Undergraduate student perceptions of a career in the tourism and hospitality industry in New Zealand

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Abstract

As the highest economic earner the tourism and hospitality industry in New Zealand is often plagued by negative employment characteristics. Previous research has found that tertiary students, seen as the next cohort of management level employees for these industries, tend to share the perception of many of these negative characteristics including low wages, poor working conditions, long working hours and high staff turnover. This thesis aims to highlight New Zealand tertiary students’ perceptions of working in the tourism and hospitality industry. Using a mixed method approach this thesis seeks to distinguish what, if any, differences there are in students perceptions based on the type of institution they are enrolled at. Research was conducted at three different institutions; the University of Otago based in Dunedin, the Southern Institute of Technology based in Invercargill and the Pacific International Hotel Management School based in New Plymouth.

The findings of this thesis show that students from the different institutions have very similar perceptions of the tourism and hospitality industry. However, their work experiences, whether part of their curriculum or not, have a much greater influence on their perceptions. Yet, whether this experience is negative or positive seems to have little overall impact on the student’s decision to enter the industry upon graduation. This thesis concludes by offering some recommendations to industry and education stakeholders on education methods as well as the need for greater communication between each stakeholder party.
Acknowledgements

A Master’s thesis degree is only awarded to one individual but I must recognise that this has been far from a solo effort. Firstly, I want to acknowledge and thank my supervisor Dr. Tara Duncan. Without your guidance and support this thesis would not be what it is. Thank you for the sounding board you provide to my ideas, which are often too ambitious, for putting things into perspective when I think it is too much and for the suggestions and comments you have made toward my thesis. Also, I appreciate the interest you take in my life in general, you go above and beyond an academic supervisor.

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Finally, thank you to the tertiary education providers; University of Otago, PIHMS and SIT in particular to those I had been in liaison with throughout the research stage of my thesis.
# Table of Contents

Abstract .......................................................................................................................... ii  

Acknowledgements ......................................................................................................... iii  

List of Tables .................................................................................................................... viii  

List of Figures ................................................................................................................... ix  

Chapter One: Introduction ................................................................................................. 1  
  1.1 Research Problem ...................................................................................................... 2  
  1.2 Research Objectives ................................................................................................. 3  
  1.3 The tourism and hospitality industry ......................................................................... 4  
    1.31 Tourism and hospitality as an economy driver ....................................................... 4  
  1.4 Tertiary Education in tourism and hospitality ........................................................... 5  
    1.41 A Brief History ....................................................................................................... 6  
    1.42 Tertiary institutions in New Zealand ....................................................................... 8  
  1.5 Summary of chapter ................................................................................................. 12  

Chapter 2: Literature Review .............................................................................................. 14  
  2.1 Introduction ............................................................................................................... 14  
  2.2 Tourism in the world ................................................................................................. 15  
    2.21 The industry – employment perspective ................................................................. 15  
    2.22 Skills needed. Skills missing. .................................................................................. 16  
    2.23 Tourism and Hospitality Students/ Graduates ....................................................... 18  
    2.24 Perceptions of working in the tourism and hospitality industry ............................ 21  
    2.25 Forming perceptions of the tourism and hospitality industry ............................... 25  
    2.26 Generation Y .......................................................................................................... 27  
  2.3 Tourism and Hospitality Employment in New Zealand .............................................. 28  
    2.31 Employment ........................................................................................................... 28  
    2.32 Tourism and Hospitality Workforce Strategy 2006 ................................................ 30  
  2.4 Tourism Education versus Tourism Training ............................................................ 33
2.5 Practicum and work based learning .......................................................... 35
2.51 Educators or Industry? ............................................................................ 39
2.52 The Solution? .......................................................................................... 42
2.6 Why are students studying tourism and hospitality? ............................... 43
2.7 The Role of Tertiary Institutions ............................................................... 45
2.71 Universities ............................................................................................. 46
2.72 Institutes of Technology/Private Institutions/ Polytechnics. .................. 47
2.8 So what is the point? .................................................................................. 47
2.9 Why study students and their perceptions? .............................................. 48

Chapter 3: Method ......................................................................................... 51
3.1 Introduction ............................................................................................... 51
3.2 Research Objectives ................................................................................. 51
3.3 Research Methodology ............................................................................. 51
3.4 Triangulation ............................................................................................. 54
3.5 Quantitative Methods .............................................................................. 57
3.51 Online Questionnaires .......................................................................... 59
3.6 Questionnaire ............................................................................................ 62
3.61 Instrument development and design....................................................... 62
3.62 Pilot Testing .............................................................................................. 64
3.63 Sampling .................................................................................................. 65
3.64 Questionnaire Distribution .................................................................... 67
3.65 Response rate .......................................................................................... 68
3.66 Analysis .................................................................................................... 68
3.7 Method- Qualitative .................................................................................. 69
3.71 Focus Groups- An Analysis .................................................................... 69
3.72 Focus Group Structure .......................................................................... 72
3.73 Analysis .................................................................................................... 73
3.8 Chapter Summary .......................................................................................................................... 73

