Barriers to Access: Identifying the Perceived Barriers to Participation in Tertiary Education Among Hospitality Employees

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Declaration of Originality

This thesis contains no material which has been accepted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in the text.

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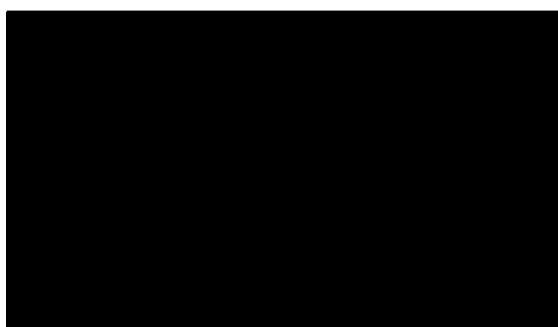
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Abstract

The absence of educational qualification criteria for employment in many areas of the hospitality industry results in an industry comprised of employees from diverse educational backgrounds. Despite the availability of opportunities to study at tertiary institutions which is likely to enhance promotional prospects and aid transition to a managerial or professional level, a number of potential barriers have been identified which deter some employees from taking advantage of these study opportunities. These barriers, which are categorised as informational, situational, financial, institutional or dispositional, need to be examined further if the industry is to provide a highly educated workforce capable of supplying the standards of service required for continued growth within the sector.

Using a theoretical sampling framework, 16 different categories of employee in the industry were identified. Selected respondents were interviewed in order to explore their perceptions of the barriers which deter them from enrolling in tertiary courses.

Among the implications of this study is a suggestion that tertiary institutions increase access for these potential students by modifying existing arrangements to cater to their special needs. In so doing, institutions might be able to increase the number of experienced industry personnel in their student population, and, so enhance their contribution to the future development of the industry.

The research questions

The significance of barriers was investigated by means of research questions which were presented to respondents in order to determine whether these factors were reflected within the hospitality industry in Melbourne. A questionnaire was first used to explore, in a peripheral way, individual's perceived barriers to enrolment. Responses then allowed a separate interview schedule to be developed for each respondent which incorporated themes which they had identified in addition to six pre-determined questions.

The sample

Industry personnel were selected from a wide range of positions, all of whom had hitherto failed to access the tertiary education system. In order to take into account individual differences identified in previous empirical works, a theoretical sampling framework was developed. This technique involves selecting respondents on the basis of relevant issues, categories and themes which appear to be critical to the study. One of the benefits of the theoretical sampling process is that it allows the investigator to revise the sample selection procedure in light of themes that emerge during the investigation which may not have previously been accounted for. The method was also deemed appropriate in this study because of difficulties in achieving a representative sample within such a diverse industry.

Data collection

The sampling framework identified 16 different categories of employee. These categories allowed for differences in gender, degree of family responsibility, position within the industry and levels of educational success. Only 12 of the identified categories however, were found to be available within the industry in Melbourne. One individual within each category was selected for interview and the resulting data was analysed at both individual and group levels.

Findings

A number of barriers to enrolment in tertiary education were identified by the study. These barriers range from a lack of finance to deeper level perceptions of the culture and environment within institutions in which hospitality education is conducted. Some of these barriers were found to be more pronounced among certain sub-groups within the industry, particularly those with partners or dependants. A number of these barriers could conceivably be removed, or at least their effects minimised, if some support was provided by employers, educational institutions and the government. Such initiatives would expand opportunities for industry employees to engage in tertiary study.

Conclusions

The results of this study have suggested that progress past operative level within the hospitality industry is perceived by respondents to be virtually impossible without a formal educational qualification. As a result, those who are engaged in the industry without educational qualifications are perceived to be at a distinct disadvantage when it comes to promotion. This situation is likely to result in the loss of some of the industry's educationally motivated and competent personnel whose careers are seen to be thwarted by barriers to enrolment. The study has implications for educational institutions in terms of marketing and the provision of access to education. It is also suggested that, without improved access to education and training, economic growth within this sector is likely to be constrained, with resulting implications for major tourism events such as the Olympics in the year 2000.

Chapter 1   Introduction

1.1 Background to the study

The absence of educational qualification criteria for employment in many areas of the hospitality industry, results in an industry comprised of employees from diverse educational backgrounds. This open entry, however, mitigates against unqualified employees as they seek career advancement, often resulting in loss of experienced personnel from the industry with subsequent implications for training new personnel. Although opportunities now exist to study at tertiary institutions which would enhance promotional prospects and aid transition to a managerial or professional level, it is likely that many industry employees do not take advantage of these educational opportunities. A UK investigation, for example, examined career advancement among hospitality employees and found that 64% of experienced hospitality staff had never progressed past operative level (Knight 1971). One explanation for this is a possible connection between promotion and a formal qualification in hospitality studies. A further breakdown of Knight's report reveals that gender is also likely to have an impact on the issue of employee promotion. This is concluded because, whilst 45% of experienced male employees failed to progress past operative level, the figure for females reached a staggering 74%. In trying to attach some meaning to this information, there once again would appear to be an educational link. This association is proposed because Knight (1971) also found that only 15% of those industry employees who were surveyed claimed some form of formal qualification. Further evidence of an educational implication may be detected in a report by the UK Hotel and Catering Industry Training Board (HCITB 1983) which disclosed that men were twice as likely to possess an industry qualification as women. Whilst both of these studies were conducted in the UK, Wood (1992) has

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reviewed a number of empirical works, (one of which reported on the hospitality industry in Victoria), and he asserts that the industry profile in Australia is very similar to that of the UK and other countries. He contends that, 'Insofar as it is possible to assess, the problems and experiences of the UK hospitality industry workforce are not unique, but are repeated on an international scale' (Wood 1992, p.154). This view is confirmed by Mars, Bryant & Mitchell who, whilst recognising some obvious cultural variations, contend that '...many of the social and economic problems of the industry tend to have general applicability'(1979, p.153).

According to Wood (1994) '...There is evidence that, in the corporate sector at least, formal qualifications and formal training of employees at all levels has gained in importance' (p.166). An understanding of the reticence shown by potential students engaged in the industry in Melbourne to enrol in formal award bearing courses would, therefore, give tertiary institutions insights which would aid in the development of programs to cater to their special needs, and hence stimulate and strengthen the long term development of the hospitality industry.

No investigation has previously been undertaken at the local level as to why these employees do not choose to enrol in available courses. Such an investigation could illuminate whether they perceive that there are barriers (real or imagined) to enrolment, and, if they are identified, allow educational institutions the opportunity to tailor appropriate programs and modes of delivery for these personnel. This would also assist universities to meet national criteria for increased access to higher education (Dawkins 1988a).

It is believed that retention of experienced personnel within the hospitality industry will generate a significant change in the culture of the industry (Toomey & O'Mahony 1996; Industry Commission 1995). This will also promote significantly reduced overheads for on the job training, increased service efficiency and quality thus stimulating the earning potential at all levels of the industry.

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1.1.1 Educational opportunities available to hospitality employees

There are currently two educational streams available to hospitality employees in Melbourne. These are colleges of Technical and Further Education (TAFE) offering certificate, associate diploma, diploma and advanced diploma courses, and Universities which offer degree and higher degree courses. The opportunities for study at both levels are wide and varied (see Table 1.1).

Courses Conducted at TAFE Colleges	Courses Conducted at Universities
Accounting	Accounting
Business	Administration
Baking	Business
Computer Studies	Commerce
Cookery	Computing
Engineering	Economics
Food and Beverage studies	Education and Training
Hospitality Operations	Engineering
Hotel Management	Financial Control
Management	Hotel Management
Marketing	Marketing
Office Administration	
Pastrywork	

Table 1.1 Tertiary courses available which are relevant to the hospitality industry

Current course options can provide both generic and specialised skills which can be beneficial to hospitality employees across a range of departments within the industry. Indeed the growth in the tourism sector of the Australian economy has spurred such a demand for hospitality training, that some universities are developing hybrid courses in partnership with TAFE colleges, apparently in order to capitalise on this growing student market.

One such program which commenced at La Trobe University in semester one 1996, is a bachelor degree course offered in partnership with both the Northern

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and Western Metropolitan Institutes of TAFE (La Trobe University 1996; Western Melbourne Institute of TAFE 1996). Participants in this program qualify for a double award on successful completion of three years of full-time study or part-time equivalent. While enrolled in the program, students attend classes at both the TAFE and university campuses and graduate with a diploma from their relevant TAFE college, as well as a Bachelor of Business degree from La Trobe University. Another course, offered at both the Northern and Western Metropolitan TAFE colleges, is the Associate Diploma in Hospitality. This two year full-time course articulates with the Bachelor of Business at La Trobe University by allowing students 18 months advanced standing on enrolment (Western Metropolitan College of TAFE 1996).

This method of credit transfer has also been taken up by the Royal Melbourne Institute of Technology (RMIT) where, through a partnership arrangement with William Angliss College of TAFE, full credit is given to students who have completed the three year advanced diploma course (RMIT 1996). In this instance, however, students must complete a fourth year at RMIT to be eligible for the award of Bachelor of Science in Hospitality Management.

Another course option available to hospitality employees is the long standing Bachelor of Business in Catering and Hotel Management, offered at Footscray Institute of Technology since 1976 (now Victoria University of Technology). This is a four year degree program which is internationally recognised and highly regarded in the industry (Rasmussen 1989). Whilst credit transfer arrangements with the TAFE sector are not as clearly defined as with the previously mentioned partnership arrangements, students who have completed similar programs at TAFE colleges can, however, get advanced standing based, in the main, on achievement. It is interesting to note that, prior to the introduction of this degree program, a partnership existed between Footscray Institute of Technology and William Angliss College of TAFE. This partnership however was dissolved in the 1970's when Footscray Institute of Technology expanded its facilities to include practical food and beverage service outlets (Rasmussen 1989).

Victoria University of Technology also offers a graduate course in hospitality management designed to meet the needs of employees in the hospitality industry who have hitherto failed to achieve a formal qualification. This innovative program allows entry to candidates who have significant industry experience but have not previously completed undergraduate studies. Students enrolled in this program qualify for the award of Graduate Diploma in Hospitality Management following successful completion of one and a half years of full-time study or part-time equivalent.

Recent innovations in vocational education and training have also created new opportunities for hospitality employees to achieve formal qualifications both in the TAFE and higher education sectors which will be recognised by the industry. The Recognition of Prior Learning (RPL), for example, is an integral facet of the Australian Government's attempts to develop a skilled and adaptable workforce. The process involves the use of a range of techniques to assess and accredit people seeking recognition for competencies held as a result of formal or informal training (Vocational Education, Employment and Training Advisory Committee 1993). This system should be of particular value to hospitality employees who have gained access to the industry without formal qualifications, and, over time, have developed skills and competencies on the job. Through RPL it may be possible for hospitality employees enrolling in formal award bearing courses to gain advanced standing for skills developed outside the formal academic structure and thus shorten the period required to gain an award. While a system recognising prior learning has been actively promoted for many years in the United States by over 1200 colleges and universities, it is still in its infancy in Australia. Guidelines for universities and colleges, however, are now in place to develop a system that places emphasis on the learning outcomes derived from prior experience rather than merely time served. This represents a challenge to universities and other educational institutions, in that they must develop ways to assess an individual's learning and to match it with specific subject or course content in order to allow advanced standing (Vocational Education, Employment and Training Advisory Committee 1993; Cohen et al. 1993).

1.2 Focus of the study

This study has been primarily concerned with the possible career options of those hospitality employees who have entered the industry without tertiary qualifications. Assuming that career advancement is linked to formal qualifications, some of these employees may have already considered enrolling in hospitality studies, but, for one reason or another, have not actually enrolled. It is the perspectives of these particular individuals on the suitability, relevance and possibilities of tertiary education to their needs and career options that are reported in this thesis.

It is posited that the hospitality industry involves employees that fall into three specific categories. These categories are (i) those who do not wish to engage in formal study, (ii) those who are currently enrolled in or have completed a formal course of study, and (iii) those who have considered enrolling in a formal course of study but did not enrol.

The first category recognises that there are employees in the hospitality profession who do not desire to progress in any way. Many of these employees are content to carry on in operative positions without formal qualifications. Indeed some may see the hospitality sector as a source of casual or temporary employment, and use it as a means to achieve certain short term economic goals. The structure and the flexibility of hours within the industry makes it possible for those who are financially ambitious for example, to use the hospitality sector as a source of short term income or, indeed, as a means to generate a second income. One could assume that such employees would not be concerned with achieving high status, their only goal being monetary. It is also likely that these employees would not have considered enrolling in a course of study because they are not committed to a career in hospitality.

Category (ii), those who have completed formal study or are currently enrolled in a formal course of study, are clearly realising their ambitions with regard to tertiary education and therefore fall outside the focus of this particular project.

Category (iii), those who have considered enrolling in tertiary studies, but who subsequently did not enrol, appear to wish to pursue formal study but have been hindered in some way. This group are seen to be disadvantaged because their educational aspirations have been thwarted, and it is this group therefore which has become the focus of this study. Hence a prerequisite for respondents involved in this project is that they have considered enrolling in a course at a TAFE college or university but, for some reason, have not done so.

The title of the study, *Barriers to Access: Identifying the Perceived Barriers to Participation in Tertiary Education Among Hospitality Employees*, embodies the notion that barriers to access to education in Australia are, in the main, *perceptions* held by those seeking further education. This takes into account the many educational policy changes introduced by the Australian Federal Government which have, over the years, increased tertiary educational opportunities for all sectors of the community. Much of the literature in regard to barriers to education focuses on group and individual perceptions which act as deterrents to those who would otherwise engage in further education (Woodley et al. 1987; McGivney 1993; Cross 1979; Darkenwald 1980). This study therefore attempts to identify such perceptual barriers in relation to hospitality employees, and, in so doing, makes recommendations, which will benefit individual employees, the industry and institutions involved in hospitality education.

Indeed, the creation of new courses in Hospitality studies, particularly at institutions that have not previously offered courses in this area, may have the effect of reducing demand within institutions that have traditionally provided such education. As a result this study may help to open up a new pool of potential students at which such institutions can direct their marketing efforts.

1.3 Aims of the study

The continuing development of the tourism and hospitality industry in Australia is paramount to this country's future economic success. As previously suggested, it is widely accepted that education is the key to the development of a professional and sustainable industry. This research project has been designed to develop an understanding of the barriers which prevent hospitality industry employees from undertaking formal award bearing courses. As a result, it is felt that this understanding, together with recommendations derived from an analysis of the collected data, will benefit hospitality employees in the progression of their careers and would also benefit and add value to the industry. The general aims of this project therefore are to:

(i) Contribute to the increasing professionalisation of the hospitality industry by exploring the perceptions of current hospitality employees towards attempting tertiary education; and,

(ii) contribute to more effective and efficient student recruitment strategies for hospitality departments within tertiary institutions.

More specifically, it will:

(i) Determine if the suggested barriers to participation, identified in the literature, are reflected at the local level;

(ii) describe the perceptions of current industry employees towards the barriers which mitigate against their seeking formal tertiary educational qualifications; and,

(iii) present the collected information in a format which enables policy makers to effectively and efficiently plan programs to increase access to education for these potential students.

1.4 Significance and anticipated outcomes of the study

Tourism is arguably the most important industry in the Australian economy, providing numerous potential employment opportunities at all skill levels. 'In western nations, services make an important contribution to economic growth because they offer directly exportable expertise. Tourism in particular provides a valuable source of invisible export income' (Teare et al. 1994, p. 9). The hospitality sector is essential to the growth of tourism in this country, particularly 'as organisations move increasingly towards a rapidly changing information and service based economy focusing on customer needs rather than organisational priorities...' (Hough 1994, p.14). Because of the crucial role which hospitality plays in Australia's future economic success, participation in higher education by hospitality employees is vital to the continued growth of this sector of the industry. Indeed the learning capacity of organisations has been identified as being synonymous with the achievement of competitive advantage, a situation which can result in gains to both the industry and the community (Drucker 1993; Burrell 1994).

As a service industry the hospitality sector relies on people rather than technology to deliver appropriate standards of service. As a result, each position within the industry involves a high level of responsibility, regardless of the nature or level of the position. In other industries, such as manufacturing for example, customers have limited or no contact with the operatives who are involved in the manufacturing process. By contrast, in the hospitality sector, 'the overwhelming majority of staff have some form of direct customer contact, to most customers the hotel receptionist or restaurant waiter represents a major component of the service experience' (Teare et al. 1994, p.9). Because of this unique role every employee within a hospitality organisation has

the ability to have a significant impact on customers' perceptions of the organisation as a whole. In other words, no matter how sophisticated the technology employed, the decor, or the amenities available, a hospitality establishment will be judged on the performance of its employees. According to Teare et al., 'The customer/staff relationship presents a significant challenge to the hospitality/tourism manager who must try to achieve company objectives through a workforce that invariably has a margin of discretion in dealing with customers. The margin of discretion may result in apparently varying service standards and customer dissatisfaction' (Teare et al. 1994, p.9). That is to say that one single employee could damage the entire operation in a single instance by not doing their job properly.

This situation could be addressed by directing educational opportunities at those in the industry who are not formally educated. According to Stewart and Johns (1996), 'the learning growth and development of people is a fundamental requirement of a flexible, efficient workforce' (p.24). In addition, Conlin and Baum (1996) assert that, 'enhancing educational opportunities as a lifelong and career-focused process rather than simply a short term expedient...[among other measures] will enhance the prospects of the total workforce working with greater effect and, ultimately, achieving improved productive performance' (p.64). Another benefit of education suggested by Drucker (1992) is the ability to adapt to a dynamic environment. This is a direct reference to the explosion of knowledge coupled with continuously evolving technology which have conspired to create an environment of uncertainty for employers and employees alike. Bennett and O'Brien (1994) advise that such changes require organisations to 'learn more and learn it faster' (p. 41). This type of learning is considered to be essential in modern organisations which, states Drucker, '... must be organised for innovation' (p.96). Drucker contends that 'it is the nature of knowledge that it changes fast and that today's certainties always become tomorrow's absurdities' (p.96). Bennett and O'Brien conclude that, 'since knowledge is what matters, organisations and individuals alike must become continuous learners' (1994, p. 41), thus strengthening the argument for continual employee education.

A complete summary of the importance of the tourism industry to the Australian economy is provided through a review of literature and empirical works in Chapter two of this dissertation. Chapter two also serves to highlight some of the implications which would result from a lack of education and training within the industry, thereby strengthening the significance of this project. In order to provide an understanding of the hospitality industry, however, a profile of the industry in Australia, and of the personnel engaged within it, may be helpful.

A recent comprehensive tourism accommodation and training report (Industry Commission 1995) provides a girth of information on the current industry environment. The following is a synopsis of those characteristics which are seen as having an impact on this study. The report, for example, asserts that the industry creates opportunities for school leavers and other young people to enter and build a career within the industry. As a result, employees within the industry are on average young. The industry is also characterised by female part-time employees, many of whom may be taking advantage of the availability of shifts which fit in with family and other commitments. Another important feature is that the number of casual and part-time workers exceed any other industry, although the majority of hours are worked by full-time employees. Once again this situation is likely to have been created by the flexible working hours and the labour intensive nature of service industries.

The hospitality industry is lowly unionised, a situation which has prompted the Industry Commission (1995) to conclude that many hospitality employees are likely to be in a poor bargaining position. This may be a factor of influence in employees' decisions with regard to tertiary study, particularly in light of the low investment in training by employers which is highlighted in Figure 2.2.

Because many positions within the industry involve relatively low skilled work, opportunities exist for entry into the industry for people with little or no previous experience or skills in hospitality. As a result, the industry has become a source of employment for employees who have become redundant in other fields of

work. While it is recognised that many of these employees bring with them a maturity which might be valuable, they nevertheless enter the industry without formal hospitality qualifications. This situation is unfavorable because a professional competitive industry attempting to deliver international standards of service depends on the education and training of such personnel. Furthermore the Industry Commission report concludes that the entire workforce has low levels of formal educational qualifications, a situation that needs to be addressed in order for the industry to be able to provide services to an international standard (Toomey & O'Mahony 1996). This is particularly important in light of Sydney's commitment to hosting the Olympic Games in the year 2000. This commitment will bring with it a continuous demand for quality service within both the accommodation and the food and beverage sectors of the industry. This twenty four hour demand for hospitality services is likely to be the reason that the hours of work are sometimes considered unsociable within the hospitality profession.

Some of these industry characteristics are not economically desirable. Low skilled and equally low paid casual positions, for example, do not provide employment that has a subsequent upward effect on standards of living. Such positions, however, 'do provide employment opportunities for people who are at high risk of unemployment' (Industry Commission 1995, p.21). As a result, the Industry Commission asserts that it is necessary to maintain easy access to the industry by continuing to provide job opportunities for unskilled workers. This would seem to suggest that this industry will continue to employ a number of employees who have entered the hospitality workplace without skill or educational qualifications. Such employees have much to gain from increased access to education and training, and are likely to benefit from the focus of this study. Benefits associated with increased access to education and training, however, are not solely confined to the individual, but will also accrue to the industry, and to the community, as a result of an increase in living standards.

A major issue in the hospitality industry, and one which is currently attracting considerable academic focus, is the rate of attrition from the industry among university graduates. Numerous overseas studies have shown that in excess of

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50% of graduates in hospitality studies leave the industry within a short time (Purcell 1994). A recent study in Victoria indicated that 48% of graduates from one university degree program had left the sector within three years of graduation (Rudall et al. 1996). Rudall et al. offer, 'that the students' perceptions of the industry change ... [as a result of industry experience] ' (p.179), as an explanation for this rate of attrition. In many cases perceptions of the industry are based on image rather than experience, because students entering hospitality courses directly from high school can complete a number of years of study without ever coming into direct contact with the profession. When they do enter the industry, they often find that it is a difficult and stressful environment which does not live up to their expectations (Sarabakhsh et al. 1989). One of the advantages, therefore, of providing formal education for current industry employees is that they have already worked in hospitality, and are aware of the disadvantages which are associated with employment within it. Some of these disadvantages are highlighted in an investigation by Sarabakhsh et al. (1989) which focused on hospitality managers. Their study found that, '... stress runs high among hospitality managers and that their career does interfere with their personal and social life. Hospitality managers are aware that they will face irregular hours and demanding work when they enter the industry, individuals who can't tolerate those conditions don't choose careers in hospitality' (p.76). It is unfortunate therefore, that a large number of graduates of hospitality courses appear, according to Rudall et al. (1996), to experience these negative aspects of employment after they have invested significant time and expense in pursuit of a hospitality qualification. One of the results of their exit from the industry is the loss of this educational investment. That is why it is suggested that employees who have experienced the demands of industry conditions first hand, and have subsequently made a commitment to a long term career within the industry, are invaluable to the future of the industry. Consequently, such employees should be provided with access to tertiary education. The specific group which are the target of this investigation are particularly valuable to the industry because of their commitment to it. In view of the high rate of employee turnover which is highlighted in Chapter two, those employees who are prepared to make a long

term career in hospitality should therefore receive every educational opportunity. In addition, because of their insights into the industry, and the perspective that they bring to tertiary education, the conceptual links between theory and practice should be well defined, a situation that may result in accelerated learning and cognition. Figure 1.1 highlights the advantages of taking low skilled employees through formal tertiary education and back into the industry. Additionally, the attrition rate among employees entering directly from the tertiary education system (following high school) is featured.

High Industry Attrition

Research shows that 48% leave the industry (Rudall et al.1996)

Industry Employment

It is claimed that attrition will be reduced as a result of Career Path Development (Woods & Macaulay 1989; Bonn & Forbringer 1992; Deery & Iverson 1994).

Lowered Industry Attrition

Tertiary Educated Hospitality Employees Who Are:
High Skilled therefore;
High Standards,
High Competitiveness,
High Productivity, and
High Status for Industry

Graduate as

High School VCE Graduates

Enter →

Tertiary Hospitality Education

← Enter

Hospitality Employees Who Are:
Low Skilled therefore;
Low Standards,
Low Competitiveness,
Low Productivity, and
Low Status for Industry

Figure 1.1 Advantages of taking low skilled employees through formal tertiary education

Finally, this investigation uses a qualitative approach which has been designed to yield insights into the perceived barriers to participation which mitigate against this specific group with regard to their educational aspirations. The collected information will be synthesised into practical recommendations to aid induction into the tertiary system by promoting:

> (i) A better understanding of the needs of these students in order to lower barriers to entry and facilitate early educational success;

> (ii) an appreciation of the impediments faced by this group in pursuit of access to higher education; and,

> (iii) development of effective strategies to improve access to tertiary institutions for hospitality employees.

1.5 The research questions

A number of barriers to enrolment in further education have been suggested in the literature and are presented in depth in Chapter two. As a result several pre-determined research questions were presented to respondents in order to determine whether such factors were reflected within the hospitality industry at the local level. In addition, the adoption of a semi-structured interview technique allowed attention to be focussed on the emerging views of respondents, thereby allowing themes and topics to be further developed and elaborated upon.

Pre-determined questions were designed to investigate:

> (i) Respondents' awareness of what relevant educational opportunities exist at TAFE colleges and universities;

> (ii) respondents' awareness of what financial support (such as Austudy, HECS etc), is available;

(iii) the perceptions of hospitality employees with regard to published opinions which indicate that a formal qualification is neccessary to work or progress in the hospitality industry;

(iv) respondents' perceptions with regard to support of a non-financial nature that might be available from family, peers and employers;

(v) respondents' perceptions with regard to the formal nature and structure of courses at tertiary institutions; and,

(vi) how respondents perceive tertiary institutions, for example are they perceived as open and approachable?

In defining the parameters of this study, particular attention must be given to developing an approach which expands the research questions, the perceived barriers, the *type one* sampling categories, and the categories of jobs in the hospitality industry, into a holistic model.

Such a model would need to establish a link between the perceived barriers to education for hospitality employees and the possible outcomes of an intervention that seeks to remove such barriers. It is, therefore, felt that, in line with the contention of Woodley et al. (1987), particular attention should be focussed on the differentiation between manual and non-manual workers. Insights in this regard would be valuble for the purposes of career path development as there may be a significant difference in the educational offerings available to each category of worker. The non-manual position of a receptionist, for example, does require some educational pre-requisites in that the employee needs to be able to read and write. The 1994 job guide published by the Department of Employment Education and Training (DEET) asserts that, 'most employers look for receptionists with a reasonable educational background [that is those who] can type and are able to operate a switchboard. Some positions require computer skills' (DEET 1994, p.181). By contrast the manual position of a kitchen hand does not require any assumed educational pre-requisites (DEET 1994). As a result the pathway to further education may be different for each employee.

1.6 Limitations of the study

The scope of this project is confined to perceived barriers to education among hospitality industry employees in the city and suburbs of Melbourne. The industry in Melbourne, while large and diverse, may have a different profile than, for example, the hospitality industry in Queensland. Differences in the market which the industry in each state services, therefore, may result in significant differences in education and training needs. In addition, the number of hospitality studies courses available in Melbourne, and the services available to students such as childcare, public transport and carparking, may be distinct, resulting in a variance between the barriers to education confronting employees in the hospitality industry in Melbourne, and employees within other regions of Australia.

There are also some limitations connected with the theoretical sampling method which are highlighted by Minicihello et al. (1995). One such limitation concerns the sampling framework where sixteen respondents were represented in the theoretical model, but, in reality, only twelve categories of respondent could be found. This was because, for four of the theoretical sampling categories, it was assumed that it would be possible to locate males and females in the hospitality industry who had not previously been educationally successful and yet were engaged in non-manual positions. Having attempted to find such categories through hotel *Human Resource Information Systems,* and by distributing 130 questionnaires in hospitality organisations, it became clear that these categories were not available, or at the very least exceptional. This situation was further explained by human resource managers within the four and five star hotel sector who stated that they would not employ somebody in a non-manual position who had not been educationally successful. One explanation for this is that non-manual positions in the hospitality industry are generally confined to areas such as management, reception and accounting. It is likely, therefore, that, because these areas require decision making, problem solving and communication skills, and in

most cases a high degree of customer contact, that educational pre-requisites are essential. While this explains the four and five star hotel sector, a sector which accounts for almost fifty percent of industry employees, it does not account for the rest of the industry. The smaller establishments however, such as hotels, motels and restaurants in many cases do not employ workers in non-manual positions. Even positions at management level within the smaller establishments generally require a high degree of *hands on* manual labour. This can also be said for the majority of owner operated businesses within the hospitality industry, because owners are usually involved in a manual way in the operation of the business.

Finally, it is acknowledged that the theoretical sampling method '...will never be representative of a particular population in a statistical sense' (Minichiello et al. 1995, p.168). Statistical representation, however, was not the objective of this study. Rather it was to explore and illuminate certain aspects of behaviour among hospitality employees in order to gain a better understanding of the perceived barriers that this group encounter in their efforts to engage in tertiary education. To this end, the theoretical sampling technique was purposefully designed to include preliminary assumptions assumed from the literature, and empirical works and provisional findings encountered in the pilot study.

1.7 Summary of dissertation structure

Because this project incorporates a number of techniques for sampling and data analysis, a "concept map" was developed to aid with the structure of the thesis. Concept maps are '... a way of making visible those thoughts and relationships which are often only partly formed within the mind, and which are therefore difficult to communicate in spoken words or writing' (Sillitoe 1994, p.8).
In this particular project, once the problem had been identified, a broad review of literature was undertaken in order to contextualise the problem in a more focused way. The literature review (Chapter two) sets the context of the study by introducing the reader to the hospitality industry and justifying the importance of

the study. This is further enhanced by moving through a brief history of vocational education and adult learning and exploring previous studies on motivation and barriers to education. The context of the study was additionally aided by insights into the hospitality industry provided by the associate investigator Professor Ian Priestly, head of the department of Hospitality, Tourism and Marketing at Victoria University of Technology.

Having articulated the problem, need, innovation and possible outcomes of the study, a methodology was selected to investigate the perceived barriers to tertiary education among current hospitality employees in Melbourne. The methodology that was chosen is fully explained in Chapter three of this dissertation; the processes however, are depicted in Figure 1.2.

Context

Literature Review

Insights

Journals Books Reports

Problem

Outcome

Need

Innovation

Methodology

Theoretical Sampling

Questionnaires

In Depth Interviews

Fixed Grid

Open Grid

Analysed in Terms of Suspected Barriers
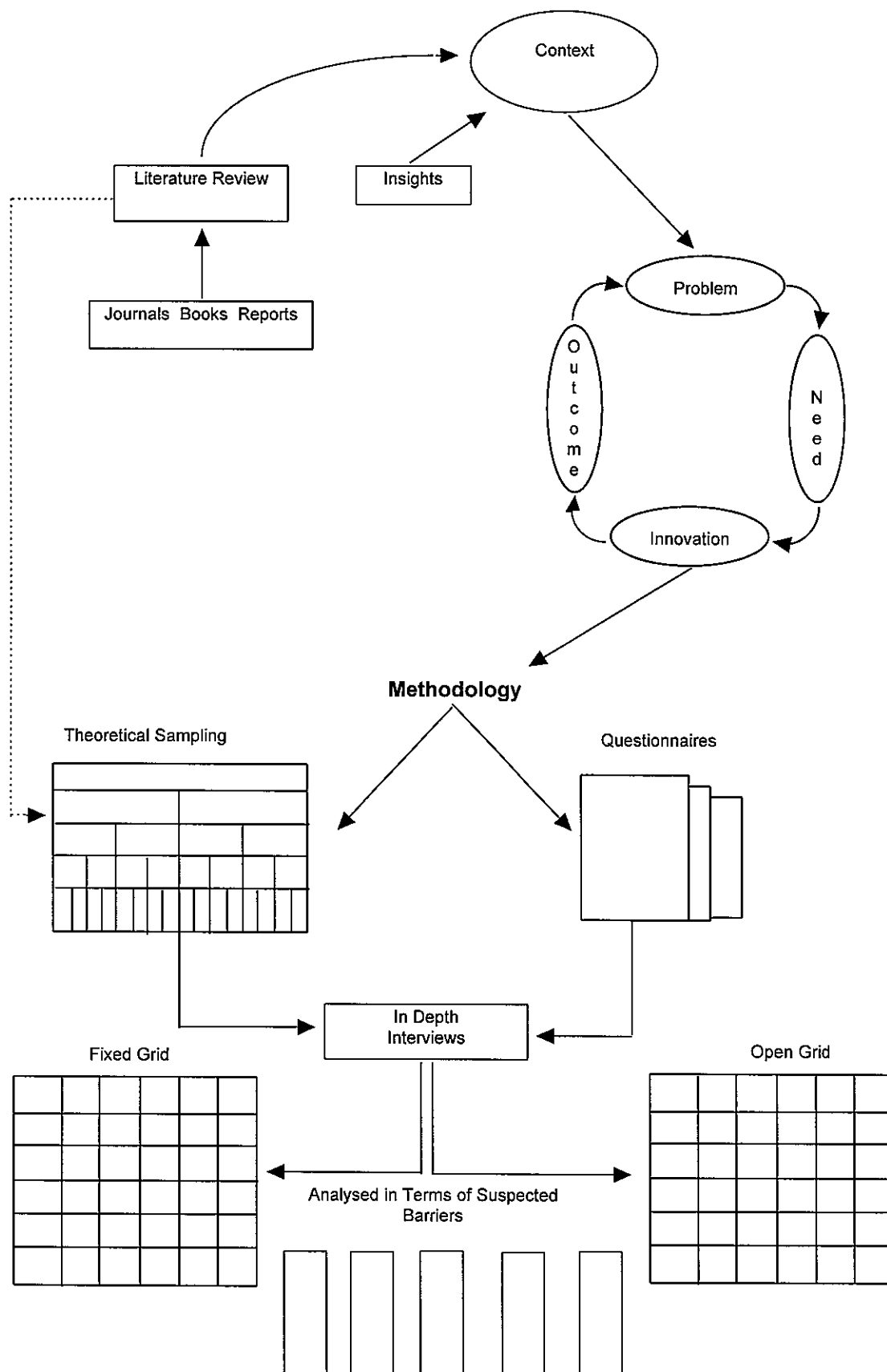
Figure 1.2 Concept map summarising dissertation structure

Chapter 2 Literature Review

2.1 The tourism industry

Tourism is the world's largest industry, exceeding defence, manufacturing, the oil industry and agriculture. As such it is more than a business; it is a full economic sector (Lundberg 1990; Hegarty 1992). In 1991/1992 tourism in Australia accounted for 465,000 jobs or 6.1% of the entire Australian workforce (Commonwealth Department of Tourism 1994). By the year 2003 employment in tourism is predicted to reach 650,000 or 6.8% of total employment. This figure could in fact become significantly higher because some employment generated by tourism can be lost within the statistics for other industries. This is a reflection of the difficulties associated with isolating the impact of tourism on employment within, for example, manufacturing, which enjoys increases in product sales as a result of increases in tourism (Wise 1978). Whilst tourism provides a broad range of employment opportunities at all skill levels, it is a labour intensive business with a lower skill level core. As a result there is a relative lack of skill, or educational barriers, to entry (Ryan 1994; Industry Commission 1995).

The tourism industry functions as a service sector resulting in a profession that is people rather than technology driven, and therefore reliant on human rather than capital resources (Osborne 1988). Despite innovations and advances in technology this reliance on labour is unlikely to change, and, as a result, the industry is seen as the major contributor to employment growth in this, and many other countries.

Between 1990 and the year 2000, for example, direct employment from growth in tourism expenditure in Australia is projected to account for between 210,000 and 270,000 new jobs, or 16% of all new jobs in the economy. According to the Bureau of Tourism Research this represents an annual growth rate of 4.6% (Figure 2.1) which is

three times the projected growth in overall employment in Australia (1.5% per annum) (Ryan 1994).
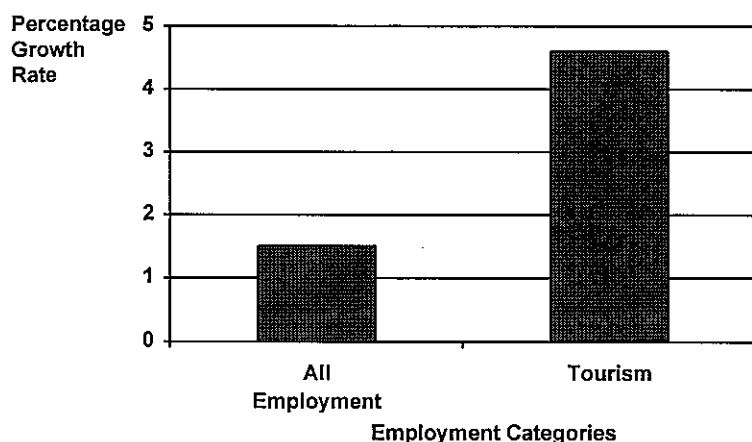
Figure 2.1 Growth rate of the Australian tourism industry. Source: Bureau of Tourism Research.

