1.94	16	EA	1.217	.274	1.019	.312					
	Limited										3.53	1.56	14						3.52**	1.52	17										
44 I would readily take a job in another industry if it will pay slightly more money	Good										4.04	1.43	15	EA	1.074	.304	-.320	.750	4.39	1.41	13	EA	.153	.697	-.753	.454					
	Limited										4.16	1.60	16						4.66*	1.43	8										
45 Getting more qualifications will make it easier to get ahead	Good										5.25	1.24	8	EA	.163	.688	-.212	.833	5.03	1.64	5	EA	3.199	.079	.085	.932					
	Limited										5.32	1.25	6						5.00	1.34	6										
46 I am very satisfied with my choice of career in hospitality	Good										5.50	1.20	6=	EA	1.546	.218	1.136	.260	4.97*	1.58	7=	EA	.458	.501	.890	.377					
	Limited										5.08	1.67	8						4.63**	1.48	9										
47 I am currently planning to change my career	Good																		2.71	1.57	19	EA	.009	.926	-.554	.581					
	Limited																		2.94	1.68	21										

Notes: 1. Inter-group differences shown in 'Sig. 2 tail' are based on independent samples t-test using Levene's Test to determine the equality of variances. 2. Equality of Variance (E.V.) is shown as EA = equality of variance is assumed; ENA = equality of variance is not assumed. 3. Level of significance indicated as * = p<0.05; ** = p<0.01; *** = p<0.001.

4. Significant differences based on paired t-tests between rounds are bolded in the second of the two periods columns.

5. Rankings based on order of means