Chapter Four: Quantitative Findings- online questionnaire ......................................................... 74

4.1 Demographics .............................................................................................................................. 74

4.11 Age and gender ......................................................................................................................... 74

4.12 Student Profile .......................................................................................................................... 75

4.2 Objective one: Why do young people choose to study tourism and hospitality in their given setting? ......................................................................................................................... 76

4.21 First choice of study area ....................................................................................................... 76

4.22 Why students chose to study tourism/hospitality ................................................................. 78

4.3 Objective Two- are there differences in higher education institutions of students’ perceptions of their future careers in tourism and hospitality. ......................... 79

4.4 Objective Three- has either formal or informally organised work experience impacted on students’ perceptions of the tourism and hospitality industry. .......... 83

4.41 PIHMS ..................................................................................................................................... 83

4.42 SIT ........................................................................................................................................... 87

4.43 University of Otago ................................................................................................................. 89

4.5 Future Prospects ....................................................................................................................... 93

4.6 Chapter Summary ...................................................................................................................... 96

Chapter Five: Qualitative Findings- Focus Groups ....................................................................... 97

5.1 Why do students choose tourism and hospitality courses ....................................................... 98

5.11 Choosing an institution ........................................................................................................... 98

5.12 Choosing tourism/hospitality course(s) ............................................................................... 99

5.2 Is a degree necessary to work in the tourism and hospitality industry ............................... 101

5.3 Perceptions of the tourism and hospitality industry in New Zealand .................................. 103

5.4 Where students’ perceptions are formed? .............................................................................. 108

5.5 Job aspirations of bachelor level students ............................................................................ 109

5.6 Chapter Summary .................................................................................................................... 111

Chapter Six: Discussion .................................................................................................................. 112
6.1 Objective One: Why do young people choose to study tourism and hospitality in their given setting? ................................................................. 112

6.11 Choosing an institution ........................................................................ 112
6.12 Choosing tourism/hospitality as a first choice course of study............. 114
6.2 Objective Two- are there differences in higher education institutions of students' perceptions of their future careers in tourism and hospitality ........... 115
6.3 Objective Three- has either formal or informally organised work experience impacted on students' perceptions of the tourism and hospitality industry........ 118

Chapter Seven: Conclusions ........................................................................ 121
7.1 Where to next? ....................................................................................... 122
7.2 Limitations ............................................................................................. 123
7.3 Further Research ................................................................................... 124
7.4 Conclusion ............................................................................................. 125

Chapter Eight: References ........................................................................ 126

Chaper Nine: Appendices ............................................................................. 147

Appendix 1- Characteristics of Selected Generations .................................. 145
Appendix 2- Online questionnaire ................................................................ 146
Appendix 3- Focus Group Questions ............................................................. 158
List of Tables

Table 1: Degree level Tourism and Hospitality courses in New Zealand............... 9
Table 2: Qualitative versus Quantitative Research........................................... 55
Table 3: Questionnaires as a research method.................................................. 58
Table 4: Advantages and Disadvantages of Focus Groups.................................. 71
Table 5: Profile of participants ......................................................................... 76
Table 6: Participants first choice of study area ..................................................... 77
Table 7: Reasons why students choose to study tourism/hospitality ..................... 78
Table 8: Perceptions of a career in the tourism and hospitality industry ............... 79
Table 9: Students perceptions of a career in tourism and hospitality.................... 81
Table 10: PIHMS work experience outline......................................................... 84
Table 11: SIT work experience outline ............................................................... 87
Table 12: University of Otago work experience outline....................................... 90
Table 13: Type of position sought within 10 years of graduation......................... 94
Table 14: Focus Group Participant Identification............................................... 97
List of Figures

Figure 1: Map of New Zealand showing tertiary institution locations .................. 10
Figure 2: The strengths and weaknesses of online surveys ................................. 61
Figure 3: Age of tourism and hospitality students ............................................. 74
Figure 4: Gender of all participants .................................................................... 75
Figure 5: Percentage of students who completed the questionnaire by institution ... 75
Figure 6: Influence of work experience on participant’s decision about a career in the industry ........................................................................................................... 85
Figure 7: The likelihood of participants entering the industry upon graduation ...... 85
Figure 8: Influence of work experience ................................................................. 88
Figure 9: The likelihood of participants ................................................................. 88
Figure 10: Influence of work experience on participant’s decision about a career in the industry ........................................................................................................... 91
Figure 11: The likelihood of participants entering the industry upon graduation ...... 91
Figure 12: Country that participants would like to pursue a career in tourism and hospitality in .................................................................................................................. 95
Chapter One: Introduction