The high rate of growth in tourism has been mirrored in many countries including the US and the UK which, together with Australia, have been rapidly changing from a manufacturing economy to a service economy (Worsfold & Jameson 1991).

According to Morrison (1996), 'tourism has emerged as a generic title which is widely used by politicians and educationalists to include the hospitality industry' (p.iii). Although the tourism industry in Australia is comprised of all of the industry sectors which contribute towards the role of tourism in the economy, Conaghan (1988) proposes a working definition by suggesting that the tourism industry can be divided into two primary areas: travel and hospitality. 'Hospitality includes the provision of accommodation and food and beverage services within a wide range of establishments and occasions' (Morrison 1996, p.iii). Whilst the hospitality sector represents thirty percent of the tourism industry its importance is magnified because it is the largest employer within the tourism sector at both State and national levels (Tourism Training Victoria 1995). Indeed, it has been reported that, 'in Victoria, 70% of industry employment occurs in hospitality specific occupations' (Tourism Training Victoria 1995, p.2). In fact, '... it is estimated that 93% of the 44,000 new and replacement employment opportunities in tourism between now and 2001 will be created in hospitality specific occupations' (Tourism Training Victoria 1995, p.2). This enormous growth in the hospitality industry is predicted to continue regardless of whether the

number of overseas tourists increases. This is a reflection of the fact that 'as consumers we spend most of our dollars in the hospitality industry as non-tourists' (Morrison 1996, p.iii).

In the UK the hospitality sector of the tourism industry accounts for 10.2% of the entire workforce, which translates to a staggering 2.4 million employees (Luke & Ingold 1990). Investigation shows, however, that tourism and the hospitality sector is far from being appreciated as the leading economic contributor to the world and national economies (Hegarty 1992). Investment in education and training, for example, has not reflected the importance of the industry (Figure 2.2), with restaurants, hotels and clubs showing the lowest expenditure on formal training of any industry (Australian Bureau of Statistics 1994).
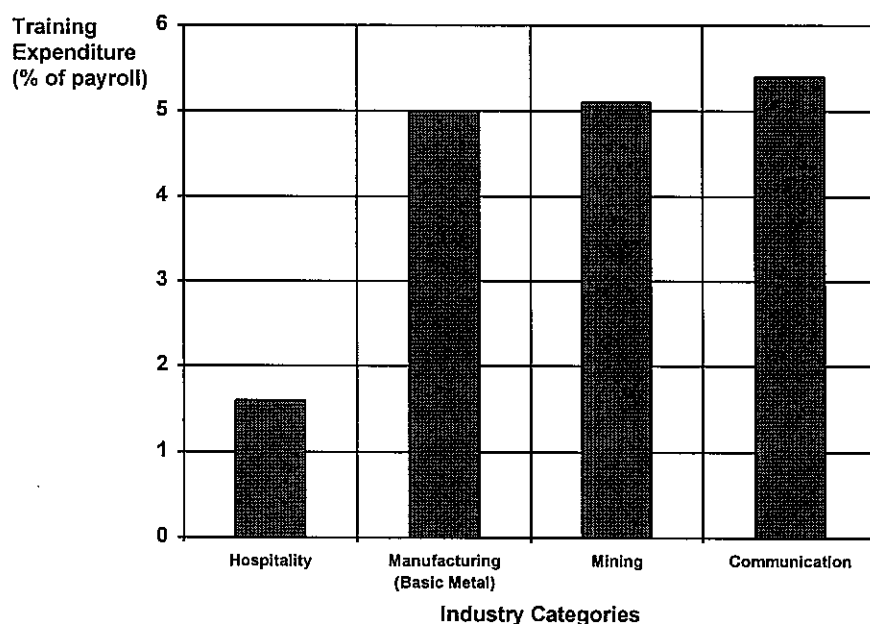
Figure 2.2 Training expenditure in Australian industry in 1993. Source: Australian Bureau of Statistics (1994).

Consequently '... less than 50% of people employed in the tourism industry have been formally trained' (Albergo 1995). One explanation for this lack of investment in education and training is provided by Foster (1985), who suggests that the public and the private sectors seek different goals. He asserts that the private sector is primarily interested in making a profit, that is a return on investment or outlay, while governments are interested in increases in foreign currency earnings which in turn lead to economic expansion. This economic development subsequently benefits residents in

the tourist destination through increases in potential earnings thereby improving the entire community. In addition, 'government income is enhanced by revenues from sales taxes ...' (Foster 1985, p. 286). Other benefits which accrue to residents of host countries include improved infrastructure, sports facilities and local transport, an outcome which is expected, for example, in New South Wales as a result of the year 2000 Olympic Games (Foster 1985).

It is likely, therefore, that incongruence between the aims of the public and private sectors leads to different views on training investment. In today's climate of increasing competition, however, labour costs are becoming increasingly important. There are two ways that low labour costs can be achieved: one is to have low paid workers, a situation which is generally accompanied by low levels of productivity, the other is to have highly productive workers who are relatively highly paid. The second option is more favourable because higher paid workers will enjoy a higher standard of living, a benefit which will flow on to the rest of the community (Industry Commission 1995).

While the hospitality sector of the tourism industry does not rely entirely on the tourist, tourists are nevertheless fundamentally important to the growth of the industry. One area of particular importance is that of overseas visitors to Australia, referred to as *Inbound Tourists*. This market has increased at an annual rate of 13% over the last ten years, a figure which equates to an increase of 2.4 million customers for the industry (Industry Commission 1995). One of the results of this increased overseas market has been the development of services to cater to these visitors. This has prompted a significant increase in the number of four star and five star hotel developments in this country. Although four and five star hotels make up only 9% of hotel rooms available, they account for 49% of employment and 54% of room takings for the entire accommodation sector (Industry Commission 1995). The ability of the current labour pool to provide trained personnel to service this market is therefore worthy of serious consideration. A former minister for Education Employment and Training, for example, has warned that shortages of skilled chefs, cooks and waiters would affect the ability of four and five star hotels to provide international standards in service, thereby constraining the growth of that sector of the tourism industry (Dawkins 1988b). Currently there is a lack of trained hospitality staff in Australia, with vacancies being

filled by overseas recruitment or untrained staff (Dowell 1994). A recent investigation by the World Travel and Tourism Council (WTCC) into the tourism industry in the Asia Pacific region, outlines the need for education and training by reporting that: 'the most serious issue is not the number of workers in the labour force, but the lack of workers with appropriate skills' (1995, p.5). Constraints to the development of tourism in Australia could have widespread economic and social implications. A recent publication by the International Bank for Reconstruction and Development, for example, cites education as the cornerstone of economic and social development, advising that: 'development in all its forms, economic social and cultural, will depend on knowledge intensive industries, agriculture and services' (Haddad et al. 1993, p.1).

Shortages of employees within the hospitality sector is not unique to Australia. A similar situation exists in America where, in 1989, the National Restaurant Association reported a scarcity of employees and predicted grave shortages by 1995 (Woods & Macaulay 1989). This situation is exacerbated by the fact that in most industries the average employee stays in a job for 4.2 years while, in the hospitality industry, it is not unusual for employers to replace their entire workforce every four months (Woods and Macaulay 1989). These high employee turnover rates represent an enormous and, to some extent, avoidable cost, with recruitment, induction and initial training ranging from $2,000 to $6,000 for each new employee (Cascio 1991; Ryan 1994). Denvir and McMahon (1992) assert that high turnover rates can have further financial implications resulting from compromised standards of service, poor productivity and low morale.

The lack of trained hospitality employees and the issue of labour turnover has become a worldwide phenomenon. Reporting on the situation in the US, Ohlin & West (1993) present a bleak picture captured in the following quote:

> The labour problems plagueing the hospitality industry ranging
> from a shortage of qualified workers to a high turnover rate
> among employees at all levels shows no sign of abatement (p.323).

In the UK a study into *labour turnover*[1] in London hotels was conducted by Denvir & McMahon (1992) who reported a turnover rate of between 58 and 112%. Since the issue of labour turnover and the lack of trained hospitality employees appears to be occurring worldwide, one of the implications for Australia is that the situation previously outlined by Dowell (1994), where vacancies are being filled by overseas trained employees, may cease to be an option. That is, the overseas pool of skilled hospitality workers may not be large enough to fulfill the requirements of the industry in Australia. This prediction is based on the fact that 'in Europe [traditionally a recruitment base for the Australian hospitality industry] there has been a decline in the birth rate in almost all developed countries, which will reduce the number of workers entering the labour market' (Busfield 1996, p. 67). As a result more attention needs to be focused on skilling Australians to fulfill these requirements, and to make every effort to reduce the high rate of employee turnover. This is especially important in view of Australia's commitment to host the Olympic Games in the year 2000.

The development of career paths is cited as a long term prescription for the retention of employees (Woods & Macaulay 1989; Deery & Iverson 1994). Bonn & Forbringer (1992) have investigated the issue of retention in some depth, and their report shows a strong link between retention and educational incentives. An innovative program at *Burger King* in the United States, for example, allows workers to avail themselves of $200 for every six months of service to pursue educational goals. In addition a scholarship fund of $12,000 is awarded to "outstanding" workers. Research conducted at a *Burger King* unit over an eight month period recorded a significant reduction in turnover as a result of these educational incentives. Similar incentives have been offered by other hospitality organisations such as *Chick-Fil-A*, a large American fast food organisation, who, since 1973, have offered scholarships to employees after two years of service. To date 20% of store and 30% of head office employees have availed of these scholarships. Although *Burger King* operate in Australia under the name of *Hungry Jacks*, a recent telephone conversation with head office has confirmed that management here does not support this method of employee development.

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[1] Labour turnover has been defined as '... the movement of people into and out of employment within an organisation' (Denvir & McMahon 1992, p.143).

There would appear to be a lack of commitment to education and training within the hotel sector. A study focusing on productivity in Australian hotels, for example, found that only a small minority of hotels actively support ongoing employee development. The study maintains that the introduction of ongoing training and development, including management development and access to study leave, not only impact on employee retention, but are also elements which can improve productivity within the industry (Nankervis 1993). Focusing once again on the issue of productivity, a 1994 study reveals that in the hospitality industry in Victoria there is (i) a lack of recognition of the benefits of training, (ii) a necessity for training and development and the creation of skill related career paths to improve productivity, and (iii) an increased demand for skilled workers (Charlesworth 1994).

The report also highlights a lack of skills and access to skill development, stating that 'the majority of employees in the hospitality industry acquire skills from on the job experience and do not have formal qualifications' (Charlesworth 1994, p.28). This would seem to suggest that there is a large pool of potential students that have not enrolled in award bearing courses within the industry in Victoria.

Empirical works of this nature also stress the importance of gender when dealing with hospitality employment. As at August 1993, for example, females represented 57% of industry employees (Charlesworth 1994). This female predominance is echoed in the UK where empirical works report that 63% of the workforce are female, whilst a study of the US restaurant industry revealed that 64% of employees there are women (Wood 1993; Alpert 1986).

An investigation into Singaporean hotels recently found that employees entering the industry at an operative level need to undertake formal management development courses in order to progress to management level. Similarly, studies in the UK reveal that progress through management without an HCIMA qualification, the UK's professional education association, is extremely difficult (Debrah 1994; Gamble & Messenger 1990; Crompton & Sanderson 1990).

Because of the significance of the hospitality industry to the growth of the Australian economy, and given 'that the hotel sector in a large number of tourism destination countries, is faced with a chronic shortage of high calibre management recruits...' (Baum 1990, p.13), the issue of access to tertiary education is a subject of particular importance.

Traditionally, hospitality employees learned their trade by direct entry to the industry. The acquisition of skills through direct exposure to the industry in this way is still posssible, but its value is generally confined to operative or manual positions. Powers (1995) advises that 'the trouble with this approach however, is that the skills that accompany the various work stations (cooks, servers and so forth) are not the same needed by hospitality managers' (p.6). In other words, even if an employee were to work in all areas and departments of a hospitality organisation, they still would not necessarily develop appropriate management skills. Powers explains that 'the old crafts built on apprenticeships assumed that knowledge and work were unchanging' (1995, p.6). This method was seen to be useful in earlier times when most hospitality operations were small. Today it is perceived that knowledge and innovation are the most important ingredients for successful hospitality management, a situation which Powers asserts can best be achieved through hospitality management education. Drucker (1968) concurs, declaring that the *knowledge worker,* that is the worker who applies new concepts and information to the production process, represents the centre of the productive society. Citing Drucker, Powers goes on to proclaim that 'studying is a necessary part of your preparation for a career as a supervisor or manager' (1995, p.6). In addition, Hayton (1992) advises that workplace reform is having a big impact on the skills required by the workforce and suggests that there is a need to expand people's skills to undertake a wider range of tasks. He concludes that this will lead to increased demand for vocational education and training. 'Vocational education and training (VET) describes those education and training arrangements which either prepare people for work or improve the current knowledge and skill base of people already working' (McKinley 1995, p.2). Hospitality education has traditionally been designed to prepare students for a career in the hospitality industry, or enhance their current knowledge, and it is therefore considered to be vocational in nature.

According to Roberts (1965), 'the history of vocational education is the history of man's efforts to learn how to work' (p.31). 'The earliest form of vocational education largely involved the *pick-up* method of acquiring competence through observation and imitation...' (Copa & Bentley 1992, p.905). This process was later formalised into the apprenticeship system, a system that was adopted by many countries throughout the world.

> During colonial times in America [for example], the apprenticeship system was very strong for a wide variety of occupations including trades, merchants, housekeeping, law, medicine and teaching. Apprentices were of two kinds, voluntary and indentured, the latter usually involving children of the poor, orphans and bastards. Masters were to provide training in the basic skills of reading, writing and arithmetic as well as specific job skills (Copa & Bentley 1992, p.905).

This obligation recognises the importance of the role of general education within the vocational sector. In America the apprenticeship system was abandoned when the era of the industrial revolution was born. This, according to McClure, Christman & Mock (1985) was because it was too slow to meet demand, and factory methods needed a different profile of changing skills. 'Rapid changes in the quality of both products and employment are inherent to service sector development. For products the competitive nature of modern service markets means that thay need to be continually adjusted to changing demand. Competition also sustains a persistent pressure to improve labour productivity and reduce job numbers' (Teare et al. 1994, p.9).

The majority of the target population in this investigation are well beyond school leaving age, and have aquired a significant accumulation of life skills. Hence they fall into the category of "adult learners". The term "Adult Education" had been the subject of debate for many years until the following world definition was provided in 1976 at the general conference of UNESCO.

> The term *adult education* denotes the entire body of organised educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities as well as in the apprenticeship, whereby persons regarded as adult by the society in which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications,

or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development ... (Darkenwald & Merriam 1982,p.9).

Knowles (1980) claims that the adult educator's mission is 'to operate successful educational activities for mature men and women ...' (p.27). Expanding this mission, Knowles maintains that this should include satisfaction of the needs and goals of individuals, institutions, and society.

Having regard to the current emphasis upon work related education, this project is predicated upon the notion that adult education should also satisfy the needs and goals of the industry to which the student aspires or belongs. In this regard the hospitality industry has recently entered an era where every area that may influence profitability is being examined. The link between tertiary education and industry's requirements is therefore the subject of particular focus. As a result, '... the resources devoted to education and training [will need] to reap maximum return in terms of the relevance and appropriate skills which graduates exhibit on their entry to the workforce (Baum 1990, p.13). This emphasis on industry involvement in education is encouraged by the recent move away from the traditional vocational education model to a "competency" based system of Education and Training (CBET). CBET attempts to increase the relevance to industry of all vocational education and training by placing primary emphasis on the outcome of education and training, without regard to the duration of such training. This method is currently being promoted in this country as the preferred alternative to traditional aprroaches (COSTAC 1990).

The issue of teaching and learning differences between children and adults is of particular importance to this project. '... Educational theory ... consists of a unique composite of theory taken from such disciplines as philosophy (in the humanities), physiology (in the natural sciences) and psychology and sociology (in the social sciences) (Zais 1976, p.75). 'Most people would agree that education is not in itself a science. It is rather a set of practical activities connected by a common aim' (O'Connor 1957, p.92). The pedagogical model of education evolved from the observations of monks in teaching young children (Knowles 1984). Between 1929 and 1948 however,

the Journal of Adult Education, published by the American Association of Adult Education, carried articles by successful teachers of adults describing ways in which they were treating adults that differed significantly from the pedagogical model. In the 50s publications analysing these methods emerged, listing principles but still without a unifying theory (Knowles 1980). Scientific developments in the 1960s resulted in the introduction of the theory of *Androgogy*, the seminal study being, *The Inquiring Mind* by Cyril Houle in 1961. Tough (1979) continued the investigations reporting that almost all adults engage in from one to twenty learning projects annually the average number being eight. Only about 10% of these projects, however, take place in learning institutions. Interestingly, Tough found that at one or more points during the learning process adults almost always turn to somebody for help.

In essence, it is Tough's contention that learning is part of the normal range of activities engaged in by human beings. Adults, he suggests, will engage in a variety of learning projects annually although these projects do not neccessarily take the form of formal structured courses, a view that is shared by Peters & Gordon (1974). This trend towards continual learning is consistent with the *need hierarchy theory* suggested by Abraham Maslow (1954), in which the need for self actualisation is a prime motivator. Interestingly, Maslow's theory states that this highest level need, which 'manifests itself in a need for fulfilment' (Darkenwald & Merriam 1982, p.79), does not occur in young people. Several theories of motivation have emerged since the Maslow model, but, despite differences in the order of priority, a self-actualisation or need for achievement goal is consistent to all (Alderfer 1972; McClelland 1961). There is likely therefore to be a high demand for adult courses of one form or another. The success of educational institutions at tapping that demand is, however, likely to be dependent upon their ability to make courses, eligibility criteria, assessment, and patterns of study and delivery, attractive to the adult learner.

A comprehensive study by the UK Society for Research into Higher Education synthesises the works of authors such as Houle (1961), Tough (1978), Boshier (1971), Burgess (1971), Peters & Gordon (1974), and Morstain & Smart (1974), by collapsing those theories into a typology of adult student motivations (Woodley et al. 1987).

This typology seeks to understand why adults participate in education and why they select a particular course of study. Woodley et al.'s table of adult student motivations is reproduced in Table 2.1

TYPE OF GOAL	EXAMPLES
Career	-To carry out present job more effectively -To gain promotion in present job -To change jobs -To be able to re-enter the job market
Social	-To make new friends -To meet members of the opposite sex -To feel a sense of belonging
Escape/Stimulation	-To get relief from boredom -To get a break from the routine of home or work
Cognitive	-To learn just for the sake of learning -To pursue an interest in a subject for its own sake
Personal Fulfillment	-To gain self confidence -To develop one's full potential -To prove some thing to oneself
Role Development	-To become a better parent, spouse -To become a better citizen, trade unionist, colleague, manager
Obligation Fulfillment	-To comply with instructions from someone else -To carry out expectations of someone with formal authority
Practical Skill	-To learn how to mend cars, make cakes etc.
Health and Well-being	-To keep fit, lose weight, learn a sport etc. -To further one's spiritual well- being

Table 2.1 Typology of adult student motivations (Woodley et al. 1987, p.4)

A 1995 survey into educational attainment and employment in Victoria conducted by the Australian Bureau of Statistics, however, found that 'The most frequently stated reason for people obtaining their most recent qualification was for career purposes, including those obtaining a qualification in order to get a specific position (61.9% or 296,400), followed by the need to be competitive in the job market (26.5% or 247,200)' (ABS 1995, p.2).

Whilst Woodley et al. maintain that 'adult education is largely the preserve of the middle classes' (1987, p.85), an OECD investigation conducted in 1977 reported that those who do not participate in any form of continuing education tend to be those with the least initial education. The report identifies a number of groups of individuals that tend not to engage in any form of further education once compulsory secondary schooling has been completed. While it is recognised that the OECD inquiry was conducted many years ago it would, nevertheless, be appropriate to level some attention at the non-participant typologies which this study highlights. Such findings may still be relevant more especially because many of the groups which were reported as disadvantaged in 1977 had previously been identified by Johnson & Rivera in the 1960's. The findings of the earlier work 'have remained virtually unchanged in two succeeding decades' (McGivney 1993, p.16). The groups that might be of some relevance to this study are: urban poverty groups, unemployed and under-employed workers with little education, unskilled and semi-skilled workers, some groups of women (housebound mothers, women from lower socio-economic groups), and people with linguistic problems.

According to McGivney (1993) the 'main characteristic [within these and other groups identified in the OECD (1977) study] is social and economic deprivation' (p.16). A recent UK Government White Paper, prepared by the Secretary of State for Education and Science, highlights the need for greater access to education, and states that the principal aims should be 'to increase and widen participation in further and higher education and to make institutions more responsive to the needs of the economy' (Chief Secretary to the Treasury 1991, p.5). As a result, the UK government plans to increase the number of fulltime equivalent students in higher education by 50% by the end of the century (Tight 1993). This, inevitably, will mean the opening up of study opportunities to more, and to different, people, and the targeting of select groups who have hitherto been poorly represented in post-compulsory educational institutions. In Australia the Federal Government is committed to promoting greater access to, and equity in, higher education. A 1992 discussion paper, for example, outlines a national plan to change the balance of the student population to reflect changes in the composition of society (DEET 1992). The demand for hospitality education in Australia is currently at a premium, however, federal Government initiatives have been constructed to create

access to tertiary education for mature aged students and for students without formal educational backgrounds (Dawkins 1988a). An investigation therefore, into real or perceived barriers to enrolment may yield insights which could be used to enhance the balance of the student population at tertiary institutions in line with government objectives. To this end, the hospitality industry may be an abundant source from which to draw adult learners.

A review of the literature reveals some of the barriers which inhibit access to education and training. These have been categorised as informational, situational, financial, institutional and dispositional (or attitudinal) barriers.

Previous studies investigating the effects of informational barriers have shown that many potential students are unaware of what educational opportunities exist. As a result, it has been suggested that publicity campaigns must be an essential part of successful educational programming (McGivney 1993; Darkenwald 1980; Spencer 1980; Darkenwald & Merriam 1982). Studies have also shown that many adults, of all ages, have little knowledge of opportunities for learning or where to go to get such information (Spencer 1980). Other informational barriers include a lack of information on support schemes for study such as loans and other available benefits (Bridge et al. 1993).

A wide range of barriers related to potential student's general life situation have also been found to have an effect on enrolment. Categorised as situational barriers these include such things as income, health, family responsibilities, work obligations, place of residence, childcare needs and transportation. Time as a constraint, arising from family responsibilities and work schedules, also falls into this category with people that are engaged in part-time employment and shift work at unusual hours reporting the most difficulties, a common occurrence in the hospitality industry (McGivney 1993; Darkenwald 1980; Darkenwald & Merriam 1982). Darkenwald (1980) advises that many of these situational barriers are more of a concern for adults from low socio-economic backgrounds. Not surprisingly some situational barriers have also been found to be more of a concern to women. For example, a report on women's participation in TAFE identified factors such as inflexible formal course structures, inadequate income

support, increased user pays courses and insufficient childcare facilities as being within this category. Single parent women on benefits, and women with low paid partners are seen to be particularly restricted (Stangle 1992; Bridge et al. 1993).

Financial barriers such as course fees, transport, resource and stationery costs have also been identified as important. In this regard, one investigation provides a comparison of stated deterrents in the UK and US which revealed that financial costs, while rated high in the UK were rated of low importance in the US. The Advisory Council for Adult and Continuing Education (ACACE) survey in the UK, however, found that cost was perceived by both men and women as a major barrier (McGivney 1993).

Educational institutions and administration procedures have also been categorised as potential barriers to enrolment. It has been suggested, for example, that the special needs, problems and concerns of mature students are often not recognised by institutions that provide education to the adult public. This is a direct reference to inconvenient schedules, lack of appropriate course offerings, and policies and procedures that impose inconvenience, confusion or frustration (McGivney 1993; Darkenwald 1980; Cross 1979; Pocock 1987). By way of illustration, the Pocock Report found that when enrolment procedures involved lengthy queueing, a common practice in many institutions, women with children, and those with English speaking difficulties, face hardship and uncertainty. The report also reveals that TAFE course structures in the area of management and business studies assume that students go to college in the evenings after work and do not have childcare or domestic responsibilities (Binns 1989).

Dispositional or attitudinal barriers are individually and collectively held beliefs, values, attitudes or perceptions that inhibit participation in organised learning activities (Darkenwald 1980). Attitudes, perceptions and expectations have been found to be major barriers to further education for adults. Some adults, for example, do not see further education as relevant, are unaware of learning needs, or are hostile towards learning institutions. In addition, a belief that one is too old to learn, and lack of confidence in one's ability to learn, are further deterrents (Cross 1981). Johnstone & Rivera (1965) advise that these perceptions and attitudes to education have a

particularly strong impact, especially when supported by peer groups, family or the community.

Chapter 3   Methodology

This study relies on qualitative research methods to collect primary data from selected respondents. Such a procedure was preferred because no other investigation of this nature had previously been undertaken, and qualitative methods are particularly orientated toward *exploration* and *discovery* of social phenomena through the use of inductive processes (Minichiello 1995).

Although the qualitative approach includes such data collection procedures as (i) in depth interviews, (ii) direct observation, and (iii) written documents, including questionnaires, personal diaries and program records (Patton 1987), for the purposes of this investigation in depth interviews were chosen in an attempt to capture respondents' meanings, definitions and descriptions of personal life events. Minichiello et al. (1995) assert that 'to understand people we must discover the contents of their minds, their beliefs, wishes, feelings, desires, fears and intentions' (p.22). One of the primary advantages of the qualitative approach is that it can lead to the discovery of these deeper levels of meaning. Consequently, since the data will possibly contain details of a particularly sensitive nature, the personal 'rights and dignity' of the interviewees could be considered as being infringed by unauthorised publication or usage (VUT 1995, p.1). All volunteers, therefore, were given code names to protect their identities and prevent the possibility of any predjudicial consequences from, for example, an employer. These code names are used in this dissertation and will also be used in any subsequent publications or reports. As a further protective measure, access to the collected data has been, and will continue to be, restricted to those researchers who are directly involved in the research project.   Finally, all recorded data will be stored in a lockable steel container and kept at Victoria University of Technology for a period of 5 years after the date of any publications resulting from this project. The Victoria University of Technology Human Research Ethics committee approval number for this study is HREC 96/24.

3.1 Data collection

As previously indicated, this study used interviews to collect relevant data from selected respondents who were currently employed in the hospitality industry. Interviews are commonly used in the collection of qualitative data since we cannot directly observe behaviour, feelings or how people interpret the world around them. In this particular project, the main purpose of the interview was to access the respondents' desires, intentions and feelings toward further education, and in so doing develop an understanding of the *perceived barriers* to education among current hospitality employees.

In deciding which type of interview to use, it was important to determine the amount of structure desired (Minichiello et al. 1995; Merriam 1988). With the *structured interview,* questions and the order in which they are asked are determined in advance. Within the structured format 'it is assumed that the interviewer can manipulate the situation and has control over a set list of questions that have been formulated *before* the interview' (Burgess 1984, p. 101). The emphasis, therefore, is on having the questions answered rather than considered or discussed. While some textbook writers place great emphasis on the structured method, there is a long tradition of interviews of an informal nature in social science research. These *informal* interviews have been referred to by Burgess (1984) as 'conversations with a purpose' (p.102). Mann (1985) advises against the use of a structured method and warns that it is most likely that much of the richness of the interview will be lost if a structured interview format is used. He advises that a less formal technique can help to gain a better insight into the chosen field of study. This position is upheld by Burgess (1984) who concludes that few field researchers have followed the structured approach, preferring to use an informal unstructured, or a semi-structured method of interviewing which employs a set of themes and topics to form a conversation.

As a result, a *semi-structured* interview style was chosen for this study because this strategy gave the respondents an opportunity to develop their answers prompted by an interview schedule. The initial interview questions were developed around a set of themes and topics based on the findings of previous studies (Bridge et al. 1993;

McGivney 1993; Darkenwald 1980; Stangle 1992; Cross 1981; Johnstone & Rivera 1965; Darkenwald & Merriam 1982). This semi-structured format allowed flexibility to include emergent themes and insights which may be unique to this specific group. The semi-structured approach was also advantageous as an aid in the data analysis process which employs both a *fixed* and an *open grid*, procedures which are described in the data analysis section of this dissertation.

3.2 Selection of respondents

Collecting data from interviews initially involves determining whom to interview. Merriam (1988) suggests that, for qualitative studies, the answer depends on what the investigator wants to know and from whose perspective the information is desired. There are several approaches from which a researcher can select, but, for the purpose of this study, it was felt that industry personnel, selected from a wide range of positions and who had hitherto failed to access the tertiary education system, would provide a rich source of data. Respondents were therefore selected on the basis of what specific perspectives they could contribute to the understanding of the phenomenon under investigation, which suggested that this project should engage in *theoretical sampling* (Merriam 1988).

The process of theoretical sampling involves selecting respondents on the basis of relevant issues, categories and themes which appear to be critical to the study. The process is flexible in that it allows the investigator to make the most of data which arise from the fieldwork, enabling the researcher to revise the sample selection procedure in response to emerging data (Minichiello et al. 1995). Sampling is therefore cumulative, and dependent upon categories which have been justified as relevant both prior to, and during, the project. As a result, researchers can derive their samples by combining two case selection procedures.

Category one types. Respondents, places and situations *purposefully selected* because they have been identified as relevant categories in the literature.
Category two types. Respondents included in the sample as a result of *emergent themes* in the data.

The theoretical sampling method is ideal for this study because of the difficulties in achieving a balanced perspective on the hospitality industry. The industry in all its forms is so diverse that a truly *representative* sample would be extremely difficult to obtain, and unwieldy to analyse. The catering sector within the industry, for example, encompasses hotels, restaurants, wine bars, fast food outlets, clubs, welfare catering, hospital catering, schools, residential catering, industrial catering, transport catering, contract catering, outside catering and licensed house catering (Kinton & Cesarani 1989).

Furthermore, when the catering sector is coupled with the accommodation sector, which ranges from five star hotels to bed and breakfasts or lodging facilities, it becomes very difficult to determine a sampling criteria. In order to incorporate respondents from all aspects of the industry, therefore, a sample of enormous proportions would be neccessary, and even in this situation it is doubtful whether such a sample would be truly representative. There are, for example, a variety of *positions* within the industry which would also have a bearing on the sampling criteria. Walford (1976) provides in depth examples which have been collapsed into the following departments and positions:

> *Food and Beverage Preparation and Service* (chefs, apprentice chefs,
> cooks, kitchen hands, waiters, waitresses, bus boys,
> bartenders and cellarmen/women).

> *Front Office, Reception and Housekeeping* (reservations clerks,
> room sales people, auditors, chamermaids and laundry attendants).

> *Uniformed (Livery) Staff* (porters, night porters, doormen,
> lift operators, cloakroom attendants and page boys).

Walford, however, failed to include the maintenance department which Kalt (1971) expands as follows:

> *Maintenance* (engineers, painters, plumbers, carpenters and electricians).

In addition, there is a range of management positions in the industry which include general manager, assistant manager, rooms manager, food and beverage manager, human resource manager and banquet manager.

For this investigation a sample was drawn from the given population by administering a questionnaire and selecting respondents based on the categories identified in the sample design. In light of the diversity and range of occupations in the hospitality industry, a sampling framework, which identified respondents based on categories classified as important within the literature on "barriers and deterrents to education", was created. In the previously described theoretical sampling model, these are known as *type one* categories. In this study the relationship between the selected type one categories is well established within the literature. This important relationship is reflected in the selection procedure, which was designed to select a sample based on its theoretical relevance to the study (Strauss & Corbin 1990). The sample size for this study was 16 cases which were chosen from within the hospitality industry in Melbourne. These cases were identified by means of a questionnaire (Appendix B) distributed within hospitality organisations. The justification for this particular number of respondents is provided in the five *category one* dimensions outlined below, and displayed in Table 3.1.

In conclusion, it was felt, that as hospitality employees are nomadic in their employment habits, with many staying in a particular establishment for as little as four months (Woods & Macaulay 1989), a selection procedure based on specific establishment types would be of little value. It was considered that a broad and indicative sample could therefore be found using a theoretical sampling method which ensured that *each category of hospitality employee* was represented, rather than choosing between the various *types* of hospitality establishments.

3.3 Dimensions of categories

The theoretical sample was built up from the five categories outlined below:

3.3.1 Educational aspirations

This study is concerned particularly with respondents who have considered study at a tertiary institution but have, for one reason or another, failed to enrol. The current empirical evidence suggests that progression to management level in the hospitality industry is extremely difficult without some formal qualification (Debrah 1994; Gamble & Messenger 1990; Crompton & Sanderson 1990). An acceptable hospitality management qualification, therefore, is neccessary for career advancement. Consequently, it was felt that an investigation of those industry employees who had *considered* enrolling, but had not taken the necessary steps to enrol in a course of study might produce valuable insights into perceived barriers to education .

3.3.2 Gender

This category was chosen because the literature consistently shows that women encounter different barriers than men, and females comprise 57% of the hospitality industry in Victoria (Charlesworth 1994). Whilst a review of the literature portrays the most identifiable obstacles to further education faced by women as domestic and financial, it has been suggested that women's career progression is hindered by the ambiguity of their role in society, their own self image, discriminatory recruitment practices and lack of an effective equal opportunity policy. Certain deterrents, however, such as course fees, childcare fees, transport and stationery costs and a lack of guidance and information on benefits and loans available, can also prevent women from returning to study. Further barriers, such as inflexible formal course structures and inadequate income support have also been identified as restrictive to women's access. Single-parent women on benefits, and women with low-paid partners, are seen to be particularly restricted (Stangle 1992; Bridge et al. 1992). This, coupled with the finding of a 1977 OECD report which identified women from lower socio-economic backgrounds as non-participants in post compulsory education, justifies further investigation (McGivney 1993).

3.3.3 Level of social and financial responsibility

The ACACE study reported by McGivney (1993) suggested that financial considerations, such as educational costs, were a major perceived barrier to access for both men and women. Consideration was also given to possible differences in home, childcare and family responsibilities between single respondents and those with dependants (Cross 1981). Consequently, this study distinguishes single respondents from those who are either married or have dependants. This category was chosen because it is felt that those who are single, and without dependants, would have (a) more available disposable income, and, (b) have relatively greater flexibility in the way they organise their affairs compared with those who are married or have dependants.

3.3.4 Nature of work in the industry

In this study a distinction is made between those respondents who work in positions within the industry which are manually orientated, and respondents who work in positions which are not manually orientated. The decision to include this *type of work* breakdown is justified by the contention of Woodley et al. (1987) that adult education is largely the preserve of the middle classes and those in non-manual occupations. Traditionally, the hospitality industry recruits workers from a variety of social backgrounds ranging from kitchen hands, laundry attendants, and chamber maids who have little or no customer contact, to receptionists, accommodation managers, accountants and clerks who generally come from backgrounds of a higher social standing. The study took these factors into consideration by making a distinction between those employed in a purely manual capacity within the industry, and those whose positions were of a non-manual nature.

3.3.5 Previous educational success

This category is divided into respondents who have had previous educational success and respondents who have not been previously educationally successful. The relevance of this category is highlighted by Woodley et al. (1987), who maintain that those who have had more than minimal educational success are more likely to seek access to adult education. It is recognised that educational success is difficult to measure, and that an individual's success or achievement might be judged in accordance with one's personal or cultural values and beliefs. For the purposes of this study, however, educational

success is measured in terms of the highest level of formal education that respondents have obtained. This category includes: (i) those that have *not* completed high school, (ii) those that *have* completed high school, (iii) those that have completed high school and have passed HSC/VCE examinations, (iv) those that have completed tertiary education at TAFE level in courses other than hospitality, and (v) those that have completed tertiary education at university level in courses other than hospitality.

These criteria of determination are justified because they are the criteria which are used in most tertiary institutions when selecting candidates for courses in hospitality studies. The selection questionnaire, which was used to identify those respondents who fit the sampling selection profile, was also used to obtain data on respondents' previous educational success (Appendix B).

Educational Aspirations	Have Considered Enrolling at a TAFE or University but did not Enrol															
Gender	Male								Female							
Dependancy Status	Single				With Partner or Dependants				Single				With Partner or Dependants			
Work Category	Manual		Non-Manual		Manual		Non-Manual		Manual		Non-Manual		Manual		Non-Manual	
Previous Educational Experience: Successful or Unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful	successful	unsuccessful

Table 3.1 Dimensions of theoretical sampling categories

Table 3.2 expands these dimensions into a framework which details the characteristics of the 16 respondents.

1. Considered enrolling in a course at a TAFE or university but did not enrol, male, single, manual worker, previously educationally successful.

2. Considered enrolling in a course at a TAFE or university but did not enrol, male, single, manual worker, previously educationally unsuccessful.

3. Considered enrolling in a course at a TAFE or university but did not enrol, male, single, non-manual worker, previously educationally successful.

4. Considered enrolling in a course at a TAFE or university but did not enrol, male, single, non-manual worker, previously educationally unsuccessful.

5. Considered enrolling in a course at a TAFE or university but did not enrol, male, with partner or dependants, manual worker, previously educationally successful.

6. Considered enrolling in a course at a TAFE or university but did not enrol, male, with partner or dependants, manual worker, previously educationally unsuccessful.

7. Considered enrolling in a course at a TAFE or university but did not enrol, male, with partner or dependants, non-manual worker, previously educationally successful.

8. Considered enrolling in a course at a TAFE or university but did not enrol, male, with partner or dependants, non-manual worker, previously educationally unsuccessful.

9. Considered enrolling in a course at a TAFE or university but did not enrol, female, single, manual worker, previously educationally successful.

10. Considered enrolling in a course at a TAFE or university but did not enrol, female, single, manual worker, previously educationally unsuccessful.

11. Considered enrolling in a course at a TAFE or university but did not enrol, female, single, non-manual worker, previously educationally successful.

12. Considered enrolling in a course at a TAFE or university but did not enrol, female, single, non-manual worker, previously educationally unsuccessful.

13. Considered enrolling in a course at a TAFE or university but did not enrol, female, with partner or dependants, manual worker, previously educationally successful.

14. Considered enrolling in a course at a TAFE or university but did not enrol, female, with partner or dependants, manual worker, previously educationally unsuccessful.

15. Considered enrolling in a course at a TAFE or university but did not enrol, female, with partner or dependants, non-manual worker, previously educationally successful.

16. Considered enrolling in a course at a TAFE or university but did not enrol, female, with partner or dependants, non-manual worker, previously educationally unsuccessful.

Table 3.2 Theoretical sampling framework: characteristics of the 16 respondents

A specifically designed questionnaire was administered within hospitality establishments in Melbourne (Appendix B), to identify employees who fell within the sampling framework. While no particular bias was shown in the establishments that were chosen to execute the questionnaire, a significant proportion of responses were obtained from four star and five star hotels. This, however, can be justified by the fact that, although four and five star hotels make up only 9% of hospitality establishments they account for 49% of industry employment. It was, therefore, felt, that they should be proportionately represented in the sample. A number of candidates (12) were selected for interview based on the criteria determined through analysis of this initial questionnaire. As representatives of the population under research their characteristics and opinions were added together to present a general picture of the group (Mann 1968). In addition, a number were also chosen to partake in a pilot study which was used to test aspects of the investigation. The advantage of a pilot study is that 'it tests under circumstances that do not count so that when they do count one can have more faith in what one is doing' (Burns 1994, p.282). This pilot study was seen as essential to allow for the generation of new categories which if found, could be included in the sample. These would be the **type two** categories previously discussed in the theoretical sampling method (Minichiello et al. 1995).

3.4 Ethical considerations

As a result of the involvement of human subjects in this project, certain ethical issues needed to be addressed. Some of the measures deemed necessary in this regard were to ensure that:

> (i) all respondents had an opportunity to have any questions answered prior to consenting to participate in the study;
> (ii) all respondents were over 18 years of age; and,
> (iii) all respondents freely gave their written consent to participate.

Respondents were further advised, on a specifically designed form (Appendix A), that they could withdraw from the study at any time without being jeopardised in any way.

3.5 Interview schedule

A number of pre-determined research questions, suggested by the literature, were presented to respondents in order to determine whether such factors were reflected within the hospitality industry at the local level. In addition, the semi-structured interview technique used allowed attention to be focussed on the emerging views of respondents, thereby allowing themes and topics to be further developed and elaborated upon.

As stated in Chapter one pre-determined questions were designed to investigate:

(i) Respondent's awareness of what relevant educational opportunities exist in TAFE and higher education;

(ii) respondents' awareness of what financial support (such as Austudy, HECS etc), is available;

(iii) the perceptions of hospitality employees with regard to published opinions that indicate that a formal qualification is neccessary to work or progress in the hospitality industry;

(iv) respondents' perceptions with regard to support that might be available from family, friends and employers, other than financial;

(v) respondents' perceptions with regard to the formal nature and structure of courses at tertiary institutions; and,

(vi) how respondents perceive tertiary institutions, for example are they perceived as open and approachable?

Consequently, six structured questions were contrived to explore these areas. These questions formed the stuctured component of the interviews and each respondent was asked to answer these questions sequentially. The questions, as asked, were as follows:

(i) 'Are you aware of what educational options are available to you at TAFE or university?'

(ii) 'Do you think there would be any financial support available to you to pursue further study?'

(iii) 'In your experience is a formal qualification required to work in the hospitality industry?'

(iv) 'Do you anticipate any other kind of support from anyone, not financial support?'

(v) 'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'

(vi) 'What are your perceptions of TAFE colleges or universities as places of learning?'

While structured in nature, these questions served as an introduction to each particular topic which was then individually discussed with respondents. As such, these questions represented an opportunity to explore respondents' initial perceptions on each of the relevant issues, while allowing the researcher the freedom to develop a rapport and encourage individual respondents to elaborate on related topics. In addition, Binns (1989) found that many of the reasons given by women for not completing study plans related to childcare and family responsibilities. As a result, the importance of childcare facilities was discussed with those respondents who have dependent children. This included obtaining information on the number of children under school-age which respondents had.

3.6 Profile of respondents

Respondent number 1 **Adrian** completed his secondary schooling in Melbourne and worked in a number of organisations before entering the hospitality industry six years ago. He is now 27 years old and working as a bell captain (concierge) in a five star city hotel. He is currently single and hopes to progress to management level in the hospitality industry. To this end he enrolled in a course of study at a TAFE college some years ago, but dropped out for many of the reasons which he discussed at interview. He has recently considered enrolling again in hospitality studies in order to achieve his aim of progression within the industry.

Respondent number 2 **Brian** did not complete his secondary schooling, which was in Australia. He is a 25 year old single male, and has considered enrolling in a course in order to advance his career within the maintenance department of the hotel in which he works. He has been working in the hospitality industry for three years mainly in the maintenance department of four and five star hotels, and he intends to make a career in the industry. He generally works day shift in his current position, leaving the evenings free to pursue his educational aspirations. He lives close to the city and relies on public transport to travel to and from work.

Respondent number 3 **Charles** completed high school in Victoria with good results in the HSC. He continued on to university on graduation and passed several subjects in a bachelor degree course, but withdrew without completing the course. He intends to make a career in the hospitality industry, and has considered enrolling in a hospitality degree course. He is now 26 years old, single and has been working in the industry for three years. He currently works in a non-manual position in the *back office* of a four star city hotel.

Respondent number 4 No respondent was found to fit this category, see explanation under *Limitations of the study* (Chapter one 1.6).

Respondent number 5 **Evan** migrated to Australia seven years ago from East Timor. He is 32 years old and lives with his partner and one child. He has studied at degree

level at a university in Europe, but did not complete these studies. He recently successfully completed a diploma course at a TAFE college in Victoria and is now considering enrolling in a hospitality related degree course at university. He has been working in the hospitality industry for seven years and intends to continue his career in the industry. He currently works in a Melbourne suburban restaurant as a stores controller.

Respondent number 6 **Frank** completed secondary school twelve years ago in Melbourne but did not pass his Higher School Certificate (HSC) exams. He is married, has no children and his partner is also employed full-time, although not in the hospitality industry. He is thirty years of age and has worked in various positions in the hospitality industry for almost seven years. He currently works as a front office assistant in a three star hotel located in the northern suburbs of Melbourne.

Respondent number 7 **George** completed his secondary schooling in New South Wales and successfully passed his HSC. He commenced his career in the hospitality industry 12 years ago and intends to continue his career in the industry. He is now 32 years old and lives in Melbourne with his partner and 3 children, and has considered enrolling in a hospitality related degree course at university. He is currently in a non-manual position in the rooms division of a four star city centre hotel where he is undergoing management training. His position as a corporate trainee involves frequent moves between corporation-held properties throughout Australia.

Respondent number 8 No respondent was found to fit this category, see explanation under *Limitations of the study* (Chapter one 1.6).

Respondent number 9 **Iris** successfully completed her secondary schooling in Melbourne, graduating with the HSC. She is now 21 years old, single and has been working in the hospitality industry for three years. She is currently working as a part time waitress in a city centre restaurant as well as in the food and beverage division of a four star city hotel. She intends to make a career in the hospitality industry and has considered enrolling in a hospitality-related course at TAFE. She recently purchased a house and is therefore committed to a long term mortgage.

Respondent number 10 Janet is currently working as a room attendant in a five star city centre hotel. She has been employed in this position for 18 months and intends to make a career in the hospitality industry. She studied at secondary level in Melbourne but did not complete year 12 and subsequently did not sit for her Victorian Certificate of Education (VCE) exams. She is now 22 years of age, single and has considered enrolling in an award bearing course in hospitality.

Respondent number 11 Kate is a 25 year old single female who has worked in the hospitality industry for eight years. She completed her secondary schooling in Melbourne with exceptional results in HSC and is currently employed as a receptionist in a city centre five star hotel. She is committed to a career in the hospitality industry and has recently considered enrolling in a formal course of study which she feels would help her to progress within the industry.

Respondent number 12 No respondent was found to fit this category, see explanation under *Limitations of the study* (Chapter one 1.6).

Respondent number 13 Mary migrated to Australia five years ago from China. She is 37 years old and lives with her partner who is also Chinese. She has two children both of whom were born in Australia and the language spoken at home is Mandarin. She completed a university degree course in China which was not hospitality related. She has been working in the hospitality sector for five years and intends to continue her career in this profession. She studies English on a part time basis and is currently studying at an advanced level. She has considered enrolling in hospitality studies to further her career in this profession. She is currently employed in the rooms division of a four star city hotel, a position which involves minimal customer contact or neccessity for fluency in English.

Respondent number 14 Nadia is 39 years old and lives with her partner and her teenage son. She completed all of her secondary schooling in England but did not pass her "A levels" exams (UK equivalent of HSC). She migrated to Australia 15 years ago and has been working in the hospitality industry for two and a half years. She intends to

make a career in this industry and has previously completed two short courses in hospitality studies. She is now considering enrolling in a formal award bearing course.

Respondent number 15 Olga has been working in the hospitality industry for 29 years and intends to continue her career in this industry. She has successful completed a university degree course which was not related to hospitality, and has recently considered enrolling in hospitality studies at graduate level. Olga migrated to Australia twenty two years ago from the UK. She is now 49 years of age and lives in the western suburbs of Melbourne with her partner and two teenage children. She currently works in a management position in a large catering organisation located in suburban Melbourne.

Respondent number 16 No respondent was found to fit this category, see explanation under *Limitations of the study* (Chapter one 1.6).

3.7 Industry structure

The international orientation of the hospitality industry has in effect led to a plethora of departmental and interdepartmental industry categories. For the purposes of this study however, a departmental breakdown in common use in Australia has been chosen which categorises the industry into the following five areas:

> (i) Rooms Division.
>
> (ii) Food and Beverage Division.
>
> (iii) Back Office.
>
> (iv) Maintenance.
>
> (v) Banqueting.

This departmental structure was used to categorise employees whose job title and department of employment was elicited through questions on the previously outlined questionnaire (Appendix B). In this way it was possible to classify respondents as manual or non-manual employees.

3.8 Data analysis

'The processes of analysis and interpretation of data involve disciplined study, creative insight and careful attention to the purposes of the study' (Patton 1987, p.144). Patton explains that analysis and interpretation are conceptually separate processes, analysis being the process of 'bringing order to and organising data into patterns, categories and basic descriptive units' (p.144). Interpretation on the other hand, suggests Patton, 'involves attaching meaning and significance to the analysis, explaining descriptive patterns and looking for relationships and linkages among descriptive dimensions'(p.144).

Patton (1987) advises that data to be analysed can be drawn from two sources: '(1) The ... questions that were generated during the conceptual and design phase of the [research] project and (2) analytic insights and interpretations thet emerged during data collection'(p144). 'The focus [however] in the analysis of qualitative data comes from the questions generated at the very beginning of the... [research] process (Patton 1987, p.145). The use of both fixed and open grids can aid this process considerably as they are constructed to link with the questions, themes and topics included in the semi-structured interview schedule. A "fixed grid" is a matrix constructed to include a cell for each question, topic or theme, explored in the semi-structured interview which are subsequently repeated for each respondent. The "open grid", on the other hand, allows flexibility for new or emerging questions which, in this case, stemmed from the initial questionnaire. An open grid format acknowledges that a question, theme or topic may only be applicable to one or more respondents, with the result that a cell, or a number of cells, may remain unfilled (Hurworth 1995). The information contained within these grids was then further refined by streaming the data into a number of "bins" classified under the headings identified in the literature review. These are *informational barriers, situational barriers, financial barriers, institutional barriers and dispositional (or attitudinal) barriers.* Miles and Huberman (1994) extol the advantages of this matrix approach to data analysis stating that, 'it requires you to think about your research questions and what portions of your data are needed to answer them; it requires you to make full analyses, ignoring no relevant information; and it focuses and organises your information coherently (p.239).

An example of the *fixed* and *open* grid system and the *bin* format used in the analysis of data for this project is outlined in Figure 3.1.
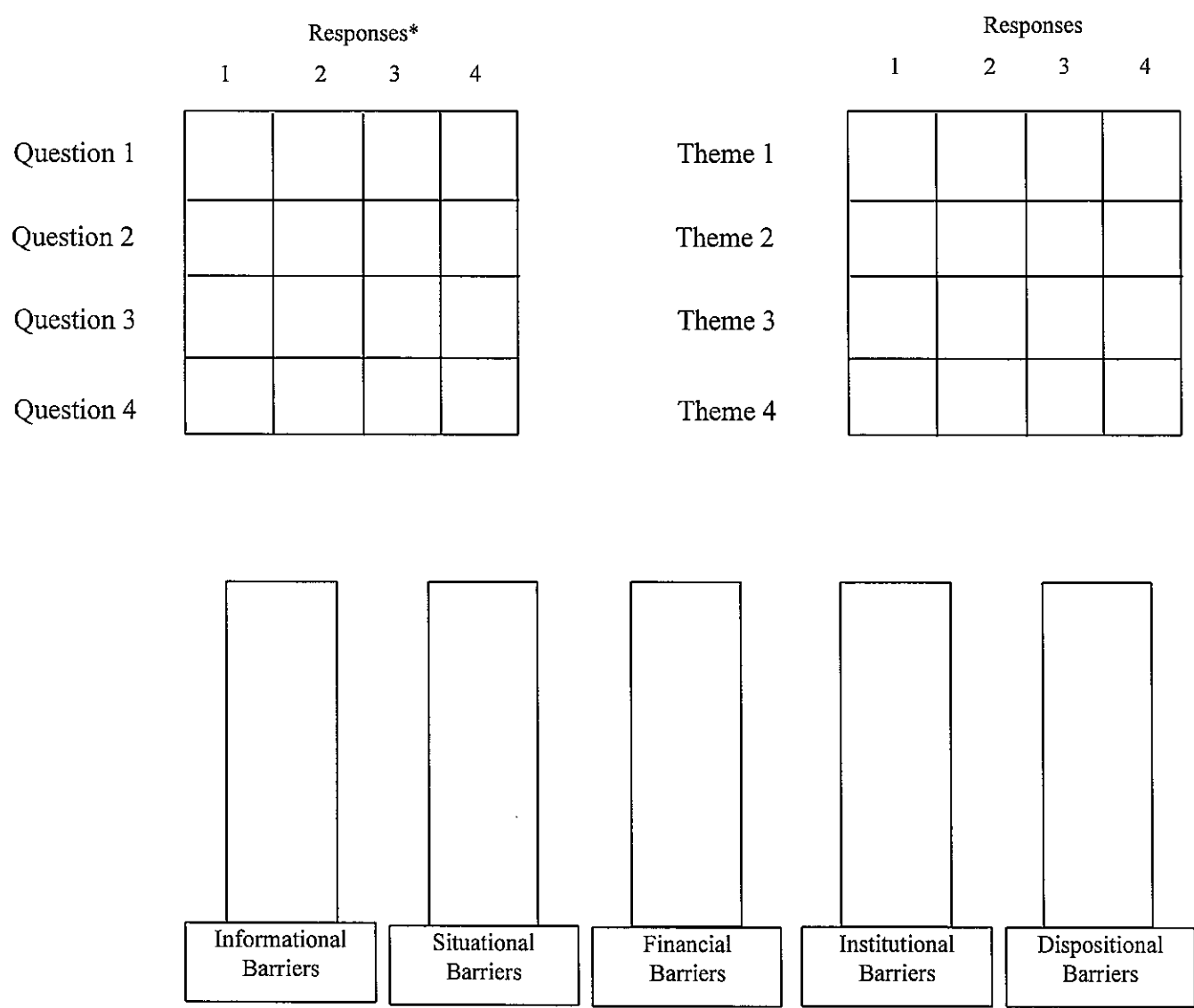
Figure 3.1 Fixed and open grids depositing data into bins

* 'Responses' refers to the answers and views expressed by respondents in relation to the questions, topics and themes explored in the semi-structured interviews.

Chapter 4   Analysis

4.1 Analysis format

Minichiello et al. (1995) conclude that 'data analysis is the process of systematically arranging and presenting information in order to search for ideas' (p.247). The analysis can further be aided by the arrangement of data into matrices which allow the researcher the opportunity to systematically focus and organise information coherently (Miles & Huberman 1994). Additionally, Lofland & Lofland (1984) suggest that data should be grouped into categories of observations or responses, and that those categories should then be ordered in some systematic fashion. Consequently, for this project, several matrices were utilised to assist with the analysis (i.e. a fixed grid, an open grid and a number of bins). Furthermore, respondents were grouped according to the categories which were previously identified in the theoretical sampling model (Table 3.1), and the relevant information was presented in tables which have been included in the appendices of this dissertation (Appendix D).

4.2 Analysis of individual respondents

Because each of the individuals involved in this project represented a specific category within the theoretical sampling model, it was appropriate to analyse each case independently. The requirement for respondents to have considered enrolling in an award bearing course, but not having enrolled, however, was common to all of the respondents. As a result, it is the differences among the other dimensions of the theoretical sampling categories that are highlighted in this chapter.

1 Adrian

Adrian stated that a formal qualification is required by employees engaged in the hospitality industry. Adrian believed, however, that such a qualification is not required to work at an operative level within the various industry departments, but it is, rather, necessary if an employee is to progress past operative level. In relation to the six structured questions posed at interview the major barriers to enrolment for Adrian were (i) finance and (ii) what appears to be some disillusionment with current course offerings. For Adrian finance seems to be the major barrier to enrolment, since he is convinced that his employer will not financially support his study aspirations, and he also believes that government support would not be available to him. Adrian also claimed that many of the courses offered at TAFE had a rather broad application, and did not allow for specialisation within the department in which he had chosen to develop his career.

2 Brian

Brian does not perceive that a formal qualification is necessary to work or progress within the industry, which appears to contradict his original motivation for considering enrolment. In relation to the six structured interview questions, the major barrier to enrolment was financial. He claimed that studying courses at TAFE colleges would not pose any difficulties for him, but that higher education would be more difficult. In this regard, however, he opined that such institutions would provide help for students who might face difficulty.

3 Charles

Charles reported that it is possible to work in the hospitality industry without a formal qualification, but that progression to management level can only be enabled through formal study. A lack of information on university course options is one possible barrier to enrolment for Charles. In the main, however, the most significant barrier is finance. Charles is convinced that no financial support would be available from his employer, and that government support would not be available to someone in his situation.

5 Evan

Evan feels that while on the job experience is invaluable in the hospitality industry, a formal qualification would also be advantageous. This is likely to be the main reason that he had considered enrolling in a formal course of study. The major barrier to enrolment for Evan, however, would appear to be connected with perceived difficulties in getting into university. In addition, Evan was not fully informed on possible government support and it is likely that this may also be a significant barrier.

6 Frank

Frank pointed out that on the job experience was essential in the hospitality industry but felt that a formal qualification would be required for progression to management level. Access and the degree of difficulty of study in higher education would appear to be barriers to enrolment at university for Frank. TAFE colleges, however, were not perceived to pose any barriers. The major barrier to enrolment for Frank, therefore, is finance. Frank feels that no financial support would be available to him either from an employer or from the government sector.

7 George

Whilst George applauds direct industry training, he feels that a formal qualification is required to progress to management level within the industry. Apart from a perception that universities are a threatening environment, the major barrier to enrolment for George is finance. George does not believe that any financial support would be available to him either from his employer or a government source.

9 Iris

Iris does not believe that a formal qualification is required in the hospitality industry. Nevertheless she has considered enrolling in a course of study. In relation to the six structured interview questions the only barrier to enrolment for Iris was finance. Iris does not believe that any form of financial support would be available to her.

10 Janet

Janet has considered enrolling in a formal course of study because she feels that a formal qualification is required to progress within the hospitality industry. There would appear to be several deterrents to enrolment in her situation. Information on course options, for example, was one area that posed a problem as well as the lack of available financial support. Another barrier, however, is her perception that all tertiary institutions are threatening environments.

11 Kate

Kate believes that a formal qualification is essential for progression within the industry. She stated that this was the reason why she has considered enrolling in a formal award bearing course. Kate is quite confident that she could complete a tertiary course, and she indicated that her perceptions of TAFE colleges or universities would not be a deterrent to enrolment. It is apparent that finance may be a barrier to enrolment for her because she is not aware of any financial assistance that might be available to her. The most significant barrier to enrolment, however, would appear to be a lack of information in several areas. One such area is information on TAFE and university systems, that is, the degree of difficulty of courses, prerequisites and admission requirements, and general standards. In addition, Kate had not been exposed to information about course options, and she claimed that some counselling was required in order to choose a course of study which would contribute to the development of her personal *career path* goals.

13 Mary

Mary was of the opinion that many positions within the industry did not require formally qualified employees. On the subject of progression to management level, however, she concluded that completion of a 'very serious course' (Mary c.48) was necessary. Mary's perceptions of tertiary institutions would not deter her from enrolling in a formal course of study at TAFE college or at university. She believes that fluency in English would be the only prerequisite to successful completion of tertiary study for her. She is currently studying English at an advanced level and, therefore, it is concluded that language skills are unlikely to represent a significant

barrier to enrolment for her. Mary reported that she is not aware of the various courses of study that might be available to her, but doesn't see this as a barrier because she believes that it is easy to get such information by looking up the *Yellow Pages* and telephoning the various institutions that offer hospitality courses. Although Mary is of the opinion that some financial support might be provided by her employer, finance would appear to be the major barrier to enrolment for her.

14 Nadia

Nadia perceives that a formal qualification is required to progress within the hospitality industry, and therefore she has considered enrolling in a formal course of study. In her case information on course options is not a barrier to enrolment, and, because she has previously had some experience of the TAFE system, she is not deterred from enrolment at TAFE colleges. Her perceptions of universities, however, do form a barrier to enrolment because she perceives universities as difficult to gain access to, and she is intimidated by the prospect of study at this level. Whilst the option of enrolment at TAFE is open to her, one significant barrier to enrolment appears to be the lack of any available financial support.

15 Olga

Olga reported that degrees, or higher degrees, have become necessary in order to progress within the hospitality industry. She has recently considered enrolling in a graduate diploma or a higher degree course. Because she has been involved in courses at university level in the past her perceptions of tertiary institutions are not a barrier to enrolment for her. She stated that information on course options is readily available, and, as a result, this was not seen as a barrier to enrolment. The most significant barrier for Olga therefore would appear to be financial in nature.

4.3 Analysis of male respondents

The issue of awareness of the study options that are available does not appear to represent a barrier to enrolment for male respondents. That is to say that all of the

male respondents that were interviewed were aware of at least some of the educational options available to them, either within the TAFE or higher education streams. Five out of the six male respondents claimed that a formal qualification is necessary in order to progress within the industry. Male respondents' perceptions of the standards and degree of difficulty of courses at TAFE colleges and universities suggest that there may be a number of deterrents in this area. These deterrents ranged from a belief that universities are hard to get into, and that courses at this level are difficult, to a lack of information on higher educational systems. In response to questions on the TAFE sector, several respondents indicated that they would be hesitant to enrol in courses because standards were perceived to be low, and course content was perceived to be too broad and operationally centred. Put another way, several respondents were of the opinion that TAFE courses were a repeat of what had already been learned as a result of working in the industry. The most significant barrier for this group, therefore, is the lack of available financial support.

4.4 Analysis of female respondents

As with their male counterparts, all but one of the female respondents was of the opinion that a formal qualification is required to progress within the industry. Perceptions of tertiary institutions among this group ranged from those who perceived that courses would be very basic to those who felt intimidated by universities. One respondent, for example, indicated that she would be *scared* at the idea of entering a tertiary classroom for the first time. While there is a difference between respondents' perceptions of both the TAFE and higher education sectors, and there seems to be an apparent lack of the type of information which might be required to make judgments about the various tertiary institutions, overall, perceptions do not appear to represent a significant barrier to enrolment. That is to say that most respondents are not deterred by preconceived notions about TAFE colleges or universities, and, therefore, they could conceivably avail themselves of the educational opportunities within the TAFE or higher education sectors. The issue of awareness of educational options was the major point of difference between male and female respondents. In this regard, half of

the sample of female respondents were not aware of courses that might be available to them, or the information which they did have was insufficient for them to make a decision to enrol. As with their male counterparts, however, the most significant barrier to enrolment is the lack of any available financial support.

4.5 Analysis of single respondents

Two out of the six single respondents were of the opinion that a formal qualification was not required to work in the hospitality industry. This was an interesting finding when compared with respondents who were with partners or dependants, all of whom stated that a formal qualification was necessary in order to progress within the industry. In fact all respondents in this study, with the exception of two individuals who are single, indicated that a formal qualification was required in this profession. Whilst both of these *single* respondents also agreed that perceptions with regard to the approachability of TAFE colleges or universities were not a barrier to enrolment, no other trends were observed among those two individuals to suggest that there was a link or pattern to their behaviour. Indeed, in this regard, it may be important to note that one respondent was a single male and the other a single female, thereby making it impossible to suggest gender bias in this situation. One possible barrier to enrolment among single respondents, however, was their perceptions of the degree of difficulty of courses at both TAFE colleges and at universities. Half of the sample of single respondents, for example, did not have enough information in order to form a judgment about this particular issue. A number of respondents also highlighted a need for information on the courses that are available, and expanded this theme by suggesting that some career advice should also be made available to them. The most significant barrier to enrolment, however, was unanimously identified as the lack of financial support.

4.6 Analysis of respondents with partners or dependants

As previously noted, all respondents in this category were of the opinion that a formal qualification was required to progress within the hospitality industry. Another similarity within this category relates to respondents' perceptions of TAFE colleges and universities. The majority of respondents, for example, were either hesitant to approach a university or believed that it would be hard to get a place in a university course. TAFE colleges, on the other hand, did not pose the same difficulties for them, but were seen by some respondents as having low standards and being operationally centred. That is, the relevance of the courses offered at TAFE colleges for industry employees with significant operational experience was questioned. This was explained by some respondents as a perception that courses at TAFE would be concentrated around the topics and work that they had already learned by the *hands on* method, as a result of their employment in the industry. As with other categories respondents were unanimous in their belief that no financial support would be available to them, and this may therefore be a significant barrier to enrolment.

4.7 Analysis of respondents employed in manual positions

In this category the majority of respondents were of the opinion that a formal qualification is required to progress within the hospitality industry. Some respondents also stated that they lacked information on the study options that might be available to them. A lack of information was also evident among this group in regard to perceptions of universities and TAFE colleges. They perceived, for example, that universities would be more difficult to gain access to, and that standards might pose some difficulties for them. Indeed, one respondent felt that tertiary institutes at all levels were threatening environments. The most significant barrier to enrolment for this category of respondent, however, was once again unanimously identified as a lack of financial support.

4.8 Analysis of respondents employed in non-manual positions

All of the respondents in this category stated that a formal qualification is required in order to progress within the industry. A trend was identified among this group in regard to educational aspirations. Evidently respondents in the non-manual category were interested in study at university level rather than engaging in courses at TAFE colleges. One explanation for this is that, as previously stated within this dissertation, manual positions within the industry require employees to have achieved a number of educational pre-requisites. As a result, similarities are likely to occur between this category of respondent and those respondents that have been identified as having been previously educationally successful. Respondents who were employed in non-manual positions were not, in the main, threatened by the idea of enrolling in a university course. A number, however, lacked information about course options and the standards, or degree of difficulty, associated with university courses. Consequently, this lack of information is likely to represent a barrier to enrolment for some respondents. As with other categories, however, the issue of finance would appear to be the most significant barrier to enrolment. This was concluded because these respondents were unanimous in their assertions that no financial assistance would be available to them.

4.9 Analysis of respondents who had been previously educationally successful

All but one of the respondents, that had previously been educationally successful reported that a formal qualification was necessary in order to progress within the hospitality industry. Within this category perceptions of tertiary institutions do not appear to be a barrier to enrolment, although it is noted that access to universities is perceived by some respondents to be difficult. A number of respondents, however, were unable to respond to questions designed to elicit their perceptions of tertiary institutions because they indicated that they did not know enough about them. This might be categorised as an informational barrier in view of the claims of some

respondents who suggested that there was also a lack of information on courses that might be available to them. Informational barriers to enrolment are therefore further discussed in Chapter five. Once again a lack of financial assistance was universal among these respondents, and therefore may represent a significant barrier to enrolment.

4.10 Analysis of respondents who had been previously educationally unsuccessful

The majority of respondents in this category stated that a formal qualification is required to progress within the hospitality industry. The issue of information, or access to information, on study options did not appear to be a barrier to enrolment for this particular group. Perceptions of tertiary institutions, however, suggest that respondents may feel threatened by universities and, in some cases, TAFE colleges, and such perceptions may therefore represent a barrier to enrolment. All of these respondents believed that financial support would not be available to them from any source. This therefore is suggested to be the most significant barrier for this category of respondent.

4.11 Analysis of information obtained during the unstructured phase of the interviews

4.11.1 Time

Time was an issue which was raised by eight respondents in the course of their interviews. The common theme revolving around time as a barrier to enrolment, was how to find time to fit in subject contact hours with full-time work, work being regarded by most respondents as the number one priority. There is no evidence to suggest that time as a barrier was gender exclusive, neither was it singularly associated with employees in either the manual or non manual categories. Indeed the issue of time was raised by an equal number of male and female respondents in a variety of departmental positions. This barrier, however, does appear to be more

pronounced among respondents with both partners and dependants. In this regard two female and one male respondent, who had both partners and dependent children, stated that taking time away from home to study, coupled with the commitment of full-time employment would be extremely difficult. The issue of time was also reported to be exacerbated by shiftwork, particularly with regard to changing shifts or work patterns. Moreover, it was suggested by one respondent that time spent studying represented a loss of hours available to work and subsequently a loss of income for part time employees.

4.11.2 Course scheduling

Three respondents identified course scheduling as a possible barrier to tertiary study. More specifically these three were: one single male, one single female and one female with a partner or dependants. There were no obvious categorical trends relevant to this issue. However, the issue was identified by some respondents as a barrier relative to difficulties associated with course attendance in addition to full time employment. In an industry where working hours can range over 24 hours this was perceived by these respondents as extremely difficult, and therefore essentially the barrier involved is suggested to be time.

4.11.3 Costs

The issue of costs associated with tertiary education was raised by nine respondents. The barrier, however, was more frequent among female respondents with six females suggesting that cost was a barrier as opposed to three male respondents. This would appear to suggest that this topic has more of an impact on women in the workforce who aspire to returning to study. Of the three males that reported cost as a barrier one was single and both of the others had partners or dependants. No further categorical trends were evident, the breakdown between single females and those with partners or dependants being equal. Costs of education at this stage of the interview were dealt with as a separate issue to finance. The issue of finance was discussed with individual respondents as part of the structured phase of the interview, and, in the main, referred to course fees. Costs on the other hand, in this instance, refers to sundry items which are required by students in order to complete tertiary study, as well as ongoing costs

connected with educational initiatives. Respondents pointed out that there were a number of costs which were exclusive to hospitality education such as the purchase of: chefs uniforms, waiting uniforms, utensils and knives. For hospitality students these costs are additional to the normal student outlay on textbooks, calculators, stationery, transport and car parking, which also come under this heading.

4.11.4 Recognition of educational qualifications

One single male respondent was concerned that the qualification gained through tertiary study might not be recognised within the industry. He suggested that certain courses are looked on more favourably by some employers, particularly if the management at that establishment have studied a particular course themselves.

4.11.5 Commitment

Commitment was identified as a possible barrier by three respondents. The categorical breakdown was one single male, one male with a partner and one female with a partner. A factor of note was that all three of these respondents were interested in study at higher education level. Commitment, however, was viewed in two different contexts. In the first instance, commitment referred to the duration of university courses which could extend to eight years of study in the case of a part time student. One single male and one female living with a partner and dependants identified this type of commitment as a barrier to further study. Commitment, however, was also associated with a level of responsibility to one's family. In this case the female respondent and one of the male respondents, both of whom were living with partners and dependants, identified family responsibilities as a barrier.

4.11.6 Assessment

Three respondents raised the issue of assessment as a possible barrier to enrolment. Categorically they were one single male respondent, one male respondent living with a partner and dependants, and one female respondent living with a partner and dependants. In all three cases assessment was identified in the context of university study. Two of the three respondents had some experience of university courses in the past and felt that, in many cases, the amount of written assessment required to

complete university subjects was excessive. Additionally all three respondents questioned the type of assessment used in university courses. In particular, one respondent was unhappy about the rote learning style which she associated with three hour written examinations, while another questioned the need for two written assignment to assess one subject. Another respondent suggested that any assessment procedure should include credit for previous experience obtained within the industry.

4.11.7 Contact hours involved in courses

One single male respondent pointed out that courses in hospitality studies conducted at TAFE colleges involved, what he perceived to be, an excessive number of subjects and subsequent contact hours. He stated that a part time student would be required to enrol in three or four subjects per semester, and to attend for two and a half or three hours for each subject. He subsequently claimed that this was a barrier to enrolment for him.

4.11.8 Mobility of courses

One male respondent living with a partner and two dependent children opined that courses in hospitality studies should be mobile or transferable. This respondent pointed out the transient nature of hospitality employees, and asserted that the inevitability of transfer to other properties, within the organisation in which he works, makes a long term commitment to education at a local level impossible for him.

4.11.9 Career guidance

Four respondents identified a need for career advice prior to enrolment in hospitality studies. These respondents were two single males, one single female and one female living with a partner and dependants. A lack of information on the stream, or specialisation, available at hospitality institutions was clearly identified as a possible barrier to enrolment. In addition, the links between educational specialisation and career path development were not clear to these respondents. They suggested that, although courses were available which had definite links to particular hospitality departments, some career guidance was required in order to help them to choose a pathway in line with their interests and aptitude.

4.11.10 Recognition of prior learning

Three male respondents, one single and the other two living with both partners and dependent children, identified a perceived lack of recognition of previous work experience (prior learning) as a definite barrier to enrolment. The basis of their argument was that courses in hospitality studies are, to a large extent, vocational in nature. In other words they teach one how to work in the industry. As a result these respondents felt strongly that some recognition of their previous *operational* experience in the industry would be appropriate. This, they stated, would reduce the time required in order to achieve an educational qualification and as a result make it more attractive to enrol.