The tourism and hospitality industry, particularly in New Zealand, is not held in high regard as being able to provide a long-term and prosperous career. As a global industry it is characterised by a vast range of perceptions which include low wages, poor working conditions, unsocial working hours, high levels of staff turnover, a low skill base, seasonality and high mobility\(^1\) (see Barron, Maxwell, Broadbridge, & Ogden, 2007; Baum, 2006; Becton & Graetz, 2001; Choy, 1995; Cronin, 1990; Dewar, Sayers, & Meyer, 2002; Getz, 1994; Kusluvan & Kusluvan, 2000; Lakin, 2005; Lam & Xiao, 2000; Lyons, 2010; Moscardo & Benckendorff, 2010; Pownall, Jones, & Meadows, 2007; Roney & Öztin, 2007). These features result in fluctuations of employment for people and this in turn, calls into question why so many people put up with the unpredictability of employment (Shaw & Williams, 2002). Such challenges for the industry are an old phenomenon and date back over a century (Baum, 2006). With these issues still in existence today it is necessary to understand how tertiary education in tourism/hospitality impacts upon students perceptions.

As current students are the next cohort of employees to enter the tourism/hospitality industry it can be anticipated that perception changes may begin to emerge as a result of increased graduate numbers, and that they may be different to those who currently work in the industry that may be without formal tertiary qualifications\(^2\). Yet, there is such a diversity of tourism and hospitality education providers and therefore, some suggestions have surfaced that the industry does not value a tertiary qualification (specifically a degree) and is unlikely to employ graduates, opting instead for employing people with experience instead (Ayres, 2006; Costley, 2011; Dale & Robinson, 2001; Harkison, Poulston, & Kim, 2011; Jameson & Holden, 2000; Liburd & Hjalager, 2010). In addition to experience soft skills such as communication and interpersonal skills as well as the employee “fitting” into the business are

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\(^1\) The negative characteristics of the industry are often only presented from a developed economy's point of view (Szivas & Riley, 2002). However, developing nations tend to see high mobility from the agricultural industry to the tourism industry because of the higher wages in this sector (Szivas & Riley, 2002). Thus, in developing economies, perceptions of working in the tourism and hospitality industry are often quite different to those of developed economies.

\(^2\) The author recognises that there are a mixture of people working in the industry, some with formal tertiary qualifications and some without.
important (Costley, 2011; Dale & Robinson, 2001). In recognising the importance of ‘fit’ and experience to the tourism and hospitality industries, this thesis explored students’ perceptions from three different tertiary institutions in order to provide an insight into their perceptions of the industry and the likelihood of entering the industry upon completion of their degree from a New Zealand perspective.

This chapter will detail the research problem and objectives that this thesis explored. Context on both the education providers in New Zealand as well as the employment situation will be provided. The chapter will also discuss the economic contribution of this industry globally and within New Zealand, the history and current state of tourism/hospitality education and give an introduction to the institutions that this thesis utilised for research purposes. These discussions will occur in a New Zealand context with some reference to the global scale.

1.1 Research Problem
As students leave secondary school many of them make the decision to enter tertiary education, however they need to decide what subject they want to study. Some students choose a tourism/hospitality course but there is little research that questions why students make this decision. In addition to this, students in these courses then need to make a decision about where they want to work upon graduation. However, the tourism/hospitality industry in New Zealand and in other parts of the world is often not held in high regard and, as suggested above, is often plagued by negative characteristics (Kusluvan & Kusluvan, 2000; Richardson, 2009b; Roney & Öztin, 2007). It is at this point that questions begin to be raised about whether graduates enter the industry upon graduation, what their perceptions of the industry are and how these perceptions are formed. While some research has been done on the “perceptions and attitudes of people more than causally interested in the tourism/hospitality industries” (Kusluvan & Kusluvan, 2000, p. 253; Chellen & Nunkoo, 2010; Jenkins, 2001; Roney & Öztin, 2007); this has tended to focus specifically on university students and has not been studied in a New Zealand context.
This thesis aims to look beyond ‘just’ universities and consider private training providers and polytechnics/ institutes of technology as well as universities. These institutions have a point of difference in the way they educate their students (see section 2.4) and this thesis will go on to analyse any differences in these students perceptions of the tourism/hospitality industry (see Chapter 6). This thesis looks to enhance the current understanding of student perceptions of a career in the tourism/hospitality industry within New Zealand and beyond as they are seen as the future employees and managers of the industry (Kusluvan & Kusluvan, 2000).