4.11.11 Psychological barriers to enrolment

Two respondents felt that there was a psychological barrier to enrolment in tertiary education. One of these respondents was a male who lives with his partner and two dependent children, and the other was a single female. The male respondent explained a *psychological barrier* as an inner feeling of inadequacy with regard to academic skills, and he suggested that this feeling would need to be assuaged in order to facilitate enrolment. Similarly, the female respondent was concerned about the strength of her academic skills, but she was also concerned about the social skills required to mix with other students at a tertiary level. In her case the fact that she had been unsuccessful in her previous educational endeavours may have had some bearing on her perceptions.

4.11.12 Language barriers to enrolment

Two respondents indicated that language difficulties may be a barrier to enrolment in tertiary studies. One was a male student who was living with a partner and one dependent child, the other was a female living with a partner and two dependent children. The common characteristic, however, was not the theoretical category to which these respondents belonged, rather it was the fact that both were from non-English speaking backgrounds.

Chapter 5   Interpretation

Having analysed the data within the theoretical sampling framework, it was also seen to be important to review the data from the perspective of suspected barriers which were highlighted by previous empirical works discussed in the review of the literature, on barriers to education (Chapter two). Previous reports, for example, outlined a number of barriers listed under five different headings, and these headings formed the basis of the structured phase of the qualitative interviews. Consequently, the resulting information was examined to determine if these characteristics were pertinent at the local level. During this phase of the analysis differences among respondents were also reported in line with their sampling category.

5.1 Informational barriers

Overall, most respondents were aware that a large number of courses existed in hospitality studies. Information on the courses offered at TAFE level, however, was perceived to be more easily available, and respondents showed a greater awareness of these colleges and the opportunities that exist within this system. Whilst a number of respondents were not aware of specific course options, most respondents were content that the information on study opportunities was available to them. In this regard several suggested that such information could easily be accessed by telephoning the various colleges associated with hospitality education. In the majority of cases, however, when respondents stated that they would telephone institutions to elicit course information they were referring to TAFE colleges. Adrian for example, when asked if he knew what educational opportunities might be available to him, answered:

> Yeah I know the various different universities around, *Box Hill*,
> *William Angliss* and also *Emily Mac* and also a few others that
> are starting up there is one or two in the city itself, so there is

a variety of courses and places doing the courses (Adrian c.1).

Adrian refers to these colleges as universities whereas in fact two of the three colleges that Adrian mentioned are TAFE colleges. In Melbourne there are a number of TAFE colleges that have a history of specialisation in hospitality studies, and these colleges appeared to be well known to respondents. This may be because many of these colleges were operating for many years before the first university degree course was offered in Melbourne in 1976.

Although there was a difference in the aspirations of manual and non-manual employees with regard to further education, both groups were unaware of the number of universities that offered courses in hospitality, or hospitality related studies. Some were aware of Victoria University of Technology (VUT), which achieved university status in 1991 as a result of the amalgamation of a number of institutes of higher education. Knowledge of this institute, and its connection with hospitality education, might be attributed to the fact that Footscray Institute of Technology (one of the member institutes of VUT) was the first institute of higher education in Australia to offer a degree course in Hospitality studies. Another explanation as to why some respondents were aware of the link between VUT and hospitality education, however, may have been as a result of their involvement in this research project. In this regard, the researcher was mindful that all respondents had been informed that the investigation was being conducted at VUT. Nevertheless, allowing for this extraneous factor it would appear that information on hospitality studies at university level was poor at best. Moreover, respondents had never been privy to a brochure, course guide or any other form of advertising connected with hospitality education at this level. In this regard Kate stated:

> I notice that around this hotel there doesn't seem to be like, even
> in our staff room there's not a lot of pamphlets or information
> or even say flyers about open days and things like that, that sort
> of information would be useful (Kate c.41).

This would seem to be a definite barrier for respondents, all of whom had considered further study at one level or another, but were not aware of the options available at university level.

While much emphasis is currently being levelled at articulation between TAFE and university courses, the amount and depth of information available on such articulation would appear to be scanty. Respondents expressed the view that more information was required to enable them to make informed decisions and choices between the options that might be available to them. Many respondents were unsure of which course of study would be most valuable to them and felt that some guidance in this regard was required. There are various sectors within hospitality organisations in which employees can choose to specialise, hence there are a number of career path options available to hospitality employees. These pathways are related to differences within the various hospitality departments, which are seen to require specific skills and attributes from employees.

Many respondents expressed the view that tertiary education in hospitality studies was usually required to progress within the industry. It would, therefore, be feasible to assume that information on career path development would also be valuable to them. Indeed, one respondent suggested that information on course offerings would be of little value 'when you're not sure where you want to go and what you want to do' (Kate c.42). This was a direct reference to the many areas within the industry in which this employee could choose to specialise.

There is a definite observable difference between the aspirations of manual and non-manual employees. Manual employees, when considering further education, concentrated in the main on the TAFE system, whilst by contrast, those employees engaged in non-manual work were orientated towards university study. This is unlikely to be a factor associated with previous educational experience, or the degree of success or educational achievement among each group of respondents. This is concluded on the basis that the theoretical sampling criteria allowed an equal number

of educationally successful, and unsuccessful, manual and non-manual employees to be polled.

5.2 Situational barriers

One of the most significant situational barriers evident among respondents was the issue of time. Indeed time was identified as a major barrier by the majority of respondents and with good reason. It would seem that the average working week for hospitality employees is well in excess of the considered *norm* of 40 hours. Respondents also identified the added burden of varied shifts which was seen to make it extremely difficult for employees in this industry to commit themselves to long term courses of study, particularly at institutions which require attendance for prolonged periods at set times. Most respondents were unsure as to whether employers would be prepared to juggle their rosters to support tertiary studies by allowing set days off to match patterns of attendance. This seemed to be the situation regardless of whether courses were scheduled on days at the beginning of the week, which in general are the least busy days for the industry. It was suggested by some respondents that in certain hospitality organisations, if respondents were prepared to continue to provide their services for a full working week, employers would be prepared to release them on a regular and ongoing basis. Within other establishments however, it was reported that employers are not prepared to employ staff that have committed themselves to further study, albeit by part-time mode. For example, one respondent claimed that some hotels insist that their employees either work full-time without studying, or work part-time only if it is their intention to pursue further study. This respondent reported that '... there are other hotels that won't participate, they say "no, either work part-time and study, or work full-time and don't study"'(Adrian c.2). Such employers, it would appear, are not prepared to rely on employees that have other commitments that may distract them from wholeheartedly engaging in the operation of their businesses.

The long term commitment required to engage in, and successfully complete, studies at tertiary level is recognised by respondents. Nevertheless, the 12 respondents who were interviewed had all considered engaging in such study, and were prepared to

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make some sacrifices in order to achieve their educational aspirations. Since some are working up to 60 hours per week, however, time is certain to represent a major obstacle. With this in mind, several respondents were of the view that courses which did not require attendance, or at least minimal levels of attendance, such as those offered by distance education mode, would be beneficial. Courses of this nature would have the added benefit of being portable, thus allowing those employees who opted to continue their careers interstate, to continue with their programs of study. Surprisingly courses in hospitality studies offered by distance education are few and far between. Additionally, it would appear that those courses that are offered by this mode seem to be unknown to the respondents involved in this project. It would also seem that the majority of courses delivered by distance mode are offered by private institutes and therefore attract full fees. In most cases such fees are in excess of $10,000 per annum, often with an annual payment required prior to commencement. Hence finance is likely to represent a major barrier to entry.

There is a perceived need among hospitality employees for career advice in order to help individuals to develop specific career pathways (Brian c.5; Kate c.46; Olga c.60). This was considered by some respondents to be a function of *Human Resource* departments within the larger hospitality organisations. One of the shortcomings of this suggestion, however, is that employees engaged in smaller hospitality operations would be disadvantaged because generally no such department exists within the smaller hospitality establishments. This advisory or counselling need was common to many respondents and may, in fact, be a fundamental factor relevant to the high employee turnover that currently occurs in the industry. One respondent reported that he believed that career advice is offered by some TAFE colleges and universities, stating that:

> Apparently there is someone at a college that you can go and talk to,
> someone who is sort of in human resources or something like that,
> I can go and get the right information off, because nobody here can
> help me (Brian c.5).

Whilst some institutions may provide career counselling, it is likely that any advice offered at tertiary institutions would be restricted to information relating to specific courses which are offered at those particular institutions. As a result, it may be beneficial for an independent body, such as Tourism Training Australia to provide some form of independent counselling. The literature on employee turnover, employee commitment, and job satisfaction certainly suggests that such an investment would be justifiable when one considers the costs associated with current levels of employee turnover.

5.3 Financial barriers

All but two respondents were of the view that their employers would not be willing to support them financially in their educational aspirations. It would therefore seem that the literature on employee turnover, and the conclusion that the development of career pathways can be a prescription to reduce turnover and develop employee commitment, is unknown to, or largely ignored, by employers. It is also likely that employees who enrol in, and complete, a course in hospitality studies without employer support, would not be in any way committed to their current employer. Indeed, such employees may even be inclined to leave their current employment in order to seek a higher position within another organisation, a possibility which might be created as a result of their newly acquired qualification. While this risk to employers involves a financial loss associated with recruitment and training, it is not, however, necessarily detrimental to the industry as a whole. This is asserted because industry turnover can be divided into two categories: (i) turnover within the industry, and (ii) industry attrition.

Among those respondents that were aware of government support for tertiary studies, it was assumed that no support would be available to them. This is because both *Austudy* and the HECS is linked to income levels. As a result, those that are currently employed would not be eligible for Austudy and those in receipt of earnings of $20,700 per annum would have to pay university fees prior to commencing study (DEETYA 1996). As a result, almost all respondents felt that they would be

personally responsible for all of the financial obligations associated with further education. Several respondents reported that, in addition to course fees, there are many other costs associated with study. Some of these costs are unique to hospitality education, for example the purchase of professional knives and uniforms, which are required at some colleges in order to complete subjects in food and beverage studies. One respondent was critical of the need for TAFE students to purchase a complete set of professional knives and a chef's uniform, which he reported to cost in excess of four hundred dollars, in order to complete one subject in food studies. These costs are not extraordinary, and are usually additional to a requirement at many TAFE colleges for students to purchase waiting uniforms which conform to the college colours and standards. Other costs include text books, child care, transport, parking and meals while away from home.

5.4 Institutional barriers

Information in relation to this barrier was diverse, and reflected the views of respondents on a number of issues such as the relevance of subject content in hospitality courses, the scheduling of course offerings, and the fee structure at universities. Several respondents were unable to comment about universities because they had not been privy to any information which would allow them to offer an informed opinion (Brian c.6; Charles c.10; Janet c.38; Nadia c.54). This would suggest that information on university systems, scheduling and courses, particularly that which directly relates to hospitality studies, is not reaching those industry employees that are interested in enrolling in formal award bearing courses.

The views of respondents with regard to the TAFE system were more inclusive with many of the opinion that TAFE colleges were more approachable than universities. That is to say, that in the main, there would seem to be a perception among respondents that standards at university level were high thereby making them less approachable than TAFE. By contrast, standards at TAFE were seen to be low and respondents perceived that it would be easy to complete courses at this level. Iris, for example, when asked if she felt that she would be able to cope with the standard at

TAFE, replied 'I think it would be really basic' (Iris c.33). This view was held not only by those respondents who had previously enjoyed educational success, but also by those respondents whose previous studies were moderately successful, or, indeed unsuccessful. In this regard most respondents expressed the view that standards were low at TAFE colleges and that the majority of courses within this sector were experiential in nature. In other words it was perceived that the courses conducted at TAFE have a practical component designed to simulate industry. This may be why these respondents, many of whom had significant practical experience in the industry, were not intimidated by the notion of enrolling at TAFE. Additionally, it was felt that courses conducted at TAFE colleges were easy to get into, which suggests that access to courses at this level was perceived to be easily available, or at least more accessible than university programs. This would seem to indicate that neither the issue of pre-requisite educational requirements nor the issue of access to tertiary institutions at TAFE level, represent significant barriers to the educational aspirations of this group.

Universities, on the other hand, would appear to have a reputation amongst these respondents of being difficult to get into. In the words of one respondent, 'people know that it's very hard to get into university', and 'that's one of the reasons that a lot of people are scared'(Evan c.15). One respondent suggests that this is because universities 'have this aura of higher learning' and, as a result, they are perceived as places 'for a person who is more academically inclined' (George c.29). A large proportion of respondents stated that they would be apprehensive about approaching a university, one respondent asserting that they '... think a lot of people are intimidated by universities' (Nadia c.53). This apprehension was also evident among respondents who were engaged in both manual and non-manual positions, despite aspirations among non-manual employees towards university rather than TAFE level studies.

Many among those whose study ambitions lay in the university sector felt that it would be important for some assistance and support to be provided in order for people like themselves to successfully complete courses at university. Although one respondent had completed studies at TAFE and was now considering university enrolment, none of the other respondents who aspired towards university advocated

TAFE as an educational starting point, with a view to articulation into the higher education sector. It would, therefore, appear that the TAFE and university sectors are perceived by these respondents as completely separate identities, and that possible pathways between the two sectors are not evident to this group. In fact some university-orientated respondents failed to see the value of TAFE courses for them, the operational nature of such courses being viewed as a repeat of experience already gained on the job. As a result, these respondents indicated a preference to enrol directly into higher education and opined that, with support, they would be able to reach the standards required to successfully complete courses at this level. In this regard, however, the role of lecturers and tutors was seen as extremely important in order to facilitate orientation and learning at this standard. This may in fact suggest that some form of induction to tertiary study such as, for example, a bridging program, as well as concurrent support, may be advantageous to some industry employees.

5.5 Dispositional barriers

One of the structured questions posed at interview, and one which is linked to this type of barrier, was designed to provide insights into respondents' perceptions as to whether a formal qualification is required to work in the hospitality industry. A review of related literature in Chapter two provided a profile of the hospitality sector as an industry without barriers to access. This open entry includes access to a number of positions which are available to employees with little or no educational qualifications. On investigation the consensus among these respondents was that no formal qualification was needed to work in the industry. Indeed, some respondents cited anecdotal evidence of hospitality employees, in some cases within their own places of employment, who had reached promotional positions without a *formal qualification*. The majority of respondents also perceived that *hands on* experience was of the utmost importance, particularly with regard to operative positions. Some respondents described a number of traits or attributes which are required to work in the industry, which included communication skills, character and attitude to work. It was also agreed by the majority of respondents that a manual worker could operate

well within the industry with a minimal level education. It would therefore seem apparent that no link was perceived between education and the development of these attributes. In the words of one respondent, it would appear that one can work at an operative level within this industry ' if you can add up and you can spell your name... you don't need to be an Einstein' (Adrian c.1). The majority of respondents in this study however, also recognised that 'times have changed' (Adrian c.1; Olga c.59). That is, the majority of respondents felt that a formal qualification is required to progress to management level within the industry. This finding was prevalent even among those who believed that many of the necessary skills required to work in the industry could be learned on the job. Indeed, many respondents perceived that a qualification at degree level was fundamental to promotion to a position in management.

As previously noted, reference to a *change in times* was made by several respondents, particularly those who had aspirations towards university study. This theme reflected a view that, in the past, management positions may have been attainable without a formal qualification. In this regard, once again, several respondents were able to cite examples of people, of whom they were aware, that had reached management positions in the industry without a formal qualification. The change in times chorus, however, relates to a perception evident among the majority of respondents that such a career pathway was no longer available. Indeed, several respondents believed that their progress within the industry would be inhibited unless they engaged in further education in order to obtain a formal qualification. Charles articulates this situation thus: 'You need to have it to give you that extra step' (Charles c.9).

Whilst almost all respondents agreed that, without a formal qualification, a non-manual position of responsibility would not be available to them, it would appear that *hands on* work experience in the industry is also highly regarded. One of the implications of this finding is that respondents were convinced that formal study alone would not guarantee progression within the industry. It would therefore seem that a balance between work experience and hospitality studies is fundamental to progression to management level.

5.6 Non-financial support

Although it might be suggested that the issue of non-financial support should be listed as a situational barrier, previous empirical works indicate that it is an important factor in an individual's decision to pursue further education. As a result, this issue was investigated as a separate component within the structured phase of the interviews and is reported under the sub-headings employer support, family support and peer support.

5.6.1 Employer support

Based on the data collected during this part of the investigation, it would appear that employees' perceptions of the amount of support that an employer would be prepared to give them are pessimistic. The majority of respondents indicated that no support of a financial nature would be available to them. On the surface this would seem to be a myopic view on the part of employers, and a view that appears to suggest that little or no regard is given by employers to long term industry planning. It is likely, however, that the issue of industry turnover could in fact be a mitigating factor in employer attitudes. The extreme turnover associated with this industry, for example, is likely to create a *catch twenty two* situation. By illustration, if employers were to invest in education and training for individual employees, the current turnover rate suggests that much of that investment might be forfeited, or indeed accrue to a competitor if these employees were to resign. Nevertheless, non-financial support from an employer is likely to be an important acknowledgement of the value of an employee's educational efforts, and such support would conceivably be appreciated by employees. Indeed, some form of support might generate a high degree of loyalty and commitment from employees. It is unfortunate therefore, that the majority of respondents were of the opinion that very little support of any kind would be offered by their individual employers.

5.6.2 Family support

Non-financial support from family members also seems to be extremely important. This is more especially so in the case of women, particularly if there are dependent children involved. One respondent, for example, was expected to continue to provide meals and keep up with general household chores among other family obligations, in addition to her attendance at night classes at university.

> Because I couldn't rely on anybody else saying well "can I ask so
> and so if they could have the boys for dinner" [stated the respondent]
> or whatever no that wasn't there, or even the weekends when I did
> the weekend courses I'd probably organise meals in advance (Olga c.61).

Whilst moral support may be available in the verbal sense, such support it would seem, is only of benefit if backed up by some concrete assistance. In the words of one respondent, 'words are cheap' and ' you'll get all the moral support you want' (George c.25).

5.6.3 Peer support

The issue of peer support was inconclusive in that there was a variety of perceptions and opinions as to whether such support might be available. One respondent, for example, believed that he would receive a lot of moral support from his workmates, whilst another explained that most of his peers are not interested in further study. Yet another respondent questioned the value of peer support stating that this kind of support is worthless. One female respondent, however, whilst uncertain about whether she would be supported by her peers, suggested that her return to study might cause friction with her colleagues at work. She opined that, 'sometimes that kind of thing can cause conflict, you know they sort of get jealous if they see you trying hard...' (Kate c.44). Another female respondent who had successfully completed a formal course in the past, reported that having a peer at work to use as a sounding board had been beneficial.

In summary, it would appear from the large number of respondents who identified this issue, that non-financial support might act in some way as a motivator. One possible

explanation for this is concluded from the interview with *Kate* who stated that it was very difficult to choose from among the various educational pathways available to hospitality employees. Kate explained that there were so many courses and areas of specialisation from which one could choose that it was 'frightening...' (Kate c.46) to have to make a decision to study and then to stick with it. She felt that support and encouragement from her employer, among other sources, would be valuable to help her to choose a career path in line with her aptitude as perceived by her employer. It is feasible therefore that encouragement of this nature would aid in her decision to enrol, and might also give her a sense of place and value within the organisation in which she is employed. It is also apparent that while financial support at all levels would be welcomed by these respondents, support of a non-financial nature is also perceived to be important, and that this support could conceivably be provided by an employer, family member or peer. Although several respondents were unsure as to whether support from friends or fellow employees would be available to them, it may be feasible to suggest that non-financial support might also be available from other students enrolled in the courses which they might choose to attend.

5.7 Implications of themes generated during the unstructured component of interviews

When respondents filled in the initial questionnaire, several themes came to light in response to a question which had been designed to reveal reasons why individuals who had considered enrolling in a course of study, had failed to enrol. These themes were explored during the unstructured phase of the interviews, and respondents were encouraged to discourse on personal barriers to their educational aspirations. The following is a synopsis of the implications of the issues identified at this time.

5.7.1 Time

The issue of time was one of the most predominant themes among respondents. This is hardly surprising since it would seem that employees in the hospitality industry work extremely long hours, in some cases up to 50 or 60 hours per week (Adrian c.3;

Charles c.10; Frank c.24; George c.29). This was particularly evident among respondents in non-manual positions. It is notable that this finding is not unique to this investigation, a similar pattern of working hours being reported by Wood (1992), as a result of a detailed study of the hospitality industry and its employees in the UK. It is probable that one of the reasons that non-manual employees work such long hours is because they are often contenders for promotional positions in management. It may, therefore, be that they are working long hours in order to be noticed as hard workers, with the possibility of being promoted on the strength of their observable loyalty and dedication to duty. Whilst such employees may be ambitious in relation to promotion, their efforts may prove futile because one of the conclusions of this project is that the pathway to hospitality management also requires some formal qualification in hospitality studies. As a result, promotion is unlikely to be available to personnel who are not formally qualified, regardless of effort or dedication.

Time as a barrier to study affects almost every other issue or barrier to education. Distance to and from educational institutions, course scheduling and parking facilities, to name a few, are all affected by time which is also impacted upon by the number of attendance hours required to complete a course. Not only is time the most significant perceived barrier to education among hospitality employees, but it is also likely to be one of the most difficult issues to deal with. Even, for example, if institutions were to use distance education formats, which would almost certainly have some advantages in relation to time, prospective students still need to find the time to complete readings, assignments and other course requirements. One acknowledged advantage of a distance education format, however, is the opportunity to allocate study time at any hour of the day or night. This is considered advantageous in light of the comments of one respondent who states that '...time and shiftwork they're big factors...' (Frank c.25) which mitigate against respondents engaged in the hospitality industry. Scenarios of getting up at five am, and being at work until the early hours, are not unusual among respondents. It would therefore, seem that these employees would find it extremely difficult to conform to *normal* patterns of attendance at TAFE colleges or universities. Consequently, some degree of flexibility in the delivery of courses would seem to be important.

In relation to the issue of time, one respondent questioned the need for so many subjects in hospitality courses, stating that '... a lot of courses you do say three or four subjects in a part-time course and each of those lectures is two and a half to three hours each, and you have to do that in a seven day week plus you're working full-time' (Adrian c.3). This respondent was reporting on the situation at TAFE colleges having been previously enrolled in a course of study at a TAFE college. He indicated that a lack of time was the main reason why he had not completed the course. He has recently considered going back to college because he believes that a formal qualification would be required in order to achieve promotion. He concurs with other respondents that extensive working hours and shiftwork represent a major difficulty to attendance at tertiary institutions stating that:

> ... you're looking 50 to 60 hours work at least a week, if you
> then have school work, working work, study work whatever, it
> eats into a lot of time, especially if you are doing shiftwork with
> varied shifts. You could finish work at three thirty in the
> afternoon, start your course at four thirty in the afternoon and
> don't finish until ten thirty at night, and then you have to be
> back at work at seven o'clock in the morning (Adrian c.3).

5.7.2 Course scheduling

Obviously time, and the scheduling of courses, would be inextricably linked with the result that a number of similarities can be identified between the two issues. To probe more deeply into these topics respondents were asked how courses might be scheduled in order to make them more accessible. This was considered important because it is proposed that it is industry employees who can best judge the most suitable course schedules for the delivery of hospitality education to hospitality personnel. This resulted in several interesting suggestions which could be useful to educational providers.

One respondent for example, suggested that one way of providing courses would be 'on site' (Mary c.50). That is to say, rather than have students attend at an educational institution, the institution could send their teaching staff to hospitality organisations. Naturally there would have to be a significant number of students enrolled to make

such a suggestion viable; it is however not beyond the realms of possibility. Such a mode of delivery had already been encountered, by the respondent who proposed this idea, at the hotel in which she works. In that instance management had allowed staff to attend a training course provided by an outside provider, and had shared the time required to attend with employees. As a result, over a four hour period employees attended for two of their rostered hours and contributed another two hours themselves in unpaid attendance. Such a scheme holds distinct possibilities for the delivery of educational initiatives to the industry.

Another option was a day release, apprenticeship style attendance pattern proposed by Charles who suggested that the release of employees from their places of employment for one day per week in order for them to engage in further education, would be one way for employers to provide access to courses. He claims that this would be a method that would be without cost to the employer, if the employee was to complete a full-time working load over four days. Whilst this suggestion is a valuable one, it would require a great deal of employer involvement and co-operation to make it work. The scheduling of employees over four days, for example, and a guarantee of continual release on one particular day is likely to present employers with a number of difficulties. As a result the feasibility of such an arrangement may be questionable in many situations because only a small number of workers could be released from an establishment on any particular day. By illustration, if, for example, a TAFE college or university scheduled a full day program on a Tuesday, then employers would still need to have some staff at work in order to cope with daily operations. Consequently, even on traditionally slow days, it is likely that only some employees could be released to attend. Nevertheless, the fact that Charles is prepared to engage in tertiary education in his own time shows a commitment worthy of consideration.

Obviously, if the number of enrolments at educational institutions was significant, such institutions could look at scheduling several full day programs. If this were to occur, then it is likely that employees could develop their own study schedules regardless of employer release. This is because, although hospitality employees work long hours, they still, in the main, conform to a five day (or night) working week.

Because of the impact of varying shifts, however, some employee's days off fall mid-week, which is traditionally the least busy time for hospitality organisations, and presents possibilities for course attendance. It is concluded, therefore, that industry personnel could conceivably arrange to enrol in a full-day program if such an attendance pattern were available to them. Co-operation by the employer would still be required, however, as employees would require the same day off every week in order for them to attend on a continual basis.

In conclusion, it would seem that hospitality employees have special needs with regard to course scheduling as a result of the long hours that they work, and the variety of different shifts in which they are engaged. Consequently, educational institutions might consider developing specific course delivery methods in order to encourage them to enrol. One way of doing this might be to schedule courses in intense blocks, over a number of days or weeks, rather than by continual long term attendance. It might then be possible for enrolled students to complete the number of subject hours common to many university programs (generally 39 hours).

5.7.3 Costs

Costs associated with tertiary study would appear to be a significant barrier for many respondents, particularly in light of the data which indicates that employers are unlikely to become financially involved in their employee's educational aspirations. In addition, all respondents reported that they would not be eligible for Austudy allowances because they are currently employed, and most respondents perceived that they would not be able to opt to defer payment of university fees through the HECS system. This, in effect, means that they would have to pay their university fees up front, a prospect that was of some concern for a number of them. As one respondent put it, 'I have had some discussions and got some leaflets back about prices of some courses and you know it'll be a bit of a struggle for me...' (Brian c.7). The cost of courses, however, appears to be more of an issue among those respondents with aspirations towards university study, as opposed to those who were interested in enrolling at TAFE colleges. This is not considered extraordinary, however, since

courses at university level are more expensive, and generally require a longer term commitment than those offered at TAFE.

There was an observable difference in the significance of costs between those respondents who were single, and respondents who were with partners or had dependants. Nadia for instance said, '... I've got a family so obviously every penny counts ...' (Nadia c.55). Another respondent, who was interested in post-graduate study, expressed the opinion that course costs were a significant barrier. She explained that she was still paying $50 a fortnight into a HECS account as a result of a previous course of study. Course costs, however, are not the only financial burden which is likely to be encountered by hospitality students. Adrian, among others, pointed out that there are various other costs involved which are unique to hospitality studies. Chefs' uniforms and trade tools, for example, are required to complete certain subjects in hospitality courses. These items can be quite expensive ranging from $350 upward depending on quality and product brand. In addition, many TAFE colleges insist on the purchase of food service uniforms, often in a particular style or colour. When other expenses such as course costs, text books, calculators, notebooks and sundry items are taken into account, the initial outlay for students can be quite high. Added to this, there are costs associated with attendance such as transport costs, parking fees, photocopying, food and childcare. It is, therefore, apparent that apart from initial annual course fees there are also ongoing or maintenance costs involved with study at tertiary level, hence the significance of this barrier.

5.7.4 Recognition of qualification

This issue relates to the abundance of course options available to students, and the profile various institutions have gained within the hospitality industry in Melbourne. One respondent, for example, suggested that there was a perception among employers that standards varied across different institutions. This particular respondent claimed that the perception of the value of a course was based on the subjective opinion of individual employers. He reported that employers were inclined to give preference to graduates from particular courses, sometimes because they had graduated from that specific course themselves (Adrian c.4). While this theme was not posited by other

respondents, it does give another dimension to the issue of course selection. It might be suggested, therefore, that some confusion exists in tertiary course selection among industry employees. To add to this confusion, there are a variety of degree programs available at universities. Students, for example, can enrol in a Bachelor of Business in Catering and Hotel Management or a Bachelor of Applied Science in Hospitality Management. Whilst each of these degree courses is designed to prepare students for the same position at the same level within the same industry, one is a business degree and the other a science degree. It is, therefore, not surprising that potential students can be somewhat bewildered.

5.7.5 Commitment

The issue of commitment can be divided into two areas (i) commitment to further study and (ii) commitment as a form of responsibility which refers to obligations connected with family or dependants. In the first instance, the issue of commitment refers to a commitment by students to the achievement of their educational goals. This is an extremely important factor because, even if all of the previously identified barriers were removed, thereby allowing respondents to be in a position to enrol in award bearing courses, they would be required to remain committed to tertiary study for a definite period of time. This is a reflection of the fact that many courses can take a long time to complete, particularly when studied in part time mode. A four year degree course in hospitality studies, for example, when taken part time, could take eight years or more to complete. In order to enrol in such a course, therefore, potential students would have to be prepared for this long term commitment. This was an area which several respondents perceived would pose some difficulty, more especially in view of some of the negative aspects associated with long term study. Olga, for example, reported that '... when you are doing it your social life goes and you have to forget about doing your housework and all that kind of stuff and so long term you have to think am I prepared to do that for so many years?' (Olga c.62). It is in situations such as this that support from family members might be important. By illustration, one respondent related her previous study experience explaining that she did not get much support at home, and that this made the prospect of now returning to further study more difficult. Working and studying was reported to be very

demanding in itself and, as this respondent highlighted, there isn't much time left to become involved in social or family activities. This situation is likely to put pressure on relationships which can, in turn, create a barrier to enrolment. It is likely that this burden is more pertinent to those with partners or with dependants, the underpinning notion being that their time, when off duty, is time that is normally shared with family. It is recognised that single people also need to be involved in family activities, and it is accepted that socialising is an inherent human need. The advantage for single students, however, is that in many instances the opportunity for them to develop relationships may exist within educational institutions. This may explain why this particular theme was found to be notably more applicable to those who were with partners or had dependants. These respondents explained commitment as a barrier which was associated with time, finance and support. For respondents in this category it is apparent that immediate family members would be involved in the decision to enrol in tertiary education. In essence, those respondents with family responsibilities would also be accountable to their family members for the time and money they spent or intended to spend on education. The issue was highlighted by two respondents who are working in Melbourne, but who do not have any extended family living here. They advised that the family infrastructure and assistance which is often provided by grandparents and other family members, is not available to them, making a commitment to study more difficult. They also reported that the long hours spent at work, coupled with irregular shifts, could leave partners and dependants feeling isolated. The added burden of spending time away from home pursuing tertiary studies was therefore perceived to be extremely difficult. George explains in the following terms:

> Well what it comes down to is responsibility is family really.
> Sacrifices, I mean you sacrifice the income to study or you
> sacrifice the time you know with the family and it's hard enough
> moving around taking the family with you and then being put
> somewhere and not knowing anybody, without being absent of a
> night as well. They're all the factors you've got to weigh up.
> I guess you'd say after all that, who would start studying (George c.31).

5.7.6 Assessment

Those respondents that had previously experienced study at tertiary level were critical of the assessment systems that they had encountered. They claimed that the assessment criteria in the courses in which they were engaged was extensive, and beyond what they believed ought to have been required. One example was given by Charles who had taken two subjects at a university summer school. He stated that:

> We were asked to do two assignments, two 2000 word assignments
> and this is in an eight week period. Well one 2000 word assignment to
> me, one in an eight week period is enough. To do two of them which
> is in two subjects, which means four essays, is too much for me
> (Charles c.12).

5.7.7 Attendance patterns and duration of courses

Several respondents were critical of the need to attend educational institutions for long periods. They explained this as a belief that the number of contact hours in a course was unjustified, or that they perceived some of the course requirements could be completed without attendance. One respondent related his previous experience studying a hospitality course at a TAFE college which, he reported, had an extensive number of subjects. It should be noted that there is a difference in the number of subjects covered within courses at TAFE colleges, and those offered at universities. A one semester course at a TAFE college, for example, usually involves an 18 to 20 week semester, with a full time student loading involving enrolment in 10 or more subjects. In the university sector, however, a semester involves study over 13 weeks with a full-time student load generally amounting to enrolment in four subjects. Obviously the depth of study at university level would be more intense. The point, however, is that there are more subject contact hours involved in study at TAFE colleges than at university.

5.7.8 Mobility of courses

One respondent pointed out the need for flexibility or mobility of courses offered by TAFE colleges and universities. He submitted that it is difficult to commit oneself to a course if one's career involves transfers within the organisation in which one is employed. The hospitality industry actively supports the idea of further experience gained by employees through travel and employment at different hospitality venues both interstate and overseas. Holistic experience of this nature is guaranteed by some hotel corporations whose management trainees are placed for specified terms in corporation properties Australia wide. This respondent was involved in such a scheme and, as a result, was unable to commit himself to a long term course at a university in Victoria.

5.7.9 Career guidance

There would appear to be a definite need for some career guidance for hospitality employees currently engaged in the industry. Many respondents, for example, were unsure of which among the educational options available to them would be most beneficial. As shown by Table 1.1 in Chapter one, the options which are open to these potential students are many and varied. There are, however, specific courses in hospitality studies on offer as well as general business courses which can allow students to specialise in certain areas. As a result, respondents were confused as to which course of study would be best suited to the advancement of their careers. It was suggested by several respondents that some form of counselling would be welcomed, in order to help students to choose from among the many alternatives. One of the reasons for the high degree of uncertainty in this area is that many of these particular respondents, and indeed others in a similar situation, have never been exposed to tertiary studies in the past. It is also probable that, because many of them did not intend to continue past a secondary level of education, they did not involve themselves in career guidance activities relating to tertiary education, if and when, those options were presented and explained at high school. As a result, the benefits of any links between high schools and the tertiary institutions would have been lost. In any event, a significant number of respondents lack fundamental information about the nature of tertiary education, especially in regard to outcomes and course delivery

formats. Some advice therefore would be beneficial to encourage enrolment, and to allay negative perceptions which might be held about courses, and the value of such courses to their career aspirations. This situation was highlighted by Kate who states that:

> ...the whole issue of choosing the right course is frightening.
> Because you don't want to, I wouldn't want to waste my time
> and effort with something that could end up to be the wrong
> choice. So that is scary in itself, thinking that I've made a
> mistake and look what I'm into now (Kate c.46).

The issue of choosing the right course, therefore, would appear to demand a great deal of investigation on the part of the applicant. It this regard, several respondents asserted that career guidance based on their previous experience and career ambition would be valuable. The issue of who is best equipped to provide such guidance, however, is not quite clear. Kate provides a credible suggestion as follows:

> ... if I was to seriously look into a course, I think first I would
> need advice from my bosses and I'd definitely need advice
> from the universities, counsellors perhaps, I would like them
> to take in my resume and my work experience and go in
> then and talk to someone and see what I would fit into and what
> would be right for me (Kate c.45).

This would appear to suggest that guidance should be available from educational institutions, as well as employers, in order to give potential students a rounded and holistic appreciation of the nature and potential of their studies. The role of career path development at industry level could feasibly become a responsibility of the Human Resource Department, or a workplace supervisor. One of the weaknesses revealed by this investigation, however, would appear to be the lack of information sharing between educational institutions and the industry sector. No brochures or course information, for example, were available within any of the organisations involved in this project. It might, therefore, be useful for these parties to work more closely together so that hospitality organisations could be made aware of what courses were available at the various institutions, including details on schedules, study patterns, specialisations and entrance requirements. Conversely, educational institutions could

be made aware of the standards and types of training conducted within industry organisations, and this information might prove valuable to those institutions for the purpose of assessing, and allowing credit where applicable for, experience gained in an industry setting (that is, recognition of prior learning).

5.7.10 Recognition of previous experience (prior learning)

Several respondents suggested that the experience they had built up, over several years in the industry, should be taken into account when applying for tertiary courses. It was asserted, for example, that many tertiary education programs incorporate vocational aspects relating to industry procedures, and that employees' experience in these areas should therefore be accepted as advanced standing in courses provided by tertiary institutions. Some arrangements of this nature do exist at both TAFE and university level. It would appear, however, that this information has not been disseminated within the industry.

5.7.11 Psychological barriers to enrolment

As a result of a review of the literature it was suspected that some psychological barriers to enrolment might exist among hospitality employees. This type of barrier was explained as a negative disposition or attitude towards education. The extent of such factors in this project, however, was minor with only two respondents reporting any psychological effects. George suggested that there was a psychological barrier involved in the decision to enrol in tertiary studies which related to a questioning of one's capabilities. 'Am I academically inclined enough?' (George c.31) was a question that he asked himself, and one which may be pertinent to the decision making process.

Janet identified another psychological barrier which related to a lack of educational success in the past. The likelihood of such a barrier being identified amongst people in this category has been described in the literature review (Chapter two) but, apart from Janet, who had not been successful in her previous educational endeavours, no one else in this category reported a dispositional deterrent of this nature. It should be noted that George had enjoyed a degree of educational success in the past, and,

therefore, it would be impossible to conclude that lack of previous educational success mitigated against enrolment in tertiary studies for both these respondents. A trend was observed, however, between the aspirations of each group. Those who had not been educationally successful in the past were interested in study at TAFE level, whilst those who had been successful had aspirations towards university degree programs.

5.7.12 Language barriers

Three of the twelve respondents spoke English as a second language and two of these identified skills in written and oral English as a possible barrier to further education. Both parties, however, had successfully engaged in study at tertiary level in Australia, and their observations were confined to their perceptions of difficulties that might be encountered by others from non-English speaking backgrounds.

5.7.13 Childcare provision

Childcare was not identified in this study as a factor mitigating against enrolment. One possible explanation for this is that all of the respondents involved in this investigation are currently engaged in positions within the hospitality industry. It is likely, therefore, that those who have child care responsibilities already have some care arrangements in place to facilitate their current work requirements.

5.7.14 Treatment of students by teaching staff

As a result of previous exposure to tertiary studies some respondents pointed out that lecturers' and teachers' attitudes and behaviour were very important to their decision to remain enrolled. In general there was an expectation among respondents that, if difficulties were experienced with course content or standards, some help should be provided by the various educational institutions. The issue was not explored further, however, because it was seen to be generally outside the focus of this project which, in the main, sought to gain insights into barriers to enrolment rather than reasons for students remaining in tertiary courses.

Chapter 6   Conclusion

6.1 Formal educational qualifications

The results of this study have suggested that, although access to the hospitality industry is available to employees who have neither previous practical experience nor educational qualifications, progress past operative level within the industry is virtually impossible without a formal qualification. This is the perception of all but two of the respondents involved in this project, which results in an outcome that contradicts an age-old industry claim, which suggests that anyone can enter the industry at any level and work their way to the top without being formally qualified. In many cases this claim is backed up by anecdotal evidence, or industry folklore, which it would now seem is not applicable, or, at the very least, obsolete in today's industrial environment.

This finding, although not a 'barrier to access', is nevertheless important. It shows a paradox or contradiction which can only be resolved if (i) respondents do not want advancement, or (ii) they perceive the barriers as being too overwhelming. It has already been noted in this thesis that there are a number of employees within the hospitality sector who do not seek career advancement. The respondents involved in this project, however, were chosen because they had considered enrolling in a formal tertiary course, from which it is concluded that they wished to advance within the industry. Consequently, it is suggested that one of the reasons that these employees have, thus far, failed to enrol in formal award bearing courses is that one, or more, of the barriers that they have encountered has been perceived to be overwhelming. As a result, all, or at least some, of these barriers will need to be removed in order for these respondents to engage in tertiary education and secure their future in the industry. In view of the link between the development of career paths and industry attrition,

highlighted in Chapter two, it is important that access is provided for these respondents and others like them, if they are to remain committed to the industry. The barriers which respondents, have related as significant in this study include the availability of information on courses, individual situational barriers, financial barriers, perceived barriers associated with institutions, and barriers attributed to individuals' attitudes or disposition towards education. While it is difficult to determine the extent of individual barriers on the decision to enrol in tertiary study, or to structure them hierarchically, it is nevertheless possible to suggest ways in which some of the effects of these barriers might be minimised, which might in turn provide feasible access to education.

6.2 Finance, including information about financial assistance

Two of the structured questions posed at interview were designed to elicit the views of respondents with regard to financial support for the purpose of tertiary study. In response, all but two respondents indicated that they believed that they would be required to meet all of the costs associated with further education themselves. Of the two respondents who perceived that they might get some financial assistance, both believed that this assistance would be provided by their employer. It is important to note, however, that neither respondent had actually broached the subject of financial support with their employers, and therefore this assistance is by no means guaranteed. During the course of the interviews, a number of respondents claimed that the cost of further study represents a significant barrier to enrolment for them, with one respondent reporting that his planned course of study would be delayed for financial reasons, and several others suggesting that further study was unaffordable. As a result, the issue of finance has been distinguished as one of the most significant barriers to enrolment in tertiary education encountered by these hospitality employees.

It has been noted in Chapter five that financial barriers affect enrolment in two specific ways. In the first instance there is the consideration of up-front courses fees, and, secondly, there are the various subsidiary or hidden costs associated with tertiary

study. In seeking a remedy to deal effectively with financial barriers it is, therefore, concluded that a single initiative, such as a reduction in the scale of fees for courses provided at tertiary institutions, would be inadequate. In consideration of the many other costs which also have a direct impact upon students' decisions, and, in light of the extent of this barrier, it is proposed that some financial assistance would need to be made available to industry employees in order to deal with the issue of finance effectively. This suggestion, however, may be somewhat controversial because it is difficult to determine who should be responsible for the costs associated with the education of hospitality personnel. While assistance might, for example, be made available by an employer, the government, or by an industry body, the reluctance to fund tertiary study shown by employers is to some extent understandable in light of the high rates of employee turnover and attrition experienced in this industry.

In seeking a solution to this problem, therefore, approaching the issue from the perspective of which parties will ultimately benefit from educational initiatives might be useful. From an employee point of view, because the link between a formal educational qualification and promotion is a perception which has been found to be held by the majority of respondents in this investigation, then the benefit to individual employees is clear. Similarly, an educated workforce provides a number of benefits to the employer which are related to efficiency and improved standards as well as the possibility of a reduction in employee turnover, which, it is suggested, will yield savings in expenditure associated with recruitment, induction and initial training. Thus, there is also a clear benefit to the employer (Cascio 1991; Bonn & Forbringer 1992; Ryan 1994). It is also proposed that increased standards and efficiency will allow the industry to provide international standards of service, and therefore the hospitality sector and indeed the national economy will benefit. Because the benefits of formal education are shared by employees, employers and the Australian Government, it is suggested that some sharing of costs would also be appropriate.

6.3 Information about course options

Respondents pointed out that they had not been exposed to any promotional material from educational institutions, and emphasised that such material would be helpful to them in the decision making process. Because this investigation also identified a barrier associated with a lack of information on articulation pathways, and on the recognition of prior learning, the availability of information relevant to this issue would also be helpful. Barriers associated with RPL would appear, for the most part, to be perceptions. This is concluded as a result of a review of the educational options which have been highlighted in Chapter one. In essence, therefore, while a number of respondents perceived that they would not receive credit for their industry experience, some arrangements of this nature may actually be available to them.

Respondents identified a clear need for some form of career advice in order to be in a position to make an informed choice from among the various educational options that might be available to them. In order to provide unbiased advice, however, it might be useful for an industry body to deliver this service. An industry body, for example, is likely to be able to provide forecasts on future employment trends, the availability of which might be valuable to both the employee and the profession. That is not to say that employees should be streamed into specialisations that ultimately benefit the industry above the individual. Rather, it might be helpful in order to highlight where promotional positions are likely to occur in the future, thus allowing employees to make informed decisions.

In summary, informational barriers play a strong role in the decision-making process for these respondents. While it is apparent that information is available to potential students through contact with the various educational institutions, the information dissemination processes currently in place clearly put the onus on the student to seek out such information. It is likely that this results in lost opportunities for some institutions, particularly those in higher education, which is moving into a more competitive climate as a result of recent government cuts to this sector.

6.4 Perceptions of the university and TAFE college environment

While only a few respondents felt threatened by the concept of studying at a TAFE college, perceptions of the university sector were quite different. The respondents' general view of universities was that they were threatening environments, and a number of respondents reported that they would be reticent to enrol as a result. Perceptions associated with difficulty in gaining access, and with the pre-requisites required for entry, were frequent among respondents and therefore represent a significant barrier to enrolment. It is likely that, in some cases, these perceptions are incorrect particularly in light of initiatives designed to provide easier access to higher education (Dawkins 1988a). Indeed, several respondents were unable to comment on the nature of a university because of a lack of knowledge, and this indicates that the availability of such information could be useful in reducing the effects of this barrier. Clearly, this might be achieved in a number of ways, and in this study a number of respondents reported that, if some form of informational material were available in the workplace, it would alleviate this problem considerably. This suggestion may be useful for universities who might consider this method to direct their marketing efforts at industry personnel.

Because TAFE colleges were seen as providing easy access to tertiary education, it does not necessarily follow that they provide access to an environment that has value in the perceptions of industry personnel. The respondents in this study, for example, were not convinced that courses at TAFE would provide the skills required to progress within the industry. Several respondents questioned the content of courses and the operational nature of these courses, reporting that, in many cases, TAFE would be a repeat of what they had already learned in the industry. This, it was suggested, is because hospitality programs at TAFE colleges often endeavour to simulate an industry environment. The link between the learning of theoretical concepts associated with business management, and the TAFE sector was not established in the minds of respondents, many of whom perceived that this learning could only take place at university level. Knowledge of the possibility of the

recognition of prior learning and the possibility of articulation from the TAFE to the higher education sector, also appeared to be absent. This would seem to suggest that TAFE colleges might also benefit from marketing initiatives and the provision of information in the workplace.

In conclusion, it would appear that many of the perceptions respondents have formed about universities and TAFE colleges may, in fact, be false. These perceptions, in the main, relate to the availability of access to the various institutions, as well as issues such as the recognition of previous experience and the nature and content of courses. The majority of these perceptions have been formed in the absence of accurate information, a situation that could be easily rectified through the provision of such information by educational institutions. It is apparent that, regardless of the quality of information, several respondents had formed judgements about both the university and TAFE environments. Given that the majority of these perceptions were negative, it is suggested that not only would the provision of information by educational institutions to industry personnel be useful for decision-making purposes, but that, when such information is not available, negative perceptions about institutions will abound.

6.5 Time management

Time as a theme was the most important issue identified by respondents in this study. The concentration on this topic is more pronounced in view of the fact that it did not form part of the structured phase of the interviews. Rather, it was as issue which several respondents volunteered as a significant barrier to educational enrolment for them. As a result, the issue of time, and its effect as a barrier to enrolment, has proven to be one of the most prominent deterrents to education for these industry personnel. This situation is heightened because, if all other barriers were removed, courses at all levels still require some investment in time. Time, however, would seem to have a two tiered effect with respect to tertiary education. In the first instance, time can be viewed from the perspective of the daily and weekly commitment required to attend

courses and to complete assessment requirements. In the second, time has been reported to be an issue associated with the overall duration of courses. In dealing with these issues, therefore, it should be recognised that time as defined in the first instance refers to time management, whilst in the second it refers to course length. While factors such as course scheduling and the recognition of prior learning will have a bearing on the latter, the former issue, that of time management, is more difficult to deal with. Most respondents, for example, reported that they were working extensive hours in the industry, and that shift changes had an impact on their ability to attend courses. Other responsibilities, such as family needs, also limited the time that could be utilised to engage in education, making this barrier more pronounced for those with partners or dependants. In view of the impossibility of providing more time for these personnel (i.e. there are only 24 hours in a day), it is suggested that course delivery formats and methods of assessment might be examined by the various institutions to see if some savings in time might be made. Institutional efficiency in relation to the provision of car parking, subject scheduling and administrative procedures might also provide time savings. Some further suggestions are made in the sections dealing with implications for employers and implications for educational institutions.

6.6 Implications for industry employees

From the perspective of the three categories of employees outlined in Chapter one of this thesis, one specific category of hospitality industry employee that could benefit from the removal of some or all of the identified barriers has been distinguished by this investigation. The specific categories are: (i) those who do not wish to engage in formal study, (ii) those who are currently enrolled, in or have completed, a formal course of study, and (iii) those who have considered enrolling in a formal course of study, but did not enrol.

Category (iii) consists of industry employees who have reported that they wish to pursue formal study, but have been inhibited in some way. Consequently, they are seen to be at risk in so far as their educational aspirations have been thwarted. These particular industry employees are representative of a group that are attempting

to develop a long term career path within the hospitality profession, and have recognised education as a means to the creation of this pathway. This is concluded because it is apparent, from a review of the data, that terms such as *career paths* are not unknown to respondents, the majority of whom have demonstrated that they have aspirations towards progression within the industry. Furthermore, there is an evident perception among this group that the route to promotion would almost certainly involve some tertiary study to achieve a formal qualification. In light of the ambition which has been expressed by these respondents, and in accordance with the literature which asserts that the creation of career paths reduces industry turnover (Deery & Iverson 1995; Bonn & Forbringer 1992; Nankervis 1993), it is likely that the creation of career pathways for these employees would strengthen their ties to the industry.

Conversely, respondents involved in this project, and in all likelihood other industry personnel that have considered enrolling in award bearing courses but have been deterred from enrolling, may very well be vulnerable to enticements from other industries. This is suggested because empirical research into employee turnover attributes a significant degree of industry attrition to the lack of development of career paths for employees. Attempts have already been made by some respondents to initiate career path development through tertiary enrolment. Several of the respondents engaged in this project, for example, had gathered information on the educational options that might be available to them. Because the majority of respondents perceive that there are a number of barriers to enrolment, however, none of them have taken the final step and actually enrolled. In light of these barriers, it is therefore feasible to suggest that, because these respondents have encountered barriers to formal education, some may conclude that continued career path development and progression within the industry is unlikely. One response to this seemingly untenable situation could be to leave a position in the hospitality sector in favour of a career in another industry. Put another way, it is highly likely that the risk of industry attrition among this category of employee is increased, because (i) the opportunity to get a qualification that they have recognised as a requirement for

promotion is not available, and (ii) progression within the industry is subsequently perceived as unlikely.

6.7 Implications for employers

Because the perception that a formal qualification is required to progress within the industry is held by the majority of respondents, and the association with tertiary education is apparent, it is concluded that education is perceived by these respondents to be valuable. Consequently, access to education could represent a strong motivator which could be utilised by employers to attract, and to retain, employees. It is, therefore, unfortunate that the majority of respondents do not perceive that their current employer will financially support their educational endeavours and, accordingly, organisational commitment is likely to be low among this group. While it is accepted that employers may be reluctant to financially support individual employees in an industry with such high rates of employee turnover, it is possible that loyalty and commitment are not necessarily solely generated by financial incentives. Employers might, for example, provide support for employees to assist tertiary study in non-financial ways. Some examples of how this might be achieved would be by allowing flexible rostering, or through the provision of study facilities such as computers, reading materials and study desks within the organisation. Access to this type of facility for employees between shifts, and during other non-work periods, is likely to represent a considerable saving in time by cutting down on the time required to travel to an educational facility, and thus may attract employee approval, which, in turn, might generate goodwill within the industry.

6.8 Implications for the hospitality industry

One of the advantages of educating employees who have had experience in the hospitality industry, is that industry attrition is likely to be reduced. Several studies, which were discussed in Chapter one and highlighted in Figure 1.2, have revealed

that a large number of students with little industry experience, who have proceeded to positions in the industry following tertiary studies, leave the industry within three years of graduation. One explanation for this is provided by Wood (1994), who suggests that there are a number of factors, or conditions of employment associated with the hospitality industry which could be perceived as hard or difficult. These conditions include such issues as low pay, long and anti-social working hours, and shiftwork. It is generally accepted that the impact of these conditions of employment can only be gauged through experience, and, as a result, graduates from tertiary courses without significant industry experience may be disappointed when this *reality* is forced upon them. Current industry employees, however, have already been exposed to the conditions of working in hospitality, yet they have shown a high level of commitment to a career within the sector. Enrolment in further education might serve to strengthen their ties to the industry as well as enhancing their careers. It is certainly feasible that, following graduation, employees in this category are less likely to leave the industry having invested time, effort and finance in achieving a hospitality related qualification. Indeed, in line with the review of literature and empirical works in Chapter two, coupled with the perception that industry progression is linked to education, tertiary studies are likely to be a fundamental aid to career path development, which is also one of the factors cited in the literature as a prescription for the reduction of employee turnover.

6.9 Implications for educational institutions

The results of this study would seem to suggest that there are a significant number of potential students, currently engaged in the hospitality industry, who would be prepared to enrol in tertiary courses if some of the barriers identified in this investigation were removed. As previously noted, these employees could contribute much to the growth of the industry through the improvement of standards and productivity, the lowering of the industry attrition rate and increased employee commitment. In addition, the formal education of these employees will undoubtedly lead to higher status for the industry, and may result in further industry

improvements associated with the learning of academic skills, industry research and the dissemination of the results of such research within the industry. Educational institutions, therefore, need to consider whether access for these personnel should be increased through the provision of incentives which might facilitate enrolment. One area for consideration would be the student selection criteria which, at some institutions, are based on the results achieved in secondary education. Many employees involved in the hospitality industry would be unable to meet these standards. However, in view of the vocational nature of hospitality education, they may have already been exposed to many of the concepts of hospitality courses, and subsequently be prepared for study at tertiary level.

Additionally, institutions involved in hospitality education might consider whether it is essential for subjects to involve long formal contact hours. Perhaps hospitality courses could be designed where contact hours are reduced by allowing some course requirements to be conducted by enrolled students off-campus. These institutions might therefore investigate the question: 'is there a more time efficient way of providing education for this group?' The results of this study would suggest, for example, that the *three hours per subject per week* pattern of attendance required to complete many university courses, poses difficulties for full-time employees.

Educational institutions might also consider the status of their hospitality courses within hospitality organisations, in line with the finding that some employers discriminate between graduates of different courses. It is feasible, for example, that institutions could increase their profiles in the eyes of the industry through increased involvement in industry activities. Developing stronger relationships with human resource managers may be one way of achieving this goal. In addition, inviting human resource managers to view educational facilities, and providing a thorough explanation of course entry requirements and patterns of study, might result in some employers referring their employees to the institutions which have engaged in this process. This may also have the added benefit of elevating the status of some institutions in the minds of employers, which might possibly result in those

employers favouring graduates from an institution, purely on the grounds of a knowledge of their courses.

6.10 Implications for further study

While this study has attempted to provide an insight into the reticence of hospitality employees to engage in formal educational programs it is recognised that the resulting data is not without its limitations. The size of the sample, for example, while useful to gain "indications", is not generalisable and a larger study would be required to test the findings reported in this dissertation, and, in particular, the relevance of those findings in relation to a broader population. It is suggested that a study which provides a generalist view of behaviour amongst the identified categories within the theoretical sampling framework would be valuable. Indeed, a quantitative study, involving the use of techniques which could be used to explain differences in behaviour among individuals and groups of individuals, might be beneficial.

More specifically, further study might test the following hypotheses which have emerged from this preliminary investigation:

> (i) The removal, or lessening, of financial barriers to tertiary
> education will result in an increase in the rate of participation
> among hospitality industry employees.

> (ii) The provision of options for tertiary study, which allow access
> to hospitality courses at a range of times, will result in an increase in
> the rate of participation among hospitality industry employees,

> (iii) Increased recognition of previous experience, and advanced
> standing in tertiary courses, will result in an increase in the rate of
> participation among hospitality industry employees. and

(iv) An increase in the awareness of articulation pathways between
the TAFE and Higher Education sectors will result in an increase
in the participation rate among hospitality industry employees.

In particular, the quantitative method of *conjoint modelling*, a technique that can be used to identify the joint effect of two or more independent variables on the ordering of a dependent variable, would be beneficial. This technique uses, as an input, respondent's preferences for the desired options presented by the researcher and allows actual value systems, or "preferences", to be inferred from behaviours that are reflected in respondent's actual choices. As a result the technique could prove to be effective as a means to test the conclusions of this dissertation and to develop a model of behaviour (Shukla & Bruno 1992).

6.11 Changes to the environment

Since this study was undertaken a number of environmental changes have occurred the implications of which are certain to have an impact on the outcome of any subsequent investigations. Recent national elections, for example, have resulted in a change of government at Federal level, which has, in turn, resulted in the introduction of new policy towards tertiary education. An increase in the contribution made by students towards the cost of higher education (HECS) is one such policy change, which is likely to be a factor which will affect students who wish to study at universities. Additionally, a requirement to repay deferred HECS payments at a lower income level may amplify financial barriers to participation (DEETYA 1996). Consequently, those respondents that identified finance as a barrier to participation in this investigation may now find themselves at a greater disadvantage. One Melbourne university, for example, has reported a distinct decline in part-time enrolments, which is suggested to have resulted from the reduction of the income level at which HECS is required to be repaid (Nexus 1997). This reduction is reported to be 'a strong disincentive to prospective mature-age students' (p.1).

6.12 Summary

The significance of the hospitality industry to Australia's future economic success, as highlighted in this thesis, suggests that restrictions to the growth of this sector could have an extremely unfavourable effect at national level. Given that 'the overwhelming majority of staff have some form of direct customer contact ...' (Teare et al. 1994, p.9), it is accepted that industry employees are fundamental to the achievement of economic growth through improved quality, productivity and the industry's ability to provide services at an international standard. In order to create standards at an international level, employees need to improve their skills, knowledge and attitudes through the process of education and training. As a result, enhancing educational opportunities within the profession will subsequently 'enhance the prospects of the total workforce working with greater effect and, ultimately, achieving improved productive performance' (Conlin & Baum 1996, p.64). Coupled with savings on recruitment, induction and initial training, which range from $2,000 to $6,000, as a result of the retention of employees (through the development of career paths), it is suggested that expenditure on education by the hospitality sector is likely to be out-weighed by the benefits (Cascio 1991; Ryan 1994).

In line with the *work smarter rather than work harder* business catch-phrase of the nineties, access to education is crucial because it is the accepted pathway to the achievement of this goal (Drucker 1993; Powers 1995; Bennett & O'Brien 1994; Hough 1994). As a result, all parties who are likely to benefit from the education of hospitality employees should be prepared to support such initiatives. In the case of employees it is suggested that, despite the perceived hardship and long term commitment involved in tertiary education, and the long hours which are being worked, the respondents involved in this project, had all considered enrolling in courses. The benefits of education which accrue to employers, however, do not appear to be being translated into improved access or financial support for employees to engage in education.

This may have a connection to Foster's (1985) assertion that the public and private sectors seek different goals. Some intervention might, therefore, be justified in order to resolve the issue of training expenditure. It should be noted that increases in educational expenditure to increase standards and improve productivity will ultimately reflect upon the entire Australian community in the year 2000, when the Olympic Games is hosted in Sydney.

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Appendices

Appendix A

Appendix A consists of a form specifically designed to advise respondents of their right to withdraw from the study at any time without being jeopardised in any way.

The form was also used to solicit the age of respondents in order to ensure that they were over 18 years of age and able to freely give their consent to take part in the study. Participants were given an opportunity to ask any questions about the study prior to being asked to give their written consent by signing the attached form.

Educational Aspirations

Please read carefully

1. The purpose of this study is to gather information on the educational aspirations of hospitality employees. The information that you give us will help tertiary institutions to improve educational services for people like yourself.

2. Your response will be completely confidential and will not be discussed with anyone. In addition, all informants will be given code names to further protect their privacy.

3. We ask for your name and contact details as we may wish to contact you further at a later date.

4. Would you be willing to participate in an interview?   **Yes   No**
                                                            please circle

---

This research project is being conducted by
VICTORIA UNIVERSITY OF TECHNOLOGY

Researchers:	Principal investigator:	Associate Professor Jim Sillitoe
	Associate investigator:	Professor Ian Priestly
	Researcher :	Barry O'Mahony

Your consent to participate is required.

Certification by subject

I, ...of...
consent to participate in the project being conducted by
Victoria University of Technology.

I certify that I have had an opportunity to have any questions
answered and that I understand that I can withdraw from the
project at any time and that this withdrawal will not jeopardise
me in any way.

I have been informed that the confidentiality of the information
I provide will be safeguarded.

Signature: ....

Please print name: ....

Age: ....years

Telephone: Home: ....   Work: ....

Appendix B

Appendix B consists of a questionnaire specifically designed to identify employees who fall into the categories identified in the theoretical sampling framework. This questionnaire was administered within hospitality establishments in Melbourne and the data that was collected by this method allowed a number of candidates (12) to be selected for interview. In addition the questionnaire was used to identify some individual perceptions on barriers to education which were followed up at the interview stage.

Please answer each item by ticking the box next to your response or by writing in an answer.

1. Gender

Male ☐

Female ☐

2. Marital Status

Single ☐

With Partner ☐

3. Do you financially support one or more dependants?

Yes ☐

No ☐

If yes, how many dependants do you support?

1 ☐

2 ☐

3 ☐

4 ☐

More ☐

(if more than 4 please specify)

----

4. What was the highest level of formal education that you have attained?

Did not complete secondary school ☐

Completed secondary school ☐

Passed HSC/VCE ☐

TAFE ☐

University ☐

---

5. How long have you been working in the hospitality industry?

Years--------------- months-----------------

(please include time spent with all previous employers)

---

6. In which department of the organisation do you currently work?

Rooms Division ☐

Food and Beverage Division ☐
(Includes Stores)

Back Office ☐
(Includes Accounts and Marketing)

Maintenance ☐

Banqueting ☐

Other ☐

(please specify)---

7. What is your current position / job title?

----

8. Do you intend to make a career in the hospitality industry?

Yes ☐

No ☐

Uncertain ☐

9. Are you currently enrolled
in a course of study ?

Yes ☐

No ☐

If yes, is this course a:

Short course (Less than 6 months) ☐

TAFE course (6 months or more) ☐

University (12 months or more) ☐

Other ☐

If other, please specify ---------------------------------------

----

10. Have you ever considered enrolling in a course of study in hospitality at a TAFE or university, for which you would receive an award but have not yet done so?

Yes ☐

No ☐

Not Applicable ☐

---

11. If you have considered enrolling at a TAFE or university but have not yet enrolled, what are the reasons why you have not enrolled?

If more space is required, please attach a separate sheet.

Appendix C

Appendix C consists of transcripts of interviews with the twelve selected respondents. The majority of these interviews were transcribed verbatim, in one case however, some information was omitted in order to protect the identity of the respondent. Where this became necessary particular care was taken to maintain the authenticity and salience of the interview. In addition, brackets and ellipse points were inserted in line with correct academic procedures.

"Adrian"

B.O'M. O.K. What I wanted to ask you first was if you know what educational options might be available for you if you wanted to pursue further education?

Adrian. Yeah I know the various different universities around, *Box Hill, William Angliss* and also *Emily Mac* (respondent refers to TAFE colleges as universities throughout the interview) and also a few others that are starting up there is one or two in the city itself, so there is a variety of courses and places doing the courses.

B.O'M. Do you think that if you were to take a course there would be any financial support available to you to do it?

Adrian. Within this hotel probably not because they have already got their own standard training system which is an accredited training system, and they would want to put you through their system rather than outside. Maybe if you had completed their training system they might consider moving you further on if they didn't have anything in their area.

B.O'M. And I wanted to ask you from your experience, if a formal qualification is required to work in the hospitality industry?

Adrian. I think up to a form five is what is really needed in the area that I'm in, being the front office/concierge area. I don't think you really need a degree as such in hospitality management if that's the area you wanted to get to. But maybe if you wanted to get into middle to higher management, then yes, you need to. But for the normal front line staff it's more on character and attitude than on school qualifications. If you can add up and you can spell your name sort of thing, you've got a good grounding, you don't need to be an "Einstein".

B.O'M. So you think that it would be more important for progression rather than the normal operation, would that be right?

Adrian. Yes, normal front line every day operation of the front office staff, the restaurant staff, portering staff, whatever, you just need to be presentable, have a good character, good demeanour.

B.O'M. Do you anticipate that anyone would support you, maybe not financially but support you in some other way perhaps or encourage you if you were to pursue some further study?

Adrian. I haven't approached this hotel in that way but I know of other hotels that will support you. They let you have the time off to go to uni. They still give you a full forty hour week but they'll juggle the roster to suit the timetable of your lectures. But there are other hotels that won't participate, they say 'no, either work part-time and study, or work full-time and don't study'. So a lot of hotels do and a lot of hotels don't do it, it really depends on how professional the hotel wants their staff to be.

B.O'M. Is there anybody else surrounding you that might encourage you in your study?

Adrian. Family, the normal sort of thing, family always will support you in those sort of areas. Friends and other work colleagues that may also be studying, they may give you suggestions on how to go about doing things.

B.O'M. And do you think they would support you?

Adrian. Yeah.

B.O'M. What about the standards and the degree of difficulty of courses at TAFE and university, do you think the standard is high or difficult?

Adrian. I think it is very interesting some of the subjects that they have in management courses as regards how meaningful they are towards the management degree or diploma. Some of them have subjects like, I suppose if you are going to be in food and beverage stock control may well be an issue, but learning how long you can keep a yogurt in the fridge and things like that. That was one of the subjects that was covered in my course which I found to be quite irrelevant to the area that I wanted to study in which was front office, but I had to cover that area. So there are some silly ideas that I think universities put in their courses. I think they should be able to focus on, if you want to be a front office manager, you can carry on down the front office line, if you want to be food and beverage you carry on down the food and beverage line. I mean the duty manager doesn't need to know how long you can keep the stock in the fridge, that can wait until the morning when the "head chef" comes in and he can say 'right that yogurt's got to go and that meat has got to go'. So I think they're trying to breech too big an area. They're not focusing on specific areas of the hotel.

B.O'M. I see, and what about standards of difficulty and approachability, would you feel that universities and TAFE's are approachable?

Adrian. I think with things like Austudy, with HECS (Higher Education Contribution Scheme) and tax, it is getting a lot harder to approach a university to do a course because you are wanting to learn but you have got to somehow find the capital and the money behind you to go off and learn, and a lot of people these days in this economic climate don't have the finances to spend five or six thousand dollars in one lump to go and study a course, and they don't want to pay the penalty of paying in their taxes and then paying seven or eight thousand dollars, so financially they're hard to approach. But to go up there and speak to them a lot of them are willing to sign you up, but it's the good old 'money talks', money is always the final one.

B.O'M. Right I see, and what about the questions that you mentioned on the questionnaire, one of them was the amount of hours and I think that was the hours in a course was it ?

Adrian. Yeah, a lot of the courses you do say three subjects or four subjects in a part-time course and each of those lectures is two and half to three hours each, and you have to do that in a seven day week plus you're working full-time. So you're doing, you're looking at fifty to sixty hours work at least a week, if you then have school work, working work, study work, whatever, it eats into a lot of time, especially if you are doing shift work with varied shifts. You could finish work at three thirty in the afternoon, start your course at four thirty in the afternoon and don't finish until ten thirty at night, and then you have to be back at work at seven o'clock in the morning. It can get to be a very long day, and if you have three days like that. Sometimes it breaches into your days off, which is fair enough you may well have to, but then you start showing strain in your work and strain in your course. You'd be working a seven day week between studying and working. That's the sort of thing I was commenting on, the amount of hours, the accumulative hours of a course and your work can get quite astronomical. There's not much unfortunately you can do about that, you've just got to really get into "time management" which is another thing altogether, working out time management, and will work cover study leave as well as annual leave? Some companies will and some companies won't, it really depends on the hotel that you're working for, if they'll give you study leave or not. And then you can throw sick leave in.

B.O'M. I see, and you mentioned the cost as well, we've talked about that a little bit and obviously that would be a barrier, to you anyway?

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management course and it covered food and beverage and front office. Even though I wanted to specialise in front office, I had to buy food and beverage equipment, I had to buy my own knives, I had to buy this and buy that, which gets expensive. You're looking at three or four hundred dollars worth of knives for a six months subject. That's another cost other than just the university costs, as well as text books of course, which are things that you need to have.

B.O'M. Right, I see, so there are a fair number of different costs involved.

Adrian. Yes, it's not just the up front fee.

B.O'M. I see, and then you mentioned accredited courses that hotels are not aware of and that's got something to do with how hotels or managers within hotels, view the course that you have studied, would you like to talk about that?

Adrian. Yeah, with some hotels they like a specific course for example, they might like *Emily Macs* hospitality course more than the *William Angliss* course or vice versa. It really depends on what their favourite place is, which course they might have done themselves, or if they know the lecturers personally, so you might say 'I've done the *Emily Mac* course' and they say 'I don't think much of that one I think the *William Angliss* one is better' and as far as I know there aren't any standardised hospitality management courses across the board of all the universities, they're all different. Like a medical degree, if you want to be a doctor, lectures are all the same depending on what uni you go to. In hospitality there is no standard way that you can go to three different uni's and cover the same thing. I think that's where it comes into for example, this hotel, they have their own accredited course which is accredited through Switzerland through one of the, I don't know what accreditation system it goes through, but apparently it is accredited through one of the Swiss universities, so it is a known thing and it's my understanding that if you go to other hotels and you say you have done this training course at this hotel, they think it's good. Just like *MacDonalds*, they have their own accredited training scheme and a lot of people believe in that, I think it is what a lot of the hotels should be doing.

B.O'M. Right, I see, well that's all I wanted to ask you today, I want to thank you very much for your time.

"Brian"

B.O'M. O.K. So the first question I wanted to ask you was what educational options you think are available for you either at TAFE or university.

Brian. Well just from the information I have received by ringing a lot of people at different colleges and things like that, there is quite a few courses open to me but I've just got to be able to work out which is the correct one for me to be able to get myself into the position I want to get into.

B.O'M. All right, and you mentioned earlier that it would be helpful for you if you were able to contact somebody at a college and get that?

Brian. Apparently there is someone at a college that you can go and talk to, someone who is sort of in human resources or something like that, I can go and get the right information off, because nobody here can help me.

B.O'M. So it would be important for you to have the option of going to a university or a TAFE college and sitting down with somebody and working out a strategy that would fit in with you ? That's what you mentioned earlier ?

Brian. Yes, it would be, because it's a bit hard to get that sort of information over the phone.

B.O'M. O.K. Now if you found a course that you wanted to do, can you think of anywhere that you might get financial support from to help you with your studies?

Brian. Well being full-time employed I just assume that I will have to look after that myself you know. That could be a problem too, being in the hospitality industry you don't get paid very well so you know it would probably be a little bit of a barrier for me, and I'd probably have to put it off for a little longer than I hoped.

B.O'M. And from your experience in the hospitality industry, do you think that a formal qualification is necessary to progress ?

Brian. No, well I've worked in quite a few different hotels, a lot of the people in various positions it's mainly experience other than qualifications and I mean there is quite a few

people I know that once they've got the foot in the door and they can prove what they can do, qualifications don't really come into it, that much.

B.O'M. Now if you were involved in a course of study, can you think of anyone that would support you, in any way, any kind of support ?

Brian. Well I think the hierarchy here would be pretty happy that I was doing something on my own back, in my own time, with my own money to try and advance through the system here.

B.O'M. So you think they would give you moral support ?

Brian. I think they would give me moral support and I think they may even contribute to the cost of that course.

B.O'M. What do you feel about the standard and the degree of difficulty of courses say at TAFE or at university ?

Brian. Well I've only been to one TAFE college and that was to do my electrical apprenticeship schooling and I found it quite easy.

B.O'M. Right, and you wouldn't be put off by the idea of approaching a TAFE college, what about a university ?

Brian. Well I don't know a lot about university but obviously that's advanced learning so it would be a bit more difficult the courses there than in a TAFE college.

B.O'M. And do you think that universities and TAFE's would be approachable and provide help for somebody ?

Brian. Yeah, I think they would be.

B.O'M. All right, I wanted to ask you about, you mentioned in the questionnaire two areas that might be barriers to you enrolling, one was the affordability of courses, are you thinking of the cost of courses ?

B.O'M. Right, and you also mentioned about universities and colleges being too far from where you live, is that a problem for you ?

Brian. Well it's not at the moment, I live in South Yarra anyway so it's pretty close to the city.

B.O'M. So if that was a problem for you, can you think of any ways that TAFE's or universities could be more helpful to get that problem out of the way.

Brian. No not really I think the public transport system is pretty good but you know it just depends on, well basically if I'm working an eight hour day I don't want to be sitting on some public transport for two hours trying to get to and from a TAFE college, but because I'm so close it wouldn't be a problem.

B.O'M. Right, can you think of anything else that might deter you from enrolling in a course to do what you want to do ?

Brian. Only on depending , I'd have to work the course around my work, so I'd probably have to do em, part-time courses, so hopefully they'd be available to me.

B.O'M. So availability of flexible times and courses is important ?

Brian. Yeah, very important because I couldn't do anything during the day and couldn't do a course that was you know, it would have to be spread over a couple of days a week probably because I wouldn't be able to get home at eleven o'clock at night and be able to function the next day at work real well.

B.O'M. O.K. And can you think of any other barriers that might stop you from pursuing education.

Brian. No, no I think we've covered everything.

B.O'M. OK Thank you very much.

"Charles"

B.O'M. Thank you for seeing me and the first question is to find out whether you are aware of what relevant educational opportunities are available at TAFE or at university that you could pursue if you wanted to ?

Charles. I'm not that familiar with them all, I understand that there are quite a few bachelor degrees that you can do say at the old Footscray which is now part of Victoria university and I know that William Angliss also do, they're a TAFE, they have diplomas and you get certificates as well as bar courses. Everyone else sort of has small certificates I'm not really that familiar with all of them.

B.O'M. So there are quite a few places that do offer courses?

Charles. Well you can always, the other thing too is, I know about the *Blue Mountains* (a private hotel school in New South Wales) and all the other sort of, you know, what shall I say, interstate ones and they're quite expensive they go up to about thirty to forty grand upwards a year to attend. You've also, obviously got the ones overseas, you know, you could always get the Swiss degree or diploma.

B.O'M. So most of those would be private colleges?

Charles. I'm sorry ?

B.O'M. Most of those would be private colleges, fee paying colleges where you actually pay a fair amount of money to attend ?

Charles. That is one branch of them the other ones are the government types where you can do your, which are aimed at entry into the lower ends of the hospitality industry where you work your way up and you do an introduction everything.

B.O'M. Right, the other question is, what kind of financial support do you think would be available to you if you wanted to pursue further studies ?

Charles. Well myself I don't think I would be entitled to anything that would be available to me at all. Actually I've done enough subjects before in my degree which I haven't finished currently so that I am not eligible for HECS (Higher Education Contribution Scheme) and so I'd have to work and study and that's what puts me off, it's just very hard.

B.O'M. Right, what do you think of the opinion that a hospitality formal qualification is necessary to work in or progress in this industry.

Charles. Well it's like any other job you'll, on ability or experience you'll move up to a certain level but eventually you get to a point where without it you'll basically stop and then you need to have that, to give you that extra step right up there.

B.O'M. So you think to achieve say the position of general manager you might need a formal qualification?

Charles. It depends on what organisation it is with, say the smaller chains, no, it's strictly, you could probably do it just on ability alone but having a qualification always helps. With the larger chains a lot of them have graduate employees and a lot of them the minimum entry is having a degree or an honours degree so you know it's important. Although Ian he's at the Hyatt, we lost one employee last year to the Hyatt, he's a graduate trainee and he's got no formal qualifications.

B.O'M. Well did he go to a fairly high position ?

Charles. No he's just a, he's a graduate trainee so he's basically he's just doing low sort of simple work and he's got to do that for two years while he is training and then they'll give him a management position, while they're holding his hand all the time.

B.O'M. So once the two years training is completed he would still be at a junior management level would he ?

Charles. I think they usually give them, It depends on the chain, you see I used to work for *Rydges, Rydges on Flinders* and what they did was graduate trainees, they entered straight to a junior managers position but here we give them department head or [the corporation will] give them instead of a junior manager they give them a department head position.

B.O'M. I see, the next question is, if you were to pursue further education do you anticipate getting support whether moral or otherwise from anyone basically, who do you think would support you in your efforts to qualify ?

Charles. The employer is always, it depends on the employers themselves what we could do where we'll say I am in finance it's not really a problem if I was to take a day off, that's support in time. As far as money goes it's not like say a government job where if you want

to study they'll give you study leave and educational grants. Not just educational grants but paid leave, where as here you'd have to do it off your own bat.

B.O'M. Can you think of anyone else that might support you in any way ?

Charles. Would anyone else support me ? Do you mean as in financial or as in ?

B.O'M. Have you thought about moral support ?

Charles. Moral support, ah yeah you've got your family and workmates there's lot's of moral support

B.O'M. So what do you think about tertiary institutions that offer hospitality courses, do you think that they are very formal ?

Charles. I know nothing about them, I really don't, I've only seen the end product itself. The actual people they're just basically human beings and dedication you know is evident.

B.O'M. And would you feel that the idea of approaching a TAFE college or a university would be a threatening one or do you feel that they are approachable ?

Charles. I really don't know because I haven't looked into it. If I wanted to finish up what I'm doing and finish my business degree, I don't know I've never looked into it. I suppose I'd have to make some phone calls.

B.O'M. Some people see universities as sort of a threatening environment and I just wondered if you would be threatened by them ?

Charles. Ah, yeah with studies itself say, it's hard budgeting your time and working by yourself at home as opposed to coming to classes and 'tutes', it requires an incredible amount of dedication. You've got to put aside your own time, you've got to do the studies yourself and do all that sort of thing and then roll up one day for an exam, that's the extreme and I wouldn't be in favour of that. I probably would do a weekly tutorial where you go in and you do a test every few weeks. That's something that would probably appeal to me but then the negative side of that would be time and like in my particular job sometimes I do sixty hours a week and the last thing that you want to do is come home and do some study, especially when you're on at eight o'clock in the morning next day.

B.O'M. I see and time actually was one of the issues that you put on the questionnaire so that would be one of your main concerns would it ?

Charles. Nods head indicating yes.

B.O'M. So do you think that there is any way that universities or TAFE colleges could make that easier for hospitality employees ?

Charles. Some of the TAFE things where you have apprenticeships where you say, work for three days or four days and on the fifth day you went to school that might be perhaps better. It basically depends on the individuals commitment and whether or not they want to do the extra time or not. You still do your forty hours per week or you work part-time. If you're willing to take the cut in the wages and then go to school afterwards.

B.O'M. Right, commitment was another area that you focused on .

Charles. What was that exact question again please Barry?

B.O'M. The question was, if you had considered but hadn't enrolled at a TAFE or university, what reasons you would have for not enrolling?

Charles. O.K. Commitment would probably be, I don't know how committed I would be to the study. There is a lot of ways to do something like a degree. I'd have to start from scratch again as far as hospitality is concerned. I might get a few exemptions for business studies but apart from that no you'd have to start from scratch. I mean a lot of it's em, yes there is a lot of benefits from it but then again you get a lot of experience working and I'd want to get some exemptions because of that. I'd like it to be recognised. I know it is hard to grab everything and say it's parallel to your work experience and find a parallel comparison to course requirements but say if some way a parallel was found to say, yes I've fulfilled this and I've fulfilled that.

B.O'M. O.K . So you feel that the work that you've done in the industry should be recognised by some form of exemption ?

Charles. Yes I do, if that was the case and I only had to study, do another year and a half in the degree in the areas I hadn't done before, that would be great but no you can't do that now, I'd like to because you know you come to a point where next year I will have done my twelve months in my current job and after January I will move to another position and

to I mean I don't want to stay in the same place I want to move ahead because I'm not sure which area I will go to, a course would help me do that.

B.O'M. I see, you mentioned assessment then, this would be from you experience as a student previously, do you feel that assessment is a barrier in some way ? Could you talk to me about that a little bit ?

Charles. Yeah sure, I don't know what the current assessment requirements are but I can guess that there would be a big exam. I mean big exams don't worry me too much but then again assignments do. I'm a lot happier to do the exams although lot's of short tests would be the best for me.

B.O'M. So is your position that there is too much assessment or is it the type of assessment that is a barrier ?

Charles. Well see I did summer school at Churchhill, Monash. I did two subjects in management, theory of management and marketing. We were asked to do two assignments, two 2,000 word assignments and this is in an 8 week period. Well a 2,000 word assignment to me, one in an 8 week period is enough. To do two of them which is in two subjects, which means four essays, is too much for me.

B.O'M. And then you had the exam at the end ?

Charles. Nods head, indicating yes.

B. O'M So what would the ideal assessment be then ?

Charles. For me, well it depends on the individual. I would probably be more happy if say after work, go into uni for a couple of hours once a week and get an, say every two or three weeks over a uni semester having a short test on what you have covered so far and at the end say having, say that adding up to about so many points and say at the end an exam.

B.O'M. O.K. Well that covers all the questions, I was going to ask you if you could think of any other issues that might be barriers to you getting on to further study or any issues that universities or TAFE colleges could address to make it easier for you to get back to formal education ?

schooling, the last thing you want to do is go to study again. But, if there were options presented to them they might be interested so I would say catalogues and things like that, brochures given to each hotel with details so that people could have a look and say ' I could handle this', basically offering a service on choice.

B. O'M That's very helpful, thank you very much, can you think of anything else ?

Charles. No unless you ask me a question.

"Evan"

B.O'M. In getting your opinion on these areas, the first areas as I said, were ones that I have questions here about and the other ones are your responses on the questionnaire that I would like to ask you about. So the first question, if you like, I'd like to put to you is; If you were to take a course in hospitality, are you aware of what relevant educational opportunities are available?

Evan. Yes I am quite aware of it, I know that it is hard out there to find a job so probably getting into a course would help me to find a better position, you know, a better lifestyle.

B.O'M. And so you know what courses are available?

Evan. Yes I do.

B.O'M. And what you'd like to do?

Evan. Yes.

B.O'M. Good.

B.O'M. Are you aware of what financial support might be available ?

Evan. I am not aware of this, no.

B.O'M. For example, have you heard, have you been given any information on Austudy or grants or HECS (Higher Education Contribution Scheme) or anything like that?

Evan. Just a little bit, 'cause I'm not sure how, I know how Austudy works but not in detail, I need to find out more about all this.

B.O'M. Right, and for your work in hospitality do you feel that a formal qualification is necessary?

Evan. Not really, most of us, if you've been in hospitality for a long time, experience also counts, so if you can match experience and studies it would be great.

B.O'M. And that would lead to advancement or ?

Evan. Yes

B.O'M. And if you were to go back to study
do you think you would be supported by your family, friends or even an employer?

Evan. It's very hard it depends on where you work, depends how your family, some of them are supportive. My *missus* is supportive but I find some of the employers not very supportive, this makes it hard for me and when I started I was thinking of going back to school but my work schedule is not convenient so that is one of the reasons that I didn't go back.

B.O'M. So you think that your family, your wife for example, she would support you?

Evan. Yes she would.

B.O'M. What about friends, do you think that friends would be supportive?

Evan. Yes, some of my good friends they are and some not, they don't want to know about it. They probably don't know that some sort of course exist actually, I don't think they know much about all this I mean they've been in hospitality for a long time and they're just sticking there. They need somebody, they need some sort of propaganda I guess to make them get into studies.

B.O'M. So what about perceptions of universities.
Evan. Yes.

Evan. O, well the university reputation has come a long way so people know that it's very hard to get into university, they sort of back down a little bit. That's one of the reasons that a lot of people are scared to get into.

B.O'M. And what about you, since you have been to TAFE, you have had an introduction to higher education and would you be scared to get into university?

Evan. Not really, 'cause I know that I would have enough background to get into university and I think it's good that you can get into TAFE, specially a mature age student, even young people. I suggest they should get into TAFE before they get into university. They are more prepared, and they expect work which they have already got from the TAFE.

B.O'M. So do you mean that it is like a preparation or a stepping stone?

Evan. Yes, a stepping stone perhaps.

B.O'M. And now I want to move onto the questions that you had on the questionnaire and if you want to have a look at this it might help to jog your memory. The first area that you felt was a barrier was financial problems.

Evan. Yes financial problems, because my age doesn't really help and people out there they know that they want to get back to school but due to financial problems, a lot of people they can't go. I spoke to some of my friends, they did the same course as me like cookery and they find it hard, they know that there is no financial backup and that's one of the reasons.

B.O'M. So how would you, in your case how would you fix that. If an employer was to help you with fees or something would that?

Evan. Yeah it would be helpful. It would be good if you got an employer that understands our needs and I reckon all employers should be more wide in employees view because it, I mean it only helps the place. I mean the employer to have more qualified people and more recognisable. I mean you know than people doing the same thing over and over again.

B.O'M. So what part of the financial area is the most difficult? Is it the cost of the course, is it books and transport or ?

Evan. Oh I think it's everything, paying your bills, transport, food books it's all included in there.

B.O'M. And you mentioned a language barrier?

Evan. Yes the language barrier, coming from a different country and coming to this country, coming to Australia is different, is a lot of difference but I think if you keep studying you'll help you later on, like continuing to study will help you overcome that. But the accent don't go and I find that sometimes some lecturers they don't wanna know if you've got an accent you know. If you ask a question they go 'o yeah,' this, this and that you know, it's not many lecturers would help you a lot. But when I was doing my course I found it helpful because they understand my situation and it's very hard. People are so different you've got to find a proper place where the teachers will be so helpful to you you know.

B.O'M. So the people who are involved in lecturing and helping you to learn are very or you see them as important.

Evan. Yes, they are important.

B.O'M. Especially with regard to language.

Evan. Yes, yeah I mean I find it a little bit discriminative towards non-English speaking back ground students and I come across it a few times. You just have to live with it but a lot of lecturers they are so helpful, I have to admit that, they understand our needs and they know that we're trying hard to get somewhere. So they, they know that, well the student that are born here sort of like, they don't put too much input like we do, so they understand that which is good I'm quite happy with some of the lecturers.

B.O'M. O.K. Lets have a look at the next question, time not suitable, is this a barrier? What do you mean?

Evan. Yes if there is a course, at evening courses suitable for us working class people for example.

B.O'M. So the times the courses are scheduled.

Evan. Yes this is hard for us.

B.O'M. So if they were, what would be best for you, best times?

Evan. Oh yes, after six.

B.O'M. After six?

Evan. To ten would be suitable and I'd be in it but the thing is not many courses offer evening course anyway.

B.O'M. What about weekends?

Evan. Weekends yes I will admit that or look at it.

B.O'M. Would that be helpful for you?

Evan. Yes it does.

B.O'M. Right and I noticed that you put down as another barrier, requiring supervision at cookery skills?

Evan. Oh, yes because, when I get into the industry also we start from the bottom, they teach you how to wash the pots, clean up the kitchen, before they introduce you to cookery, which is good enough but we need more, I need more experience in eh, update ones like em, upgrades like going into more, into details the professional cookery which is I haven't got. I got a little bit not that much so I'm lacking, so I need to be more involved in the professional cookery I guess.

B.O'M. Right so when you say that, you're talking about training in the industry now aren't you?

Evan. Yes.

B.O'M. So do you mean that in the industry they don't cover a wide enough training program.

Evan. No they don't.

B.O'M. Right.

Evan. I mean you have to go by yourself which is hard. 'Cause I mean after work, how are you going to find time to get into courses? And as a matter of fact, when I was doing my course, I was working in hospitality. I was trying to get into a course and they asked too many things it's unbelievable. Like I wrote to William Angliss they said 'o you need chemistry in year 11'. I said listen 'I got it from overseas' and they didn't recognise that and I was so upset about it that I decided to go back and do my HSC at night.

B.O'M. Is that right?

Evan. Yeah, so things like that, they think it doesn't, it does really hurt us, you know from non-English speaking background.

B.O'M. And that leads to the next barrier that you mentioned which is the recognition of previous experience. Do you want to talk a little bit about that?

Evan. Yes I find that, because you got a lot of basic cookery people that are recognised the owner has to be more into professional cookery, which is I haven't got that, but I gotta admit that some of the apprentices, even fourth year they can't do things like we do, cause I mean we been there many years and we know all of these bits and pieces of cookery and so I find it a little bit amazing and these apprentices they come in they don't even know how to boil an egg and they get a certificate and they think, well they rather get them than us.

B.O'M. So in fact you see apprentices who have qualifications, paper qualifications who can't do the job that you have learned from experience?

Evan. Yes

B.O'M. But when you say recognition of previous experience, who do you think should recognise that experience, is it the university or the college when you want to upgrade your skills or is it the employer?

Evan. Oh, in this case I'm talking about employers, I don't know about university because I haven't tried yet. I think universities nowadays are looking for more experience too which is good. It means if you got a good background of experience they'll take you as a

B.O'M. Now what about communication with English?

Evan. My communication I think is getting better and better, 'cause I deal with people in my everyday life, I deal with people who speak English which is a bonus. Before that I used to hang around my community with my friends we speak you know, continuous Spanish and this is hard for me 'cause when you come back to your work environment it's hard to understand your workmates, even at school people always recommend for me to get involved with people that speak English.

B.O'M. So you are getting more confident?

Evan. Yes I'm more confident as time goes by.

B.O'M. Right, and I have one other question, why would you want a formal qualification in hospitality?

Evan. Because I want to get a better job prospect, I want to improve myself really and get more, I don't know it's really, for me it's really to get into a better job prospect really, and improve myself you know, I want to be professional, I just want to be in that sense professional

B.O'M. So advancement, perhaps promotion?

Evan. Yes promotion.

B.O'M. O.K. In thinking about getting that formal hospitality qualification, you've given me a lot of information here, is there anything else that you can think of that would be a barrier to you continuing with your education.

Evan. Not at this stage no, but I think that universities or whatever place they, should look at into people with non-English speaking background and helping them with the English area, I mean, the knowledge is there but they just find it hard to express themselves and I spoke to many of them that came here with qualifications and they are not recognised. I mean they can be a chef and can be employed everywhere but they can't get into top management level because they can't get into some sort of institution or university and get the formal qualifications.

B.O'M. And that formal qualification is important?

Evan. Yes it's very important and a lot of them find it hard to get in as I mentioned previously and a lot of things happen, like life experience, they find it's a little bit ah, most of them come into school and they find the teachers not helpful and they leave and they never come back again.

B.O'M. So teachers have a big influence?

Evan. Yes a big influence, if the teachers are good they still will come back even if they find it hard they know that the teachers will help them to overcome that problem.

B.O'M. And would that be important in TAFE or higher education as well.

Evan. Yes.

B.O'M. The teachers?

Evan. Yes.

B.O'M. Anything else?

Evan. No not that I know of.

"Frank"

B.O'M. Have you thought about the options available for somebody in your position?

Frank. Well I have and I haven't, I'm not sure, I'm at a stalemate at the moment. I worked in one property for five years and I thought I did what I had to do there but I didn't get anywhere, development wise or advancement and so forth like that. Now I've been here for eighteen months and it's worked out, it's benefited. As I say I started out on the night shift and then was night manager/porter and I have just been promoted to *Front Office Assistant*. Now I'm thinking to myself 'where can you go on from there?' Yeah well you know more or less it is the shiftwork that does disadvantage people like myself. Where you think to yourself 'you'd like to do that', but then you're working four afternoon shifts, then getting a day off and changing to early shifts. You could do it part-time but not full-time

there's no chance. I should have mentioned in the report (Refers to questionnaire) that I've done a certificate of hospitality at Broadmeadows college of TAFE many years ago. I started that but I didn't finish it because of the hours.

B.O'M. You would have liked to have finished it?

Frank. I would have yes, it would have benefited me, yes definitely.

B.O'M. So if you wanted to do some study, are you aware of where you could do it for example, TAFE?

Frank. I am aware of TAFE yes, I don't know if I could get in as a mature age student of a University or so forth, that would make things a bit hard with the level of education that I've been to. Probably it could be being negative to myself thinking 'ah yes I'll take this course', and get stuck into it and then after that, after a few months finding it too difficult and then dropping out. When I should have really looked at it in the first place and thought 'that's my option, yes or no'.

B.O'M. What sort of financial support do you think might be available to you?

Frank. Not much for myself, I'm working full-time and my wife works full-time so I don't think I would get any Austudy or anything like that, so I'd have to finance myself.

B.O'M. From your experience in the industry is a formal qualification required to work or progress ?

Frank. Em.

B.O'M. As in an actual certificate, diploma or degree from a university or TAFE?

Frank. Don't get me wrong it's good to have a certificate, but I started off as a storeman and I worked my way into the front office so more or less I think they do help, hotel management certificates and all that do help but to get the practical side the best thing is to try and get into a hotel at the start, you'll learn everything. All right they [Colleges] teach you the correct way as well, but you might only do a few hours of *prac* in cookery or some other subject like waiting. I'm not sure, they do have front office and reception sort of certificates as well but I'm not sure they put them into practice. I mean when you're under

B.O'M. So the practical area is of benefit?

Frank. Yeah, I've benefited from the practical side.

B.O'M. So with regards to progressing, do you think you could get to the top level *General Manager*, without a formal qualification?

Frank. No you need some formal qualification, definitely.

B.O'M. So do you mean it would be required to make that last step up to *General Manager*?

Frank. You'd have to go to university to get a hotel management certificate, definitely.

B.O'M. If you could think about support, who do you anticipate would support you if you wanted to pursue or were pursuing you're educational aspirations?

Frank. Are you defining the hotel or my wife or?

B.O'M. Well we discussed financial support but there may be other types of support that you can think of?

Frank. That's a good question, em.

B.O'M. O.K. Well other than financial support is it likely that you would get some kind of support?

Frank. Well I'd get support from my wife definitely if it was beneficial to gradually step up the ladder, she'd definitely agree for me to get stuck into the books and have a go.

B.O'M. Have you considered the possibility that an employer might support you in any way?

Frank. Yeah, that's a good question, yes I think they would yes.

B.O'M. Would that be financial or are you thinking of some other form of support, for example, do you think your current employer would provide any kind of incentive?

Frank. I'd say financial support depends on if it was beneficial to them or not, it works both ways if they were happy to support me and I was happy to do it, then I'd say yes I can't see why not. I mean if I'm going to be an asset to the hotel they'd rather let me go on and do some study rather than myself saying good-bye and leaving them.

B.O'M. I wanted to talk a little bit about universities and colleges, what do you feel about the standards and the degree of difficulty of courses provided by TAFE colleges and universities.

Frank. TAFE's?

B.O'M. What I mean about standards and degrees of difficulty is, would you feel threatened that the standard might be high?

Frank. Definitely not at a TAFE level, at TAFE level they're pretty low but a university I think I would be a bit hesitant to try a course.

B.O'M. So do you mean you would be a bit put off by that standard, would it frighten you a bit?

Frank. I'd say it would, Yes

B.O'M. So what are your perceptions of TAFE colleges and universities as places of learning, would you think they are approachable?
Frank. Yes, I think so.

B.O'M. If you were involved in study at degree level do you think that help would be available to you at universities.

Frank. It would have to be, it would have to be, if not there would be a lot of students dropping out I'd say. You need that support from lecturers and so forth.

B.O'M. Lets go on to the three points that you made on the questionnaire, the first one was that you don't have enough time, do you want to expand on that a little bit.

Frank. Yeah with the shifts I do it is more or less ten or eleven hours each day so say you start at seven a.m., it's probably five or six o'clock when you finish. By the time you get

there's your night more or less. So if you went to school part-time and if you had a lecture starting at four or something or five until ten thirty at night, it would be a lot of strain on the brain I'd say.

B.O'M. Is there any time during the week that it would be easier for you to study, for example if they were holding classes at times that you think were suitable?

Frank. That would be great yeah

B.O'M. What times would be suitable for somebody in your position?

Frank. Well if I was to go back to school it would have to be on one of my early shifts, not my afternoon shifts because sometimes you're up 'til one in the morning and by the time you get up it's ten o'clock and by the time you get ready for work and do a few things around the house, I'd say I'd have to do it after work and not for more than a few hours, not for more than two or three.

B.O'M. Would weekends be helpful?

Frank. Weekends well unfortunately we get a weekend off once a month but I'd be happy to do that. Well one weekend you work early and the next weekend you work late and you get the third one off so.

B.O'M. You mentioned money as well so obviously that would be a barrier for you going to college or university, can you tell me how that effects you?

Frank. Well paying the house off, and depending what you had to buy, books and so forth they're not cheap, I mean I know you can get second hand books but I'd say it would be very pricy, and the fees as well so it all adds up.

B.O'M. We have discussed the next issue a little already but you mentioned your shiftwork, is there anything else involved in shiftwork that would effect your ability to study?

Frank. Well getting back to the first point, probably time and shiftwork they're big factors, more or less your getting up at six and as I said working 'til five or six o'clock, it becomes a burden shiftwork.

B.O'M. So the burden of shiftwork..

Frank. I'd prefer just to work a morning shift each day with the weekend off but in this industry it just doesn't happen, so it's wishful thinking.

B.O'M. So if you had a morning shift during the time you wanted to study, would that be helpful for you?

Frank. Yes.

B.O'M. So would that be one way that you could do both?

Frank. Yes.

B.O'M. But that would probably involve an employer supporting you by changing your roster to suit that?

Frank. Yes that's correct but being on duty all the time during a shift I don't think I could do any educational stuff until after work hours.

B.O'M. Thank you for your time.

"George"

B.O'M. Thanks for agreeing to the interview, the first question I wanted to ask you was; do you know what educational options would be available to you if you wanted to do a hospitality course?

George. Well I did look into it again last year and this is from a New South Wales point of view, and the options that I found that were open to me, to the extent of study that I would like, I don't want to do just a diploma in hospitality now which is readily available to do basically on a full-time basis. I wanted to do a degree and be in business studies with a major in hospitality or something like that. And basically the choices available to me were, part-time study 6 years, full-time study for 3 years, the university, *Charles Sturt University* in New South Wales does offer a degree in distance studies with a hospitality major on a correspondence basis. I think you can do a major in hospitality. That would be the ideal way to go, provided you can get into it. And the only other option is doing post-graduate

studies, I think they call it at the 'University of Technology' in Sydney and you're looking at approximately $1500, a subject, no sorry that's too much, it was, let me put it this way; it was close to $15,000 for the two years of the study, which is beyond my means. So they're the barriers and, I've forgotten the question again!!

B.O'M. The options available.

George. Yeah, so they are the options that I feel are available to somebody like me.

B.O'M. Right, I see and you mentioned the cost of courses there, which leads to the next question, what sort of financial support do you think might be available to you if you wanted to pursue further education?

George. Well I guess if I was doing it through a university and it was a degree course I could probably get HECS (Higher Education Contribution Scheme) where you defer your payments, but then again, do they give HECS to somebody who works full-time anyway? It would sort of defeat the purpose I guess. I don't think they would accept the fact of you saying, well look do you mind me doing this and I'll get paid more money in four years time and I'll pay you then. So you know I guess there wouldn't be any kind of financial assistance really for a person like myself. And that's a huge barrier because I'm married with two children and you know there's the cost factor you know you're talking about, even with two or three thousand dollars a year, you know that is a significant cost.

B.O'M. And so when you look at the idea of going to get a formal qualification like that it leads to the question, is a formal qualification required in the hospitality industry.

George. Well for what I want to do, where I see myself going I think yes. The hospitality industry is changing, new hotels especially. Hotels of this nature, they're business units generating turnover of millions of dollars, a property like this probably about twenty million dollars a year. So owners are looking for suitably qualified people to run those businesses and business studies and hospitality studies are held in high regard. Also you can also command more money in a position as say the general manager of a hotel if you have those sort of qualifications. I think in restaurants it doesn't seem to be as necessary but certainly in this style of hotel.

B.O'M. And so apart from the financial benefit of having that qualification, do you think it is necessary to make that extra jump to upper management level, say for promotion?

George. Is it necessary to have them?

B.O'M. The qualification.

George. Well certainly it hasn't proved to be necessary but I think in time to come, I think that the competitive nature of the industry, I think it will become more competitive for those positions. Professional people will stay in hospitality, through education and through, the education that is offered in hospitality these days than say 15 years ago. Professional people will stay in hospitality and the competitiveness of those positions will increase greatly and yes you will need tertiary qualifications, unless of course you're an exceptional person you know, there's always going to be them.

B.O'M. There will always be one or two?

George. Yeah.

B.O'M. So what about support if you were going to embark on a college course or a TAFE qualification, do you anticipate being supported by anybody around you?

George. Financially or?

B.O'M. In any way?

George. I would say no really. The company I work for now, while they are very supportive in certain ways, well then again I haven't asked them but I don't think there is a facility there to support somebody like myself for a study situation, whether it be financial or time off whatever, so I would have to say no, not at the moment. I don't think it is something that is so prevalent in this day and age. In years gone by in companies and public service and that sort of thing you know you could get study leave and you'd get paid study time, but it's a different market place these days and I don't think that is as prevalent as what it used to be?

B.O'M. What about moral support lets say from anybody?

George. O you'd get plenty of moral support, you know I've said that I'd be interested to the company in doing studies and of course there is lots of moral support, 'yeah it would be great for you to get in and do it', slap on the back you know but there is never any shortage of that that's for sure.

B.O'M. How about moral support from people other than employers?

George. Co-workers if you like is it?

B.O'M. Co-workers might be one area.

George. As I say, moral support it comes very cheaply, so family, co-workers, the likes you know friends, you can certainly get moral support and if you are in that study situation from the people involved in that course of study that you're doing have lots of moral support because as I say it doesn't have any financial cost on it.

B.O'M. You mentioned family, do you think you would get encouragement and support from your family?

George. O yeah.

B.O'M. What do you feel about the standards and the degree of difficulty of courses at TAFE or university, you mentioned that you would prefer not to do a diploma which would be a TAFE qualification you'd prefer to go higher?

George. Any course I see, from what I've seen the hospitality courses offered at TAFE, I don't know about Victoria but in New South Wales, tend to be very operationally centred, where as I've done my time, through my experience I've done all that operational aspect of everything and to me that is just a waste of time. So I need to go on to the more financial business aspects of the hospitality business and the more, I guess the more developed management theories and the likes.

B.O'M. I see and you wouldn't find the standard at universities threatening?
George. I think it would take a bit of getting used to but in any studies that I have started but have not finished, anyone that has been a more mature person in that area seems to have done better than anyone else. Whether it is because they have a better eh, well because they are basically doing it for a reason they're not just doing it for something to do. Like a lot of people they leave school and do a course just to do a course. The more mature person seems to achieve more because they're there for a reason and they want to achieve and so they're study is more calculated and while at first it may be difficult to get into, I wouldn't be deterred by that at all.

B.O'M. So what would your perceptions be of universities or TAFE colleges for that matter, as places of learning? Would they be approachable do you think?

George. Well, I think TAFE seems to be more approachable than what uni's are because uni's have this aura of higher learning and people tend to look on, well you tend to look on a uni as something for a person who is more academically inclined and TAFE's, because their courses tend to me more, as I said on an operational basis or they are diploma courses and they don't quite go that step further academically and they tend to be more approachable and easy to get into. Whereas uni's in the last five or ten years anyway haven't been so approachable. But saying that I think that is changing again, like I have read a lot of things this year where universities in New South Wales couldn't fill their quotas and they were going out to people and reducing their entrance marks you know to try and attract people and actually marketing to try and get students this year because they couldn't fill their courses to the extent that they had been in the last decade.

B.O'M. I see, now we get on to the areas that you mentioned on the questionnaire there are a couple of areas and one of them was the mobility of courses, you mentioned that hospitality industry employees move around a lot and therefore if you were studying in Victoria you would need to be able to take what you've done with you. Do you want to talk a little bit about that?

George. Yeah well you are very transient, you know especially when you work for a big corporation like...[this hotel company] you've got to be prepared to go wherever they tell you to go so that you take that next step. If a promotion is available in another State you've got to take it because if you don't take it they're never going to offer you anything else. You have got to be able to make that sacrifice and do it and you are judged on that. So from a study point of view and me, I need something that I can take with me, whether that's a standardised course through each State which would probably be impossible to set up or whether it be that a university here in Victoria offered a course, where through the wonders of modern science, through modems and internets and whatever these days or even if it's just through the mail, basically I guess a correspondence type thing but taking it that next step further where you are employing more interaction with the tutor so that you are not disadvantaged by being a distance away, and that's the eh, whatever I said , I've forgotten the question again, yeah the mobility, somebody like yourself would be required. I'm in Victoria for 6 months and then I go to Brisbane next for 6 months and after that I don't know where I will be where in regards to Brisbane I won't be there for any longer than 2 years.

B.O'M. Right, so you cannot commit yourself to any long-term course in Victoria unless that course is mobile.

George. Yes that's right

B.O'M. I see, what about time as a barrier?

George. Well, once again from a personal point of view, obviously when you're married with two children time is a factor. I think that also the time span of a course especially if you are doing it on a part time basis, most part time degrees are 6 or 7 years, that is a long time to commit yourself to part time study. But you know plenty of people have done it but I think that it would be good if there was, if a persons experience could be credited in some way into a course like that so that it would reduce the time factor. Now obviously in any degree you do in any field it works from a basic understanding of something and it works through to the more theoretical and the more academic aspects of it and say for example in hospitality well I'm sure that a degree would start with the basic operational aspects as well, maybe to the first year, I don't know how it is structured but obviously there would be things that I have already done in the last 10 years working in hospitality that I would feel would be a waste of time to have to cover again. Credit for that experience would be a good way to reduce the time aspect of a course.

B.O'M. I see. You mentioned responsibilities as another barrier?

George. Well what it comes down to responsibility is family really. Sacrifices, I mean you sacrifice the income to study or you sacrifice the time you know with the family and it's hard enough moving around, taking the family with you and then being put somewhere and not knowing anybody, without being absent of a night as well. They're all the factors you've got to weigh up. I guess you'd say after all that who would start studying.

B.O'M. Ha ha, no but I think if we can remove some of those barriers well obviously em, for example, if we were to remove some of the barriers that you encounter it would make it easier for you to study.

George. O sure, by the same token education shouldn't be made easy either, I don't think. An employer and I'd have to stress from having my own business and interviewing people for jobs that a person who has dedicated themselves to study is obviously a dedicated person in what they do, so you would look on them very favourably. So education shouldn't be made easier, I don't think that any Tom, Dick or Harry can achieve degrees or

you'll get to the American situation where you know, you go and do a degree in "Foot Bandaging" in some university. In America everybody has got a diploma or a degree.

B.O'M. I see. That is very good information. Can you think of anything else that would be a deterrent or a barrier?

George. No, I think there is a psychological barrier as well. A lot of people in my experience especially for people like myself who haven't been in education for quite some years and that psychological barrier is 'am I academically inclined enough to be able to be admitted into a course like this' and 'how do I go about it or should I bother because they won't take me', you know they've got five hundred kids coming out of school they can put into it, so I think there is a psychological barrier to education. A lot of people feel they are probably not qualified to be even able to apply for education. I don't necessarily feel that way but at times when I've thought about putting applications in it's always been at the back of my mind that I'm not going to be accepted.

B.O'M. I see. That's terrific, thank you very much for your time.

"Iris'

B.O'M. Well the first question is basically, if you wanted to pursue further education, do you know what options are available to you, what courses are available?

Iris. Yes, I know about, well in the field I wanted to go into, I wanted to be a chef or to go into travel and tourism so I know just a little bit of information, like I know where to go as in which universities supply these courses.

B.O'M. Right, so you would be able to find the information if you wanted it?

Iris. Yes.

B.O'M. Can you think of any financial support that might be available to you to study?

Iris. At the moment I don't think so because I've got three jobs, and Austudy I don't think they would approve it.

B.O'M. Is there any other type of financial support you think might be available?

Iris. No, I don't.

B.O'M. O.K., and in your experience in the industry, do you think that a formal qualification is required?

Iris. I have known a lot of other people that have had no background and have coped really well being a waiter or a waitress.

B.O'M. What about for progression?

Iris. Some training involved but not to the extent where you have to do a three year course.

B.O'M. I see, and if you were going to university do you think you would get support from any other area, we spoke about financial support but what about say, moral support.

Iris. Em, as in people?

B.O'M. People would be one area.

Iris. You also get to learn I guess different aspects of the hospitality industry whether that be in business or management and that side, but em, cause I'm only a waitress we don't really, well we get to move around in different areas but we don't get to branch out much.

B.O'M. Right, and would, do you think that anyone would support you in your educational aspirations?

Iris. Yeah, friends I guess.

B.O'M. So they would be supportive?

Iris. Uhum (Indicating yes).

B.O'M. Anyone else you can think of?

Iris. I guess teachers and career advisors.

B.O'M. I see, what do you feel about the standards and the difficulty of courses at TAFE or university?

Iris. Standards, they're pretty good, it's just that a lot of people don't have time to actually go through the whole process where again you can learn through experience.

B.O'M. Right?

Iris. "On hands", you know what I mean.

B.O'M. Right yes, so do you think that courses at university or TAFE would be difficult?

Iris. No.

B.O'M. You think you would cope?

Iris. I think it would be really basic.

B.O'M. What do you think of TAFE colleges or uni's as places of learning.
Iris. Pretty good, I mean you do learn a lot, I mean what you learn from work, and you do a different thing altogether I think because everyone has their own expectations, what they want and why they want to do work.

B.O'M. And do you think that there would be help available to you while you are studying at TAFE or university?

Iris. Yeah sure.

B.O'M. So you think that they would be helpful?

Iris. Nods head.

B.O'M. Now, if I could ask you about the two areas that you mentioned on the questionnaire, the first one was money and you saw that as being a barrier or deterrent to going back to education, do want to talk a little bit about that?

Iris. Yeah, em, money at the moment, I just bought a house so I'm trying to save a lot of money. Because I've only got a loan and I've got to pay that off so it's hard and I don't think I'll be getting any money from anywhere else, so, that's one reason why.

B.O'M. And what sort of costs do you think would be involved in education?

Iris. The fees itself, books, utensils, that might be for knives or something like that, yeah I think, and also traveling to the university and that's about it.

B.O'M. I see, and another area that you felt was important was time?

Iris. Yeah, so that's another reason, like as I mentioned I've got three jobs, it's hard to work your way around. I mean I can always leave one but at the moment that would come back to money so.

B.O'M. And your financial commitments?

Iris. Uhum (indicating yes).

B.O'M. O.K. Can you think of any ways that universities could help you, to make it easier with that issue of time?

Iris. I guess they could provide part-time and full-time rosters where you can just juggle everything around but em, that's the only thing I can think of.

B.O'M. O.K. So thinking about getting into further education, can you think of any other barriers that might be a problem for you?

Iris. No, not really, oh, I had a few problems when I was going back to school. The problem was parking and like, because there were so many students there wouldn't be enough parking for anyone else.

B.O'M. Right, so that would effect your time as well would it, looking for parking?

Iris. yeah.

B.O'M. OK. Thank you very much.

"Janet"

B.O'M. When you think about courses in hospitality, that is courses that you might like to do, do you know what courses are available?

Janet. Yeah I know of some food and beverage ones.

B.O'M. You know of a few food and beverage?

Janet. yeah.

B.O'M. Are there any other courses that you might be interested in that you know of?

Janet. O, I couldn't tell you, all I know is there is a few.

B.O'M. And those courses are available in Melbourne are they?

Janet. Yeah, I think so, yeah.

B.O'M. And do you know where you could do them? Do you know whether it would be at TAFE or university or anything like that?

Janet. No.

B.O'M. So you haven't got that information?

Janet. No.

B.O'M. Do you know how you would find out?

Janet. No.

B.O'M. So the first thing that you would have to do is to get that information I suppose?

Janet. I suppose I could get the phone book and ring up TAFE and find out.

"Janet"

B.O'M. So then the next thing is, if you did want to go to TAFE or uni and do a hospitality course, how would you finance yourself? Do you know of any financial support that might be available?

Janet. Off the top of my head no. It would be very hard for me you know, because I need the money.

B.O'M. So you'd have to continue working you think?

Janet. Yeah.

B.O'M. You don't think there might be any assistance available?

Janet Yeah I think there should be assistance available.

B.O'M. Do you think you would qualify for any government assistance or anything like that?

Janet. I don't know I think I make too much money.

B.O'M. What about your employer, Do you think that your employer would financially support study in hospitality?

Janet. No I don't think so.

B.O'M. What about other types of support, do you think there is anyone around you who might support you.

Janet. Family, I know my family would support me.

B.O'M. They'd encourage you would they?

Janet. Yeah.

B.O'M. Anyone else.

Janet. Maybe "Social Security".

B.O'M. Right, what about non-financial support like people who might encourage you, maybe help you with study time or something like that?

Janet. [No reply] .

B.O'M. Can you think of anybody who would encourage you, maybe would say ' you're doing the right thing'?

Janet. My brother John.

B.O'M. Is that right?

Janet. Yeah, he'd be pretty pleased.

B.O'M. Anyone else?

Janet. I don't think so.

B.O'M. What about your employer, do you think that your employer would encourage you? I don't mean financial support, but maybe in some other way?

Janet. If they could see I was doing a good job and that I'd be good at something else I think they would. Because we've got appraisals and every now and then they tell how we are doing.

B.O'M. O, I see.

Janet. Yeah, I think they would support me yeah.

B.O'M. Right and what about maybe giving you time off to study or something like that?

Janet. Yeah.

B.O'M. Maybe changing your roster to fit in with course attendance?

Janet. Yeah, you could do that.

B.O'M. Do you think they would do that?

Janet. Yeah, they would do that.

B.O'M. O.K. I see you've been in the industry for about one and a half years, from your own observations, do you think that a formal qualification is needed to work in the industry?

Janet. No.

B.O'M. What about to get promotion or to progress up the ladder in hospitality, do you think you would need a formal qualification then?

Janet. Yes, it would help a lot but we all train there so?

B.O'M. So the hotel where you work has its own training scheme?

Janet. Yeah, its own training system which is very good.

B.O'M. Right I see.

Janet. You get experience...

B.O'M. So you think that experience on the job is important?

Janet. Yes I do because experience on the job gets you anywhere you want to get.

B.O'M. And when you say anywhere you want to get, do you mean different hotels or travel or something like that?

Janet. Yeah.

B.O'M. And the next question was do you think that courses at TAFE or universities would be at a high level, I mean do you think they would be difficult?

Janet. I don't know about that.

B.O'M. The other thing I wanted to ask you is, do you think they are open and approachable places?

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Janet. [Doesn't answer].

B.O'M. Would you be a little bit frightened by the idea of rocking up to a university and signing on for a course.

Janet. Yeah.

B.O'M. Yeah?

Janet. Yeah, yeah, I'd be very nervous of trying to get on with the students and all that sort of thing. I'd be so scared.

B.O'M. What about TAFE?

Janet. Yeah, even that, it doesn't matter because I've been away from school for a few years. It would take me a little while to get used to it.

B.O'M. To get used to it?

Janet. Yeah.

B.O'M. So how do you think that would effect your decision to study?

Janet. Em, [no reply].

B.O'M. Would it be a big factor?

Janet. Yeah, it would be a big factor.

B.O'M. And so would you see that as a bit of a barrier?

Janet. Yeah.

B.O'M. Well those are the main questions. What I would like to talk to you a little bit about the barriers, or the barrier you identified here which is that you didn't complete year twelve. How does that affect your plans or your ideas about study?

Janet. Because universities and colleges don't like people without year twelve. You've got to have good grades you know.

B.O'M. So is it that you think it would be hard to get in?

Janet. Yeah.

B.O'M. So is there anything else that not having finished school would effect? Do you think you would be able for the standard at TAFE or uni.

Janet. Oh, I don't know.

B.O'M. Would you be prepared?

Janet. Yeah I think so.

B.O'M. You think you could handle that? Is there any other area that not having finished year twelve would effect?

Janet. No I don't think so, I don't know.

B.O'M. Think of yourself parking in the car park of a TAFE or university, how would it effect you.

Janet. I don't know.

B.O'M. So the main thing is getting in? That you feel that unless you have the grades they won't recognise that you have the potential?

Janet. Yeah, sorry I'm not being very helpful am I?

B.O'M. That's O.K. What about anything else that might be a barrier, maybe if you think of your situation for example?

Janet. Financial.

B.O'M. Would financial be a barrier?

don't know about peers. Sometimes that sort of thing can cause a bit of conflict, you know they sort of get jealous if they see you trying hard but who knows, I don't really know.

B.O'M. Now I wanted to ask you what you feel about standards, thinking of standards and the degree of difficulty of courses. Do you have any perceptions as to what they might be like?

Kate. Not really, totally unsure. You are speaking to somebody who knows probably about zero about university courses.

B.O'M. What about, thinking of universities or TAFE colleges as places of learning, would you think they would be approachable?

Kate. I would imagine so, yeah, for sure. Being a mature age student I mean I personally don't feel threatened by that, walking in there as a mature age student. I've got lot's of friends that have taken on study later on and I know that I'd be welcomed in that way. No I think they would be hugely supportive and helpful.

B.O'M. O.K. Those were the major questions that everybody is exposed to, now I wanted to ask you about the ones that you mentioned on the form (refers to questionnaire). One we've touched on already which was what courses or options were available, I wonder if you wanted to expand in any way on that, if as you said you felt that information was difficult to find? It's here on the questionnaire (interviewer passes questionnaire to respondent). These two areas here.

Kate. O.K. As I said before, well I've drifted around for a lot of years and haven't really had any real direction and I know there are a lot of different courses available but only because you hear 'so and so is doing this and so and so is doing that', so if I was to seriously look into a course, I think first I would need advice from my bosses and I'd definitely need advice from the universities, counselors perhaps, I would like them to take in my resume and my work experience and go in then and talk to someone and see what I would fit into and what would be right for me. So the whole issue of choosing the right course is frightening. Because you don't want to, I wouldn't want to waste my time and effort with something that could end up to be the wrong choice. So that is scary in itself, thinking that I've made a mistake and look what I'm into now. So that's a big barrier, just worrying that you've made the wrong choice. Then also working in hospitality the funny hours that we work just trying to fit it in with your job. Because you still have to pay your bills.

B.O'M. So that brings in the second point which is time, so do you think it would be hard to manage time?

Kate. Yes that's right. So again I'd have to seriously look at whether I could fit a course in because I'm a bit old fashioned and my job is my number one priority. So it would have to fit in with my job. I look at that sometimes and I think if something is not going to fit in with my job then I'll just leave it, I'll just work and then I don't seriously eh, I think you can do it, I just haven't found the right way yet, I haven't found the right course and because I haven't found the right course I haven't been motivated enough to make the time. But I think with a bit of advice and a bit of help and guidance, it shouldn't be a problem.

B.O'M. So if I understand you right, it is important to find the right course and then it is important that that course is scheduled to suit people in the hospitality industry, i.e. yourself.

Kate. Yeah, yeah for me personally or it's scheduled at times that I can work my shifts around it. Maybe that's just me being a bit old fashioned but I'm not prepared to go to the boss and say 'look I have to have Tuesday and Wednesday off each week because I'm doing this course'. I would otherwise look at a course and say 'that's one day, I could handle that' but then again I don't know maybe I could be completely wrong, I could go to the boss and they would say 'sure yeah we'll support you in this, we'll organise your roster for you and so on, I don't know but I think that's what's stopped me in the past, I've just sort of said 'I've got to pay my bills and I've got to save money' and that's just more important than you know. It's like the other day I was thinking, I've got a lot of friends who are full-time students and I'm not really old I'm only twenty six but you know I worry about where I'm going to be in ten years time, purely financially. I worry about my finances and if I can get a deposit on a house perhaps or whatever. And I've got these friends who are in university full-time and I was thinking 'how do they do it'? 'How do they go to university each day and not worry about this other side of it'? You know, setting yourself up in life as well. Maybe I'm just greedy, maybe I just want it all. But talking about having problems deciding what you're doing, there's lots of different factors to it you know. I won't give up full-time work. I couldn't even work part-time because then I wouldn't achieve my financial goals. I believe if you really want to you will achieve whatever goals you set, no matter how many, if you're realistic. Like with everything it's a balance, you've got to find a balance between finance, play, study or whatever. That's what I would aim to do when seriously considering university study. But at the moment that balance is not balanced because I don't have the study organised, so that's the balance I'm trying to attain, is what I'm trying to say.

B.O'M. O.K. Well those are all the questions I had for you, thank you very much for speaking to me.

"Mary"

B.O'M. Thank you for agreeing to the interview, the first question I wanted to ask you was, if you know what courses are available or what options are available for you if you want to go and do hospitality education?

Mary. I beg your pardon.

B.O'M. What options are available, what courses are available that you might be able to do? Or where you could do them. Do you have that sort of information?

Mary. No, I haven't got any information.

B.O'M. Right, do you know where you might be able to get that information if you wanted to?

Mary. Yes, yes I want this information.

B.O'M. You want to get the information.

Mary. Yeah.

B.O'M. Do you know where you could get the information.

Mary. Um, if I want to get that information I think the best way is to ring them and tell them that I want this information and they will send me the information.

B.O'M. Right, and who would you ring?

Mary. Find the telephone numbers in the yellow pages, um, yeah.

B.O'M. So you would start that way, O.K. And I was just wondering if you might know if there is any financial support available to help you to study?

Mary. It depends on how much they want. If its too much then I cannot afford. If its around one hundred or something like that, then I can afford.

B.O'M. Right, and do you think anyone would help you with money to go to university or TAFE?

Mary. Well, I'm not sure, I thought before because I'm working in hotel, I'm sure they support me.

B.O'M. With some money?

Mary. Yes, with some money.

B.O'M. And do you still think that?

Mary. Yes I still think that.

B.O'M. And in your experience in the hospitality industry, do you think that you need a formal qualification?

Mary. Well it depends on what sort of job you have. Yeah if you are room attendant I don't think you will have to have a very high degree or a very high standard of certificate. You only need training.

B.O'M. Right, what about if you want to progress to management level.

Mary. O, you have to have to take very serious course.

B.O'M. You have to take a serious course?

Mary. Yes if you want to get promotion.

B.O'M. Promotion?

Mary. Yes.

B.O'M. Now do you think that anyone else would support you in any way to go back to college?

Mary. Well, no, no one.

B.O'M. What about moral support?

Mary. I don't know what is moral support.

B.O'M. Eh, it means that somebody would help you by telling you that it is good for you that you are doing the right thing, that sort of thing?

Mary. Ooh, eh.

B.O'M. People around you that might encourage you.

Mary. Oh yeah, well, sometimes I encourage myself.

B.O'M. Right?

Mary. Sometimes I am encouraged by some of my colleagues and my family, yeah.

B.O'M. I see, and what do you think about the difficulty of the courses at college?

Mary. Difficulty of courses, is it?

B.O'M. Yeah, do you think they would be difficult?

Mary. Um, I don't think so, if you got, if your English is very good. Perfect English. Yep could be easy for you if you have good English but for me it could be hard.

B.O'M. So the major difficulty you would have is English, written and spoken English, would that be right?

Mary. Yeah I, my English I think listening and the written is better that my speaking, yeah, for me my English is not very fluency and not perfect now especially grammar and I writing something I've got some problem with my grammar and it means I have to put more time into writing and to reading.

B.O'M. So it is harder for you?

Mary. O yeah, yeah definitely.

B.O'M. I see, and do you think that universities or colleges are approachable places?

Mary. What does approachable mean.

B.O'M. Would you feel comfortable going there or would you be frightened by them?

Mary. O no no no, not frightened, I'm very comfortable, yeah, I've been in university in Swinburne.

B.O'M. Swinburne?

Mary. Yes, my subject is English, advanced English, I feel very comfortable.

B.O'M. I see. I'd Like to ask you about some of the questions that you put on the form, the questionnaire, one that you mentioned as a barrier to education was time, how would time be a factor for you?

Mary. I ... of daytime but daytime I have to work that's the problem.

B.O'M. Right.

Mary. And I have to face reality, I have to work daytime, probably study at night.

B.O'M. Right, and so that would take a lot of your time?

Mary. Yeah.

B.O'M. Yeah, so is there any way that you think universities could help with time, in their courses?

Mary. I have an idea, if universities can have some course in hotel, that would be very fine. Last year we had an industry communication course in this hotel. The hotel contributed one hour and we contributed one hour, so in total we have two hours per week. Yes, it wasn't enough for us but that's better.

B.O'M. Right, so because it was held at the hotel.

Mary. Yeah at hotel.

B.O'M. It made it easier?

Mary. It made it very easy, we only have, normally we work 8 hours and that day we have to work 6 hours and 2 hours study, very easy and convenient.

B.O'M. Right, and because it was at the hotel, management helped too by allowing you some time?

Mary. Yes.

B.O'M. So you went 50/50 on the time?

Mary. Yes.

B.O'M. I see, now another area that presented some difficulty for you was family commitment, do you want to talk a little bit about that?

Mary. What does that mean? Commitment?

B.O'M. It means things that you need to do with or for your family, that takes some of your time.

Mary. Yeah, I mean you find after finishing work we have to catch the tram go to the university and study finishing maybe at nine o clock. So it is very hard for us. If you have children.

B.O'M. And is there anyway you can think of that the university could make that easier for you.

Mary. Well they should

B.O'M. Do you think childcare is a problem?

Mary. Yeah, childcare is a big problem because in the daytime I have to put child in somewhere else and after that I have to take my childs and bring him or bring her to the university, to another place, you know, it's a lot of time.

B.O'M. Right, right I understand. So if you wanted to go and do a course at university or college can you think of any other problems you might have?

Mary. The problem is time.

B.O'M. That's your biggest problem?

Mary. Biggest problem, if the classes were in the hotel that would be very nice.

B.O'M. O.K. Well thank you very much for agreeing to the interview.

Mary. My pleasure.

"Nadia"

B.O'M. So the first question I wanted to ask about was, if you were to pursue further education, do you know what options are available to you at TAFE or university, what courses?

Nadia. No but I don't think it is hard to find them. I mean if you go down to the TAFE and they'll give you a whole list of what you need to know.

B.O'M. Right, so you think it is accessible enough?

Nadia. Yeah, possibly.

B.O'M. O.K. The second question is, do you think there is any financial support available for you to continue with study.

Nadia. Not that I know of.

B.O'M. Not that you know of, and in your experience in the hospitality industry do you think that a formal qualification is necessary to progress.

Nadia. It's helpful, definitely helpful.

B.O'M. Now can you think of any ways that you would be supported if you were to pursue education, is there anyone you can think of that would support you.

Nadia. No I don't think so, no. Just family, I guess that that's the only people you could rely on. I don't think that there is any government support at all. Because I'm married, 'cause I've got a husband so I don't get counted into any figures where you can get Austudy or anything like that.

B.O'M. Right, what about moral support?

Nadia. Moral support, just the family I think they would give me support mainly, as work up to a point do but basically if you're learning it's on your own initiative so mainly from family with moral support.

B.O'M. Does the idea, do you feel that you would have a degree of difficulty with the standards required at TAFE or university?

Nadia. Well I did a TAFE course two years ago and no I don't think it was difficult and they actually, they made, at the TAFE, they helped anyone who seemed to be a bit slow, not been to school for awhile, I mean out of the system. So they weren't completely lost, so obviously I'd get moral support there. I don't think it would be very difficult, it's just when you're out of it, once you start doing it, I've done two courses in the last three years. The first one was more difficult which was at TAFE. The second one was easier because I had done the first one, so you're back into that rhythm of studying.

B.O'M. Right, yeah, so what about perceptions of colleges and universities. I think you've given me a fair idea of TAFE colleges, what about universities, how would you feel about approaching a university?

Nadia. Oh, I don't think I would approach a university. Just because I guess you always talk about the elite and because I've never gone through any final school leaving as such, I don't know, I just feel that I'm not smart enough, I know it's silly, you can but you're just a bit, hold back on it I guess.

B.O'M. So do you think it's a confidence thing?

Nadia. Yeah, I think a lot of people are intimidated by universities, it just sounds so.....

B.O'M. So you feel they're sort of intimidating places?

Nadia. Uum (indicating yes).

B.O'M. How do you feel about help being available at that level.

Nadia. What do you mean?

B.O'M. Well you mentioned that the TAFE sort of helped you along, do you think that universities would help you along?

Nadia. They probably would, I don't know, I've never been in that environment. They probably do help people.

B.O'M. What about the questions that you raised in the questionnaire, one of the barriers that you mentioned was cost, how would that effect you.

Nadia. Well I've got a family so obviously every penny would count so, colleges can be quite expensive. I went to a private college last time. When I went it was three thousand dollars and now I know the same course is seven or eight thousand dollars in two years, so I know the costs are ...

B.O'M. Very high?

Nadia. Very high, TAFE is a lot better for the same course you'll get it for a lot cheaper.

B.O'M. What about the costs of pursuing education outside of the course cost. Are there any other costs that you can think of ?

Nadia. Most of it you can claim on your tax. If it's, actually you are studying for your career you can actually claim most of it back, it's just the outlay I guess.

B.O'M. Right.

Nadia. 'Cause I know that even your travel and your books and everything you can claim a percentage back from your tax so it's just the main outlay.

B.O'M. Right, the other issue was time, would you like to talk about that a bit ?

Nadia. That's a big one, if you're working full-time and you've got a family, time is just, you know. The last course I did I did by correspondence and you've still got to try and allocate those hours away from family and when you've got full-time work it's very difficult.

B.O'M. Right, right.

Nadia. I'm actually trying to push my son through college and he's working full-time so he's got the same thing. What he wants to study you cannot get in part-time classes and it is hospitality.

B.O'M. Is that right ?

Nadia. Uum (indicating yes)

B.O'M. So it's the scheduling?

Nadia. Scheduling Yeah.

B.O'M. Scheduling is important?

Nadia. Yeah, very important.

B.O'M. How could colleges do something to alleviate that problem?

Nadia. I think they should try and gear their classes around the industry more. This industry is seven days a week, so maybe the colleges should be, and it's all sorts of shifts days, nights maybe the colleges could run on a similar thing you know. And they could probably always get somebody to fill, they all of them have got the people so maybe they could do a late an early and all sorts of shifts to correspond with the part-timers.

B.O'M. And that would make it easier for somebody like yourself ?

Nadia. O for sure.

B.O'M. Can you think of any other barriers or things that would stop you from going ?

Nadia. TAFE's make you feel a bit like a number.

B.O'M. Is that right?

Nadia. Uum, so it's a bit off-putting you feel well I am really just another number on the wall.

B.O'M. So how would one alleviate that problem.

Nadia. I don't know that one, I just felt, I went to a private college and they treat you totally different because I guess they know that they're relying on your account. Where as the TAFE, they're sort of all settled in and no matter what happens they don't feel compromised, they just tend to treat you like next batch in , next batch out you know.

B.O'M. So are you referring to contact with administrators and things at TAFE?

Nadia. More the teachers, more the teachers the teachers themselves.

B.O'M. So what was the difference between the way the teachers treated you at TAFE or at the private college ?

Nadia. TAFE were more like, they'd go as far as to say oh we know you're just in for the next twelve weeks and then the next batch will be in so they just treated you like that. They weren't committed as such. Where as the teachers in the private college they seemed to be, well they know that their job is on the line I guess, that if you get complaints or you decide to pull out they lose their money and they just seemed to be a bit more, dedicated I guess. With the private college I went to, a lot of the staff were in the industry within a year and then they go back and then they go back to teaching, so they are continually, they know what it's like. Where the TAFE ones a lot of them were *has beens*, burnt out, chefs that have really lost the feel for it now and all they can do is teach so they are not really in to even passing it on really, do you know what I mean ?

B.O'M. Yes, I see, so you feel that the teachers that are teaching you should have stronger links with the industry?

Nadia. With the industry people that are here yeah.

B.O'M. And be up, to date.

Nadia. Up to date and know what it's like out there, it's all right when you've done it and you're not doing it anymore you tend to lose that edge, you know, it's gone it's easy to forget. So maybe to keep them updated in the industry and going back every year and updating and being a part of industry, keep the hands on.

B.O'M. That's very interesting, can you think of anything else that would be a factor.
Nadia. No I'm afraid.

B.O'M. O.K. Thank you very much.

"Olga"

B.O'M. The first series of questions are the ones everybody is asked and there are about five of those. The first is whether you are aware of what educational opportunities relevant to what you want to do exist, do you know about the options available?

Olga. Yes I do.

B.O'M. You would be fairly happy then that the information is available to you or you could get it.

Olga. Yeah.

B.O'M. Yeah, O.K. Are you aware of any financial support that might be available?
Olga. Yes I am but ... financially I have had very little support from my employer.

B.O'M. From your employer?

Olga. Yeah.

B.O'M. And can you think of any other source of financial support that might be available?

Olga. Not for an ordinary degree, no, there is a scholarship for people who have done home economics which is what I did my original diploma in, but that's an alumni scholarship and that's for a masters in home economics which is not the way I wanted to go.

B.O'M. I see, so you can't see any financial support being available for your situation?

Olga. No.

B.O'M. Is there any other type of support you could think of that might be available to you.

Olga. Pause.

B.O'M. We could get away from financial perhaps.

Olga. What just normal support, visible support?

B.O'M. Moral support even?

Olga. I could say, yeah, there are a couple of people that would probably do that, yeah in fact talking about things like mentors and I've used people in the past probably as mentors and not really assigned them said 'well they're my mentor', but that person I have used as a sounding board.

B.O'M. And was that helpful?

Olga. Yeah, oh yeah.

B.O'M. Good, now what do you think of the opinion that a formal qualification may or may not be necessary in the hospitality industry?

Olga. Well there are views that it's not if you go up and start training and you're looked after by the company that you belong to, then you can see a career path coming and you can be trained within the hotel industry. And that way you could have a career path without higher education, and I'm sure there are people that have achieved top jobs that have got no qualification. But added to that, times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere.

B.O'M. Right, now having studied in the past, I was going to ask you about your perceptions about the formal nature of courses in tertiary institutions at say TAFE or university. In regard to how formal the courses are and the degree of difficulty?

Olga. Can you just repeat the beginning of that question?

B.O'M. Yes, I'll reword it for you, some people find the formality of tertiary education a bit of a barrier and I was wondering if you felt that the formal nature of courses would actually put you off study?

Olga. No not really, because when I actually started to study I didn't have any idea about what was in front of me, it was a case of that's what I want to do and that's what I'll do, I had already kind of felt that I wasn't capable perhaps of doing higher education. It would have been probably about sixteen years ago when I hadn't been back to study and I hadn't done anything since school, and there was a ten year gap I suppose it would have been, and so I thought, 'well I'll do something', and I went along to TAFE and saw a counselor and said, 'well I'm thinking about doing some study but I'm not quite sure what I should do'. 'Should I go back and do VCE?' and he said 'look I don't think you'd be capable', those were his words, 'of doing anything like that I would go back and do something like this'. And wrongly enough I took his advice because he was the only one I received advice from and it happened to be the wrong advice because he didn't really go into my background enough to be able to give me that kind of suggestion. And I went and did middle level English by correspondence because I had young children. And I was getting really good results and was told, 'look why are you doing this course because you are actually capable of doing more?' So from then on I regained confidence in the fact that I could actually do some study. Because you reach a stage where you think 'well I really am quite dumb' you know. I hadn't achieved A levels (VCE equivalent) I'd done O levels (UK state exams at the end of year 10) and then gone on to do my home economics. So I suppose I thought well 'I'm not really capable of doing that' because I wasn't at that age, 'what makes me think I'm capable of doing it now'? So I kind of gave myself that challenge of finding out whether I was and from then on I thought well now is the time when I came to the university, to start thinking about it.

B.O'M. Right and then having done a course in the past with some degree of success, did that change your perceptions of difficulty of courses?

Olga. Oh definitely, definitely.

B.O'M. So having achieved something you felt that you could tackle something even higher?

Olga. Yeah and because I did it by correspondence, it was what I did, it wasn't what somebody else was telling me to do. It was a set assignments and they had to be marked and you only had one, I think it was one weekend where you actually had contact with your tutor so it was a case of you've got to have the motivation and you've got to do it and it was more em, it was quite hard actually because it was in communication and there were all sorts of different things and film critiques and stuff like that, so it was interesting as well.

B.O'M. Uum, and eh, again you can use your past experience but perhaps if you look at it in the same way, before and after, perceptions of tertiary institutions as again the degree of difficulty in approaching them and that, would that have changed as a result of your success?

Olga. Yeah it would and if anyone else was asking me I would be able to put them on the right path, rather than just feeling your way in the dark there.

B.O'M. Yeah?

Olga. One good thing someone said to me that they were doing a post grad after they did their diploma and said look, rather after they did their bachelors, was 'don't bother doing a post grad just go straight into the masters' which I think was a valuable piece of information, because she said ' right it's of no use really I've got to start the next step and I could have missed that step'.

B.O'M. Right, I see, so the approachability of the university then is no longer an area that would cause you concern?

Olga. No, no.

B.O'M. Now I want to move on to the areas that you highlighted as barriers to you actually enrolling in the course of study that you are interested in and the first area that you mentioned was examinations. would you like to give me your view on that?

Olga. Well I haven't done any examinations for a long long time, I wasn't very good at doing exams in the first place, so I'm reluctant ever to attempt them again and I would imagine that I would be just a nervous wreck. So I wouldn't want to put myself through it, why? You know if I was confident say I've done the exams lately and I could sit down and do a three hour exam and because through my diploma and degree it was all assignments and I'm happy with that.

B.O'M. To use assignments as the method of assessment?

Olga. Yeah, and the research involved in the assignments rather than thinking about 'well I've got to parrot fashion learn this in my head and I've got to be able to transcribe it on to an exam paper', which I find really difficult.

B.O'M. And you mentioned sort of stress, so do you feel examinations put you under a lot of pressure?

Olga. O definitely, definitely.

B.O'M. The second area you mentioned was that part-time could be a long term commitment, so that's the duration of the course, would it be?

Olga. Yeah I'm not quite sure in how long the duration of the course is but probably I'd be thinking of work and studying as well and whether or not I would be able to, because when you're doing it your social life goes and you have to forget about doing you housework and all that kind of stuff and so, long term you have to think 'well I have to be prepared to do that for so many years' and whether or not I'd be prepared to do it is one of the things.

B.O'M. So part-time would be seen as a very long-term commitment?

Olga. Yeah.

B.O'M. And you mentioned a very large workload for some subjects?

Olga. Yeah, I know... students ... who are doing their post grad, they have a very high workload in some subjects. Like some lecturers would ask them to do three assignments plus an exam. They have commented to me that it is a big workload for them when they are working as well as studying...

B.O'M. Right.

Olga. You know that's what they demand and that's what you have to do. Where as with [my previous studies] it was set. Each subject you had to do two assignments, you had a major and a minor assignment and you knew what you were in for and you had various little bits of work to do in between each thing but not to have, not to have three assignments in each subject and depending on the academic and then an exam at the end, I think it's actually too much.

in each subject and depending on the academic and then an exam at the end, I think it's actually too much.

B.O'M. So if the criteria was set before hand, rather than left to the individual lecturer, is that the point?

Olga. Yeah, you know what you're in for you know you can plan your life. You know you've got so many assignments due and the dates that they're due and you can sort of fit in everything that way.

B.O'M. And that leads me to another comment you made, that you need to have less home commitment and more support, so do you feel that support in some way would help you there?

Olga. Yeah, I didn't get a lot of support at home, maybe it was just due to the fact that they didn't realise what I was doing most of the time. You know, off on my other tangent and em, I would say that if I went ahead and did my masters it would be left, I would have to organise my life around them more than them organise their lives around me.

B.O'M. So your family commitments would still have to be attended to?

Olga. Yeah.

B.O'M. So if you had more support by way of less family commitment it would make it easier for you?

Olga. Yeah, yeah, well it's not just the commitment it's also the interest in what you're doing.

B.O'M. So that would be moral support in a way would it?

Olga. Yeah, yeah, I think you need that as well and from past experience I haven't always got it.

B.O'M. And you mentioned here 'from past experience that social life, family life and the home have to come second to achieve your long term goals'.

Olga. Yeah, they have to, I mean I'm lucky in a way that my children were older, and they were already, I don't know if the youngest one was in high school I can't remember. But they weren't at that stage where they needed to be looked after if they were sick, they could deal with it on their own most of the time and if they were em, I suppose I worked it too that I could pick them up from school and then go on to my night classes. Then with housework, I just didn't do it, I mean I just didn't do it, that was it and I did a lot of work at night and I used to stay [at work] and luckily enough I had that luxury of being able to use the computer at work, so I did a lot of work and it was a case of I'm working, I'm staying at work longer.

B.O'M. Right, so that issue of support seems to be important for you to be able to commit yourself to long term goals and study?

Olga. Yeah because I also didn't have any family support in the way that I don't have an extended family here, [in Australia] so whatever I did I had to organise just our family to be able to cope with it. Because I couldn't rely on anybody else saying well 'can I ask so and so if they could have the boys for dinner' or whatever no that wasn't there, or even the weekends when I did the weekend courses I'd probably organise meals in advance.

B.O'M. So if you had that extended family around you, do you think it would be easier?

Olga. O yeah, o yeah.

B.O'M. So you feel that some support would be available with child minding and things like that?

Olga. Yes, I mean most other families can ring up their Mum and say 'Mum do you mind having the kids for an hour because I've got a class tomorrow', where as you don't have that.

B.O'M. O.K. Well you have identified a lot of barriers there and we've discussed them, can you think of anything else that might stop you from taking that next step and enrolling?

Olga. My age.

B.O'M. Age?

Olga. Yeah, I mean it wasn't feasible when I was younger to have stayed on and done a higher degree and then of course I didn't have the confidence to go on and do anything else when the children were small. So for me it was like I'm going to get my degree before I'm fifty or bust. So I achieved that a few years ago so now having thought of doing the higher degree, I thought of post grad but the exam sort of thing, that really put me off doing it. Em, so now I have to think about doing a post grad in educational admin. or to do my masters.

B.O'M. And the post grad one at [another university] was it because of the assessment method that you chose it?

Olga. No, well from my position in the job that I'm doing it probably would pay me to do the... [a course unrelated to my field] rather than even do the Masters. Because then I would be able to, if anything happened to the department with the restructuring then I could think 'well at least I've got [another qualification]', I could go somewhere else... and work. So that would be my em, my thought with that.

B.O'M. And the age issue, how is that different from we'll say some years ago, because you are older now?

Olga. Well one reason is that I've got a long term illness but another one is that I get tired really easily and that's probably got something to do with the illness. I don't know if I want to put myself through it physically because it's tiring and there's a lot of work involved, I think you've got to be really committed. So whether or not I'm committed enough to do that I don't know.

B.O'M. From a long term point of view?

Olga. Yeah.

B.O'M. O.K. Well thank you very much for that.

Appendix D

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Appendix D consists of data tables which were used to analyse information obtained during the structured phase of the interviews. During this phase six questions were posed to all of the respondents. In order to assist with data analysis respondents were grouped according to the categories which were previously identified in the theoretical sampling model (Table 3.1).

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	Response	Interpretation	Category
1. Adrian	Yeah I know the various different universities around	Information on course options is sufficient	Not a barrier
2. Brian	There is quite a few courses open to me	Information on course options is not a barrier	Not a barrier
3. Charles	I'm not familiar with them all, I understand that there are quite a few	Information on course options is incomplete	Not likely to be a barrier
5. Evan	Yes I am quite aware of it	Information on course options is sufficient	Not a barrier
6. Frank	I am aware of TAFE yes	Information on course options is incomplete	Not a barrier for TAFE entry, possible barrier for university
7. George	Basically the choices available to me were part time study 6 years, full time study for 3 years	Information on course options is not a barrier	Not a barrier
9. Iris	I know where to go as in which universities supply these courses	Information on course options is not a barrier	Not a barrier
10. Janet	Oh I couldn't tell you all I know is that there is a few	Information on course options is insufficient	Likely to be a barrier
11. Kate	No not really	Information on course options is insufficient	Likely to be a barrier
13. Mary	No, I haven't got any information	Information on course options is insufficient	Likely to be a barrier
14. Nadia	No but I don't think it is hard to find them	Information on course options is not complete	Not a barrier
15. Olga	Yes I do	Information on course options is sufficient	Not a barrier

Question Two			
'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Within this hotel probably not	Financial support is not available	Possible barrier to enrolment
2. Brian	I just assume that I will have to look after that myself	Financial support is not available	Possible barrier to enrolment
3. Charles	I don't think I would be entitled to anything	Financial support is not available	Possible barrier to enrolment
5. Evan	I am not aware of this, no	Information on financial support is inconclusive	Possible barrier to enrolment
6. Frank	I'd have to finance myself	Financial support is not available	Possible barrier to enrolment
7. George	There wouldn't be any kind of financial assistance really for a person like myself	Financial support is not available	Possible barrier to enrolment
9. Iris	No I don't	Financial support is not available	Possible barrier to enrolment
10. Janet	Off the top of my head no	Financial support is not available	Possible barrier to enrolment
11. Kate	Again that's a mystery to me	Information on financial support is inconclusive	Possible barrier to enrolment
13. Mary	Well, I'm not sure, I thought because I'm working in hotel, I'm sure they support me	Financial support may be available	Possible barrier to enrolment
14. Nadia	Not that I know of	Financial support is not available	Possible barrier to enrolment
15. Olga	Financially I have had very little support from my employer	Financial support is not available	Possible barrier to enrolment

Question Three

<center>'In your experience is a formal qualification required to work in the hospitality industry?'</center>

Number	Response	Interpretation	Category
1 Adrian	If you wanted to get into middle to higher management, then yes	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
2 Brian	Qualifications don't really come into it that much	A formal qualification may not be required for career progression	Formal studies are not necessary in the hospitality industry
3. Charles	You get to a point where without it you basically stop	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
5. Evan	If you can match experience and studies it would be great	A formal qualification is one component required for career progression	Formal studies are necessary to progress within the hospitality industry
6. Frank	They do help...[For progression] you'd have to go to university and get a hotel management certificate, definitely	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
7. George	Yes you will need tertiary qualifications	A formal qualification is required for career progression	Formal studies are necessary in the hospitality industry
9. Iris	Some training involved but not to the extent where you have to do a 3 year course	A formal qualification is not required for career progression	Formal studies are not necessary in the hospitality industry
10. Janet	Yes it would help a lot...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
11. Kate	More and more these days it is important to get some qualifications behind you...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
13. Mary	Well it depends what sort of job you have... [to progress to management level] you have to take a very serious course	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
14. Nadia	It's helpful, definitely helpful	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
15. Olga	Times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Family always will support you in those sort of areas	Some non-financial support would be available	Not perceived as a barrier
2 Brian	I think they [the employer] would give me moral support	Some non-financial support would be available	Not perceived as a barrier
3. Charles	There's lots of moral support	Some non-financial support would be available	Not perceived as a barrier
5. Evan	My Mrs. is supportive but I find some of the employers are not very supportive	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
7. George	Oh you'd get plenty of moral support	Some non-financial support would be available	Not perceived as a barrier
9. Iris	Yeah, friends I guess... teachers and career advisors	Some non-financial support would be available	Not perceived as a barrier
10. Janet	Family, I know my family would support me	Some non-financial support would be available	Not perceived as a barrier
11. Kate	I would imagine that my bosses for instance would encourage any form of study	Some non-financial support would be available	Not perceived as a barrier
13. Mary	Sometimes I am encouraged by some of my colleagues and my family, yeah	Some non-financial support would be available	Not perceived as a barrier
14. Nadia	Basically if you're learning it's on your own initiative so mainly from family with moral support	Some non-financial support would be available	Not perceived as a barrier
15. Olga	I could say yeah, there are a couple of people that would probably do that	Some non-financial support would be available	Not perceived as a barrier

Question Five 'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
1 Adrian	They're not focusing on specific areas of the hotel	Questions relevance of course content	Possible barrier to enrolment
2 Brian	TAFE would be easy but university would be more difficult	Perceives universities as difficult	Possible barrier to university enrolment
3. Charles	I know nothing about them	Lacks information	Possible barrier to enrolment
5. Evan	People know that it's very hard to get into universities	Perceives universities as difficult to gain access to	Barrier to university enrolment
6. Frank	TAFE they're pretty low but a university I think I would be hesitant to try a course	Perceives universities as difficult to gain access to	Barrier to university enrolment
7. George	TAFE ... tend to be operationally centred	Questions the relevance of TAFE to personal needs	Barrier to enrolment at TAFE colleges
9. Iris	Standards, they're pretty good	Perceptions standards to be acceptable	Not a barrier to enrolment
10. Janet	I don't know about that	Lacks information	Informational barrier to enrolment
11. Kate	You are speaking to somebody who knows probably about zero about university courses	Lacks information	Informational barrier to enrolment
13. Mary	Could be easy for you if you have good English but for me it could be hard	Perceives tertiary studies as easy subject to fluency in English	Lack of fluency would be a barrier to enrolment
14. Nadia	Oh, I don't think I would approach a university	Perceives universities as difficult to gain access to	Barrier to enrolment at university
15. Olga	From...[previous study] I regained confidence in the fact that I could actually do some study	Confident enough to enrol as a result of previous educational success	Not a barrier to enrolment

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Financially they're hard to approach	Tertiary education is expensive	Financial barrier to enrolment
2 Brian	TAFE's and Universities would be approachable and provide help for students	Tertiary institutions would provide support for non-traditional entrants	Perceptions are *not* likely to be a barrier
3. Charles	I really don't know because I haven't looked into it	Lack of information	Perceptions are *not* likely to be a barrier
5. Evan	I suggest [people] should go to TAFE before they get into university	Standards at university might pose some difficulty	Possible barrier to enrolment
6. Frank	Yes, I think so [they would be approachable]	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
7. George	TAFE seems to be more approachable than Uni's	TAFE colleges are less threatening than universities	Possible barrier to university enrolment
9. Iris	I think it would be really basic	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
10. Janet	I'd be so scared	Tertiary institutions can be threatening environments	Perceptions *are* likely to be a barrier
11. Kate	Being a mature aged student I personally don't feel threatened...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
13. Mary	Oh no no no, not frightened, I'm very comfortable yeah,...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
14. Nadia	I think a lot of people are intimidated by universities	Universities can be perceived as threatening environments	Perceptions *are* likely to be a barrier
15. Olga	[Approachability of universities is no longer a concern]	Tertiary institutions are perceived as non-threatening environments to this respondent as a result of previous studies	Perceptions are *not* a barrier

D6

Males

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
1. Adrian	Yeah I know the various different universities around	Information on course options is sufficient	Not a barrier
2. Brian	There is quite a few courses open to me	Information on course options is not a barrier	Not a barrier
3. Charles	I'm not familiar with them all, I understand that there are quite a few	Information on course options is incomplete	Not likely to be a barrier
5. Evan	Yes I am quite aware of it	Information on course options is sufficient	Not a barrier
6. Frank	I am aware of TAFE yes	Information on course options is incomplete	Not a barrier for TAFE entry, possible barrier for university
7. George	Basically the choices available to me were part time study 6 years, full time study for 3 years	Information on course options is not a barrier	Not a barrier

Question Two 'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Within this hotel probably not	Financial support is not available	Possible barrier to enrolment
2. Brian	I just assume that I will have to look after that myself	Financial support is not available	Possible barrier to enrolment
3. Charles	I don't think I would be entitled to anything	Financial support is not available	Possible barrier to enrolment
5. Evan	I am not aware of this, no	Information on financial support is inconclusive	Possible barrier to enrolment
6. Frank	I'd have to finance myself	Financial support is not available	Possible barrier to enrolment
7. George	There wouldn't be any kind of financial assistance really for a person like myself	Financial support is not available	Possible barrier to enrolment

Question Three			
'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	Response	Interpretation	Category
1 Adrian	If you wanted to get into middle to higher management, then yes	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
2 Brian	Qualifications don't really come into it that much	A formal qualification may not be required for career progression	Formal studies are not necessary in the hospitality industry
3. Charles	You get to a point where without it you basically stop	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
5. Evan	If you can match experience and studies it would be great	A formal qualification is one component required for career progression	Formal studies are necessary to progress within the hospitality industry
6. Frank	They do help...[For progression] you'd have to go to university and get a hotel management certificate, definitely	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
7. George	Yes you will need tertiary qualifications	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	Response	Interpretation	Category
1 Adrian	Family always will support you in those sort of areas	Some non-financial support would be available	Not perceived as a barrier
2 Brian	I think they [the employer] would give me moral support	Some non-financial support would be available	Not perceived as a barrier
3. Charles	There's lots of moral support	Some non-financial support would be available	Not perceived as a barrier
5. Evan	My Mrs. is supportive but I find some of the employers are not very supportive	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
7. George	Oh you'd get plenty of moral support	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
1 Adrian	They're not focusing on specific areas of the hotel	Questions relevance of course content	Possible barrier to enrolment
2 Brian	TAFE would be easy but university would be more difficult	Perceives universities as difficult	Possible barrier to university enrolment
3. Charles	I know nothing about them	Lacks information	Possible barrier to enrolment
5. Evan	People know that it's very hard to get into universities	Perceives universities as difficult to gain access to	Barrier to university enrolment
6. Frank	TAFE they're pretty low but a university I think I would be hesitant to try a course	Perceives universities as difficult to gain access to	Barrier to university enrolment
7. George	TAFE ... tend to be operationally centred	Questions the relevance of TAFE to personal needs	Barrier to enrolment at TAFE colleges

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	Response	Interpretation	Category
1 Adrian	Financially they're hard to approach	Tertiary education is expensive	Financial barrier to enrolment
2 Brian	TAFE's and Universities would be approachable and provide help for students	Tertiary institutions would provide support for non-traditional entrants	Perceptions are *not* likely to be a barrier
3. Charles	I really don't know because I haven't looked into it	Lack of information	Perceptions are *not* likely to be a barrier
5. Evan	I suggest [people] should go to TAFE before they get into university	Standards at university might pose some difficulty	Possible barrier to enrolment
6. Frank	Yes, I think so [they would be approachable]	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
7. George	TAFE seems to be more approachable than Uni's	TAFE colleges are less threatening than universities	Possible barrier to university enrolment

Females

Question One.			
'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	I know where to go as in which universities supply these courses	Information on course options is not a barrier	Not a barrier
10. Janet	Oh I couldn't tell you all I know is that there is a few	Information on course options is insufficient	Likely to be a barrier
11. Kate	No not really	Information on course options is insufficient	Likely to be a barrier
13. Mary	No, I haven't got any information	Information on course options is insufficient	Likely to be a barrier
14. Nadia	No but I don't think it is hard to find them	Information on course options is not complete	Not a barrier
15. Olga	Yes I do	Information on course options is sufficient	Not a barrier

Question Two			
'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	No I don't	Financial support is not available	Possible barrier to enrolment
10. Janet	Off the top of my head no	Financial support is not available	Possible barrier to enrolment
11. Kate	Again that's a mystery to me	Information on financial support is inconclusive	Possible barrier to enrolment
13. Mary	Well, I'm not sure, I thought because I'm working in hotel, I'm sure they support me	Financial support may be available	Possible barrier to enrolment
14. Nadia	Not that I know of	Financial support is not available	Possible barrier to enrolment
15. Olga	Financially I have had very little support from my employer	Financial support is not available	Possible barrier to enrolment

Question Three			
'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	Some training involved but not to the extent where you have to do a 3 year course	A formal qualification is not required for career progression	Formal studies are not necessary in the hospitality industry
10. Janet	Yes it would help a lot...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
11. Kate	More and more these days it is important to get some qualifications behind you...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
13. Mary	Well it depends what sort of job you have... [to progress to management level] you have to take a very serious course	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
14. Nadia	It's helpful, definitely helpful	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
15. Olga	Times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	Yeah, friends I guess... teachers and career advisors	Some non-financial support would be available	Not perceived as a barrier
10. Janet	Family, I know my family would support me	Some non-financial support would be available	Not perceived as a barrier
11. Kate	I would imagine that my bosses for instance would encourage any form of study	Some non-financial support would be available	Not perceived as a barrier
13. Mary	Sometimes I am encouraged by some of my colleagues and my family, yeah	Some non-financial support would be available	Not perceived as a barrier
14. Nadia	Basically if you're learning it's on your own initiative so mainly from family with moral support	Some non-financial support would be available	Not perceived as a barrier
15. Olga	I could say yeah, there are a couple of people that would probably do that	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	Standards, they're pretty good	Perceives standards to be acceptable	Not a barrier to enrolment
10. Janet	I don't know about that	Lacks information	Informational barrier to enrolment
11. Kate	You are speaking to somebody who knows probably about zero about university courses	Lacks information	Informational barrier to enrolment
13. Mary	Could be easy for you if you have good English but for me it could be hard	Perceives tertiary studies as easy subject to fluency in English	Lack of fluency would be a barrier to enrolment
14. Nadia	Oh, I don't think I would approach a university	Perceives universities as difficult to gain access to	Barrier to enrolment at university
15. Olga	From...[previous study] I regained confidence in the fact that I could actually do some study	Confident enough to enrol as a result of previous educational success	Not a barrier to enrolment

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
9. Iris	I think it would be really basic	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
10. Janet	I'd be so scared	Tertiary institutions can be threatening environments	Perceptions *are* likely to be a barrier
11. Kate	Being a mature aged student I personally don't feel threatened...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
13. Mary	Oh no no no, not frightened, I'm very comfortable yeah,...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
14. Nadia	I think a lot of people are intimidated by universities	Universities can be perceived as threatening environments	Perceptions *are* likely to be a barrier
15. Olga	[Approachability of universities is no longer a concern]	Tertiary institutions are perceived as non-threatening environments to this respondent as a result of previous studies	Perceptions are *not* a barrier

Single

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
1. Adrian	Yeah I know the various different universities around	Information on course options is sufficient	Not a barrier
2. Brian	There is quite a few courses open to me	Information on course options is not a barrier	Not a barrier
3. Charles	I'm not familiar with them all, I understand that there are quite a few	Information on course options is not complete	Not likely to be a barrier
9. Iris	I know where to go as in which universities supply these courses	Information on course options is not a barrier	Not a barrier
10. Janet	Oh I couldn't tell you all I know is that there is a few	Information on course options is insufficient	Likely to be a barrier
11. Kate	No not really	Information on course options is insufficient	Likely to be a barrier

Question Two 'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Within this hotel probably not	Financial support is not available	Possible barrier to enrolment
2. Brian	I just assume that I will have to look after that myself	Financial support is not available	Possible barrier to enrolment
3. Charles	I don't think I would be entitled to anything	Financial support is not available	Possible barrier to enrolment
9. Iris	No I don't	Financial support is not available	Possible barrier to enrolment
10. Janet	Off the top of my head no	Financial support is not available	Possible barrier to enrolment
11. Kate	Again that's a mystery to me	Information on financial support is inconclusive	Possible barrier to enrolment

Question Three 'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	If you wanted to get into middle to higher management, then yes	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
2 Brian	Qualifications don't really come into it that much	A formal qualification may not be required for career progression	Formal studies are not necessary in the hospitality industry
3. Charles	You get to a point where without it you basically stop	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
9. Iris	Some training involved but not to the extent where you have to do a 3 year course	A formal qualification is not required for career progression	Formal studies are not necessary in the hospitality industry
10. Janet	Yes it would help a lot...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
11. Kate	More and more these days it is important to get some qualifications behind you...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four ' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Family always will support you in those sort of areas	Some non-financial support would be available	Not perceived as a barrier
2 Brian	I think they [the employer] would give me moral support	Some non-financial support would be available	Not perceived as a barrier
3. Charles	There's lots of moral support	Some non-financial support would be available	Not perceived as a barrier
9. Iris	Yeah, friends I guess... teachers and career advisors	Some non-financial support would be available	Not perceived as a barrier
10. Janet	Family, I know my family would support me	Some non-financial support would be available	Not perceived as a barrier
11. Kate	I would imagine that my bosses for instance would encourage any form of study	Some non-financial support would be available	Not perceived as a barrier

Question Five 'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
1 Adrian	They're not focusing on specific areas of the hotel	Questions relevance of course content	Possible barrier to enrolment
2 Brian	TAFE would be easy but university would be more difficult	Perceives universities as difficult	Possible barrier to university enrolment
3. Charles	I know nothing about them	Lacks information	Possible barrier to enrolment
9. Iris	Standards, they're pretty good	Perceives standards to be acceptable	Not a barrier to enrolment
10. Janet	I don't know about that	Lacks information	Informational barrier to enrolment
11. Kate	You are speaking to somebody who knows probably about zero about university courses	Lacks information	Informational barrier to enrolment

Question Six 'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	Response	Interpretation	Category
1 Adrian	Financially they're hard to approach	Tertiary education is expensive	Financial barrier to enrolment
2 Brian	TAFE's and Universities would be approachable and provide help for students	Tertiary institutions would provide support for non-traditional entrants	Perceptions are *not* likely to be a barrier
3. Charles	I really don't know because I haven't looked into it	Lack of information	Perceptions are *not* likely to be a barrier
10. Janet	I'd be so scared	Tertiary institutions can be threatening environments	Perceptions *are* likely to be a barrier
11. Kate	Being a mature aged student I personally don't feel threatened...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier

D15

With partner or with dependents

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	Yes I am quite aware of it	Information on course options is sufficient	Not a barrier
6. Frank	I am aware of TAFE yes	Information on course options is incomplete	Not a barrier for TAFE entry, possible barrier for university
7. George	Basically the choices available to me were part time study 6 years, full time study for 3 years	Information on course options is not a barrier	Not a barrier
13. Mary	No, I haven't got any information	Information on course options is insufficient	Likely to be a barrier
14. Nadia	No but I don't think it is hard to find them	Information on course options is incomplete	Not a barrier
15. Olga	Yes I do	Information on course options is sufficient	Not a barrier

Question Two 'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	I am not aware of this, no	Information on financial support is inconclusive	Possible barrier to enrolment
6. Frank	I'd have to finance myself	Financial support is not available	Possible barrier to enrolment
7. George	There wouldn't be any kind of financial assistance really for a person like myself	Financial support is not available	Possible barrier to enrolment
13. Mary	Well, I'm not sure, I thought because I'm working in hotel, I'm sure they support me	Financial support may be available	Possible barrier to enrolment
14. Nadia	Not that I know of	Financial support is not available	Possible barrier to enrolment
15. Olga	Financially I have had very little support from my employer	Financial support is not available	Possible barrier to enrolment

Question Three 'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	If you can match experience and studies it would be great	A formal qualification is one component required for career progression	Formal studies are necessary to progress within the hospitality industry
6. Frank	They do help...[For progression] you'd have to go to university and get a hotel management certificate, definitely	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
7. George	Yes you will need tertiary qualifications	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
13. Mary	Well it depends what sort of job you have... [to progress to management level] you have to take a very serious course	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
14. Nadia	It's helpful, definitely helpful	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
15. Olga	Times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four ' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	My Mrs. is supportive but I find some of the employers are not very supportive	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
7. George	Oh you'd get plenty of moral support	Some non-financial support would be available	Not perceived as a barrier
13. Mary	Sometimes I am encouraged by some of my colleagues and my family, yeah	Some non-financial support would be available	Not perceived as a barrier
14. Nadia	Basically if you're learning it's on your own initiative so mainly from family with moral support	Some non-financial support would be available	Not perceived as a barrier
15. Olga	I could say yeah, there are a couple of people that would probably do that	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	People know that it's very hard to get into universities	Perceives universities as difficult to gain access to	Barrier to university enrolment
6. Frank	TAFE they're pretty low but a university I think I would be hesitant to try a course	Perceives universities as difficult to gain access to	Barrier to university enrolment
7. George	TAFE ... tend to be operationally centred	Questions the relevance of TAFE to personal needs	Barrier to enrolment at TAFE colleges
13. Mary	Could be easy for you if you have good English but for me it could be hard	Perceives tertiary studies as easy subject to fluency in English	Lack of fluency would be a barrier to enrolment
14. Nadia	Oh, I don't think I would approach a university	Perceives universities as difficult to gain access to	Barrier to enrolment at university
15. Olga	From...[previous study] I regained confidence in the fact that I could actually do some study	Confident enough to enrol as a result of previous educational success	Not a barrier to enrolment

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
5. Evan	I suggest [people] should go to TAFE before they get into university	Standards at university might pose some difficulty	Possible barrier to enrolment
6. Frank	Yes, I think so [they would be approachable]	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
7. George	TAFE seems to be more approachable than Uni's	TAFE colleges are less threatening than universities	Possible barrier to university enrolment
13. Mary	Oh no no no, not frightened, I'm very comfortable yeah,...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
14. Nadia	I think a lot of people are intimidated by universities	Universities can be perceived as threatening environments	Perceptions *are* likely to be a barrier
15. Olga	[Approachability of universities is no longer a concern]	Tertiary institutions are perceived as non-threatening environments to this respondent as a result of previous studies	Perceptions are *not* a barrier

Manual Workers

Question One.			
'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
1. Adrian	Yeah I know the various different universities around	Information on course options is sufficient	Not a barrier
2. Brian	There is quite a few courses open to me	Information on course options is not a barrier	Not a barrier
5. Evan	Yes I am quite aware of it	Information on course options is sufficient	Not a barrier
6. Frank	I am aware of TAFE yes	Information on course options is incomplete	Not a barrier for TAFE entry, possible barrier for university
9. Iris	I know where to go as in which universities supply these courses	Information on course options is not a barrier	Not a barrier
10. Janet	Oh I couldn't tell you all I know is that there is a few	Information on course options is insufficient	Likely to be a barrier
13. Mary	No, I haven't got any information	Information on course options is insufficient	Likely to be a barrier
14. Nadia	No but I don't think it is hard to find them	Information on course options is not complete	Not a barrier

Question Two			
'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Within this hotel probably not	Financial support is not available	Possible barrier to enrolment
2. Brian	I just assume that I will have to look after that myself	Financial support is not available	Possible barrier to enrolment
5. Evan	I am not aware of this, no	Information on financial support is inconclusive	Possible barrier to enrolment
6. Frank	I'd have to finance myself	Financial support is not available	Possible barrier to enrolment
9. Iris	No I don't	Financial support is not available	Possible barrier to enrolment
10. Janet	Off the top of my head no	Financial support is not available	Possible barrier to enrolment
13. Mary	Well, I'm not sure, I thought because I'm working in hotel, I'm sure they support me	Financial support may be available	Possible barrier to enrolment
14. Nadia	Not that I know of	Financial support is not available	Possible barrier to enrolment

Question Three			
'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	If you wanted to get into middle to higher management, then yes	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
2 Brian	Qualifications don't really come into it that much	A formal qualification may not be required for career progression	Formal studies are not necessary in the hospitality industry
5. Evan	If you can match experience and studies it would be great	A formal qualification one component required for career progression	Formal studies are necessary to progress within the hospitality industry
6. Frank	They do help...[For progression] you'd have to go to university and get a hotel management certificate, definitely	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
9. Iris	Some training involved but not to the extent where you have to do a 3 year course	A formal qualification is not required for career progression	Formal studies are not necessary in the hospitality industry
10. Janet	Yes it would help a lot...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
13. Mary	Well it depends what sort of job you have... [to progress to management level] you have to take a very serious course	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
14. Nadia	It's helpful, definitely helpful	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	Response	Interpretation	Category
1 Adrian	Family always will support you in those sort of areas	Some non-financial support would be available	Not perceived as a barrier
2 Brian	I think they [the employer] would give me moral support	Some non-financial support would be available	Not perceived as a barrier
5. Evan	My Mrs. is supportive but I find some of the employers are not very supportive	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
9. Iris	Yeah, friends I guess... teachers and career advisors	Some non-financial support would be available	Not perceived as a barrier
10. Janet	Family, I know my family would support me	Some non-financial support would be available	Not perceived as a barrier
13. Mary	Sometimes I am encouraged by some of my colleagues and my family, yeah	Some non-financial support would be available	Not perceived as a barrier
14. Nadia	Basically if you're learning it's on your own initiative so mainly from family with moral support	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
1 Adrian	They're not focusing on specific areas of the hotel	Questions relevance of course content	Possible barrier to enrolment
2 Brian	TAFE would be easy but university would be more difficult	Perceives universities as difficult	Possible barrier to university enrolment
5. Evan	People know that it's very hard to get into universities	Perceives universities as difficult to gain access to	Barrier to university enrolment
6. Frank	TAFE they're pretty low but a university I think I would be hesitant to try a course	Perceives universities as difficult to gain access to	Barrier to university enrolment
9. Iris	Standards, they're pretty good	Perceives standards to be acceptable	Not a barrier to enrolment
10. Janet	I don't know about that	Lacks information	Informational barrier to enrolment
13. Mary	Could be easy for you if you have good English but for me it could be hard	Perceives tertiary studies as easy subject to fluency in English	Lack of fluency would be a barrier to enrolment
14. Nadia	Oh, I don't think I would approach a university	Perceives universities as difficult to gain access to	Barrier to enrolment at university

Question Six 'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Financially they're hard to approach	Tertiary education is expensive	Financial barrier to enrolment
2 Brian	TAFE's and Universities would be approachable and provide help for students	Tertiary institutions would provide support for non-traditional entrants	Perceptions are *not* likely to be a barrier
5. Evan	I suggest [people] should go to TAFE before they get into university	Standards at university might pose some difficulty	Possible barrier to enrolment
6. Frank	Yes, I think so [they would be approachable]	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
9. Iris	I think it would be really basic	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
10. Janet	I'd be so scared	Tertiary institutions can be threatening environments	Perceptions *are* likely to be a barrier
13. Mary	Oh no no no, not frightened, I'm very comfortable yeah,...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
14. Nadia	I think a lot of people are intimidated by universities	Universities can be perceived as threatening environments	Perceptions *are* likely to be a barrier

Non-Manual Workers

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	Response	Interpretation	Category
3. Charles	I'm not familiar with them all, I understand that there are quite a few	Information on course options is incomplete	Not likely to be a barrier
7. George	Basically the choices available to me were part time study 6 years, full time study for 3 years	Information on course options is not a barrier	Not a barrier
11. Kate	No not really	Information on course options is insufficient	Likely to be a barrier
15. Olga	Yes I do	Information on course options is sufficient	Not a barrier

Question Two 'Do you think there would be any financial support available to you to pursue further study?'			
Number	Response	Interpretation	Category
3. Charles	I don't think I would be entitled to anything	Financial support is not available	Possible barrier to enrolment
7. George	There wouldn't be any kind of financial assistance really for a person like myself	Financial support is not available	Possible barrier to enrolment
11. Kate	Again that's a mystery to me	Information on financial support is inconclusive	Possible barrier to enrolment
15. Olga	Financially I have had very little support from my employer	Financial support is not available	Possible barrier to enrolment

Question Three			
'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
3. Charles	You get to a point where without it you basically stop	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
7. George	Yes you will need tertiary qualifications	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
11. Kate	More and more these days it is important to get some qualifications behind you...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
15. Olga	Times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	**Response**	**Interpretation**	**Category**
3. Charles	There's lots of moral support	Some non-financial support would be available	Not perceived as a barrier
7. George	Oh you'd get plenty of moral support	Some non-financial support would be available	Not perceived as a barrier
11. Kate	I would imagine that my bosses for instance would encourage any form of study	Some non-financial support would be available	Not perceived as a barrier
15. Olga	I could say yeah, there are a couple of people that would probably do that	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
3. Charles	I know nothing about them	Lacks information	Possible barrier to enrolment
7. George	TAFE ... tend to be operationally centred	Questions the relevance of TAFE to personal needs	Barrier to enrolment at TAFE colleges
11. Kate	You are speaking to somebody who knows probably about zero about university courses	Lacks information	Informational barrier to enrolment
15. Olga	From...[previous study] I regained confidence in the fact that I could actually do some study	Confident enough to enrol as a result of previous educational success	Not a barrier to enrolment

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
3. Charles	I really don't know because I haven't looked into it	Lack of information	Perceptions are *not* likely to be a barrier
7. George	TAFE seems to be more approachable than Uni's	TAFE colleges are less threatening than universities	Possible barrier to university enrolment
11. Kate	Being a mature aged student I personally don't feel threatened...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
15. Olga	[Approachability of universities is no longer a concern]	Tertiary institutions are perceived as non-threatening environments to this respondent as a result of previous studies	Perceptions are *not* a barrier

Educationally Successful

Question One.
'Are you aware of what educational options are available to you at TAFE or university?'

Number	Response	Interpretation	Category
1. Adrian	Yeah I know the various different universities around	Information on course options is sufficient	Not a barrier
3. Charles	I'm not familiar with them all, I understand that there are quite a few	Information on course options is incomplete	Not likely to be a barrier
5. Evan	Yes I am quite aware of it	Information on course options is sufficient	Not a barrier
7. George	Basically the choices available to me were part time study 6 years, full time study for 3 years	Information on course options is not a barrier	Not a barrier
9. Iris	I know where to go as in which universities supply these courses	Information on course options is not a barrier	Not a barrier
11. Kate	No not really	Information on course options is insufficient	Likely to be a barrier
13. Mary	No, I haven't got any information	Information on course options is insufficient	Likely to be a barrier
15. Olga	Yes I do	Information on course options is sufficient	Not a barrier

Question Two
'Do you think there would be any financial support available to you to pursue further study?'

Number	Response	Interpretation	Category
1 Adrian	Within this hotel probably not	Financial support is not available	Possible barrier to enrolment
3. Charles	I don't think I would be entitled to anything	Financial support is not available	Possible barrier to enrolment
5. Evan	I am not aware of this, no	Information on financial support is inconclusive	Possible barrier to enrolment
7. George	There wouldn't be any kind of financial assistance really for a person like myself	Financial support is not available	Possible barrier to enrolment
9. Iris	No I don't	Financial support is not available	Possible barrier to enrolment
11. Kate	Again that's a mystery to me	Information on financial support is inconclusive	Possible barrier to enrolment
13. Mary	Well, I'm not sure, I thought because I'm working in hotel, I'm sure they support me	Financial support may be available	Possible barrier to enrolment
15. Olga	Financially I have had very little support from my employer	Financial support is not available	Possible barrier to enrolment

Question Three			
'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	If you wanted to get into middle to higher management, then yes	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
3. Charles	You get to a point where without it you basically stop	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
5. Evan	If you can match experience and studies it would be great	A formal qualification is one component required for career progression	Formal studies are necessary to progress within the hospitality industry
7. George	Yes you will need tertiary qualifications	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
9. Iris	Some training involved but not to the extent where you have to do a 3 year course	A formal qualification is not required for career progression	Formal studies are not necessary in the hospitality industry
11. Kate	More and more these days it is important to get some qualifications behind you...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
13. Mary	Well it depends what sort of job you have... [to progress to management level] you have to take a very serious course	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
15. Olga	Times have changed, now they're looking for people that have got degrees or higher degrees, so if you want to get somewhere	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
'Do you anticipate any other kind of support from anyone, not financial support?'			
Number	Response	Interpretation	Category
1 Adrian	Family always will support you in those sort of areas	Some non-financial support would be available	Not perceived as a barrier
3. Charles	There's lots of moral support	Some non-financial support would be available	Not perceived as a barrier
5. Evan	My Mrs. is supportive but I find some of the employers are not very supportive	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
9. Iris	Yeah, friends I guess... teachers and career advisors	Some non-financial support would be available	Not perceived as a barrier
11. Kate	I would imagine that my bosses for instance would encourage any form of study	Some non-financial support would be available	Not perceived as a barrier
13. Mary	Sometimes I am encouraged by some of my colleagues and my family, yeah	Some non-financial support would be available	Not perceived as a barrier
15. Olga	I could say yeah, there are a couple of people that would probably do that	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
1 Adrian	They're not focusing on specific areas of the hotel	Questions relevance of course content	Possible barrier to enrolment
3. Charles	I know nothing about them	Lacks information	Possible barrier to enrolment
5. Evan	People know that it's very hard to get into universities	Perceives universities as difficult to gain access to	Barrier to university enrolment
7. George	TAFE ... tend to be operationally centred	Questions the relevance of TAFE to personal needs	Barrier to enrolment at TAFE colleges
9. Iris	Standards, they're pretty good	Perceives standards to be acceptable	Not a barrier to enrolment
11. Kate	You are speaking to somebody who knows probably about zero about university courses	Lacks information	Informational barrier to enrolment
13. Mary	Could be easy for you if you have good English but for me it could be hard	Perceives tertiary studies as easy subject to fluency in English	Lack of fluency would be a barrier to enrolment
15. Olga	From...[previous study] I regained confidence in the fact that I could actually do some study	Confident enough to enrol as a result of previous educational success	Not a barrier to enrolment

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	**Response**	**Interpretation**	**Category**
1 Adrian	Financially they're hard to approach	Tertiary education is expensive	Financial barrier to enrolment
3. Charles	I really don't know because I haven't looked into it	Lack of information	Perceptions are *not* likely to be a barrier
5. Evan	I suggest [people] should go to TAFE before they get into university	Standards at university might pose some difficulty	Possible barrier to enrolment
7. George	TAFE seems to be more approachable than Uni's	TAFE colleges are less threatening than universities	Possible barrier to university enrolment
9. Iris	I think it would be really basic	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
11. Kate	Being a mature aged student I personally don't feel threatened...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
13. Mary	Oh no no no, not frightened, I'm very comfortable yeah,...	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
15. Olga	[Approachability of universities is no longer a concern]	Tertiary institutions are perceived as non-threatening environments to this respondent as a result of previous studies	Perceptions are *not* a barrier

Educationally Unsuccessful

Question One. 'Are you aware of what educational options are available to you at TAFE or university?'			
Number	**Response**	**Interpretation**	**Category**
2. Brian	There is quite a few course open to me	Information on course options is not a barrier	Not a barrier
6. Frank	I am aware of TAFE yes	Information on course options is incomplete	Not a barrier for TAFE entry, possible barrier for university
10. Janet	Oh I couldn't tell you all I know is that there is a few	Information on course options is insufficient	Likely to be a barrier
14. Nadia	No but I don't think it is hard to find them	Information on course options is incomplete	Not a barrier

Question Two 'Do you think there would be any financial support available to you to pursue further study?'			
Number	**Response**	**Interpretation**	**Category**
2. Brian	I just assume that I will have to look after that myself	Financial support is not available	Possible barrier to enrolment
6. Frank	I'd have to finance myself	Financial support is not available	Possible barrier to enrolment
10. Janet	Off the top of my head no	Financial support is not available	Possible barrier to enrolment
14. Nadia	Not that I know of	Financial support is not available	Possible barrier to enrolment

Question Three 'In your experience is a formal qualification required to work in the hospitality industry?'			
Number	**Response**	**Interpretation**	**Category**
2 Brian	Qualifications don't really come into it that much	A formal qualification may not be required for career progression	Formal studies are not necessary in the hospitality industry
6. Frank	They do help...[For progression] you'd have to go to university and get a hotel management certificate, definitely	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
10. Janet	Yes it would help a lot...	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry
14. Nadia	It's helpful, definitely helpful	A formal qualification is required for career progression	Formal studies are necessary to progress within the hospitality industry

Question Four			
' Do you anticipate any other kind of support from anyone, not financial support?'			
Number	Response	Interpretation	Category
2 Brian	I think they [the employer] would give me moral support	Some non-financial support would be available	Not perceived as a barrier
6. Frank	Well I'd get support from my wife	Some non-financial support would be available	Not perceived as a barrier
10. Janet	Family, I know my family would support me	Some non-financial support would be available	Not perceived as a barrier
14. Nadia	Basically if you're learning it's on your own initiative so mainly from family with moral support	Some non-financial support would be available	Not perceived as a barrier

Question Five			
'How do you feel about the standards and degree of difficulty of courses at TAFE or university?'			
Number	Response	Interpretation	Category
2 Brian	TAFE would be easy but university would be more difficult	Perceives universities as difficult	Possible barrier to university enrolment
6. Frank	TAFE they're pretty low but a university I think I would be hesitant to try a course	Perceives universities as difficult to gain access to	Barrier to university enrolment
10. Janet	I don't know about that	Lacks information	Informational barrier to enrolment
14. Nadia	Oh, I don't think I would approach a university	Perceives universities as difficult to gain access to	Barrier to enrolment at university

Question Six			
'What are your perceptions of TAFE colleges or universities as places of learning?'			
Number	Response	Interpretation	Category
2 Brian	TAFE's and Universities would be approachable and provide help for students	Tertiary institutions would provide support for non-traditional entrants	Perceptions are *not* likely to be a barrier
6. Frank	Yes, I think so [they would be approachable]	Tertiary institutions are perceived as non-threatening environments	Perceptions are *not* likely to be a barrier
10. Janet	I'd be so scared	Tertiary institutions can be threatening environments	Perceptions *are* likely to be a barrier
14. Nadia	I think a lot of people are intimidated by universities	Universities can be perceived as threatening environments	Perceptions *are* likely to be a barrier

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