1.2 Research Objectives
This thesis begins by trying to understand, in a New Zealand context, why students choose tourism/hospitality courses at particular institutions. This enables a discussion on the growth and popularity of such courses despite the industry not being held in high regard. The main focus of this thesis explores students’ perceptions of working in the tourism/hospitality industry and seeks to identify any differences in these perceptions based on the type of institution they attend. As a final objective, the impact of work experience/internships on students’ perceptions is investigated. In order to meet these objectives, the following research questions were devised:

- Why do young people choose to study tourism and hospitality in their given setting?
- Are there differences in higher education institutions of students’ perceptions of their future careers in tourism and hospitality in New Zealand?
- Has either formal or informally organised work experience impacted on students’ perceptions of the tourism and hospitality industry?

The research intends to develop an understanding of the tourism and hospitality industry in New Zealand from the perspective of the next cohort of potential employees. A summary of the findings of this research is expected to be provided to interested educator and industry stakeholders to assist the future decisions of both in student education methods as well as employment criteria. It is hoped that the decisions made in the future benefit tourism and hospitality graduates by ensuring
that they have realistic perceptions and expectations about their prospective
career(s) (Waryszak, 1997).

1.3 The tourism and hospitality industry
While often separated into two industries, tourism and hospitality will be incorporated
as one for the purpose of this thesis. Previous research on labour in tourism and
hospitality has often combined these into one industry also (Chellen & Nunkoo, 2010;
Dimmock, Breen, & Walo, 2003; Richardson, 2009b; Sharma & Inbakaran, 2006).
Baum (2008) proposes a justification for this by suggesting that there is an overlap of
labour between the industries which is developed through sub-sectors and porous' parameters of both industries. The reasons for this combination is that in many cases
it is difficult to separate tourism and hospitality tertiary courses and there are often
components of both tourism and hospitality in the courses taught. This combination
allows for a wider cross section of students to be examined. The next section
addresses the economic importance of tourism and hospitality both globally and
more specifically in New Zealand.

1.31 Tourism and hospitality as an economy driver
The tourism and hospitality industry worldwide has been noted to be economically
important (Ross, 1992a). In 2010 the total contribution to worldwide GDP of travel
and tourism was US$5701.95 billion (WTTC, 2007a). It is one of the largest global
industries and employers in the world (Chellen & Nunkoo, 2010; Dewar, et al., 2002;
Hawkins, 2006; Podoska-Filipowicz & Michalski, 2008; Roney & Öztin, 2007; Ross,
1992a). In 1993 there were an estimated 212 million people working in tourism either
directly or indirectly (Podoska-Filipowicz & Michalski, 2008). More recently, in 2011,
travel and tourism supported 258 million jobs, which is projected to increase to over
323 million by 2021 (WTTC, 2007b). However, there are different ways in which
employment can be measured and therefore this estimate must be treated with

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3 The author recognises that in other contexts it would be appropriate to separate them.
4 At PIHMS, in New Plymouth, tourism is taught as an integral part of their hotel management course (PIHMS, 2010b).
5 Employment can be estimated using the expenditure model or the employment count method (Johnson & Thomas, 1990). The differences in measuring employment lie in the parameters that are used, such as geographic location, direct employment or total employment as well as the method of measurement that is used (Johnson & Thomas, 1990).
caution (Johnson & Thomas, 1990). These global statistics reflect the importance of tourism and hospitality and this is also true for New Zealand.

The tourism and hospitality industry is one of the fastest growing industries in New Zealand (Harkison, et al., 2011; Kearsley, 1990). Tourism contributes 3.8% of the annual GDP with a total direct contribution of $NZ6.8 billion for the year ended March 2011 (Ministry of Economic Development, 2011). To demonstrate its economic power the tourism industry in New Zealand generates greater foreign exchange earnings from international visitor arrivals than the agriculture industry which was once the main economy driver (Collier & Harraway, 2003).

In the year ending March 2011 the economic contribution of international visitors to New Zealand was $NZ9.7 billion (Ministry of Economic Development, 2011). International visitor expenditure is forecast to grow from its current $NZ5.6 billion to $NZ6.6 billion by 2016 (Ministry of Economic Development, 2011). Domestic tourism contributed to the economy $13.2 billion in the year ending March 2011 (Ministry of Economic Development, 2011). As with international tourism, domestic tourism expenditure is also projected to grow to almost $NZ10 billion by 2016 (Ministry of Economic Development, 2011). Therefore, the future for tourism in New Zealand looks positive based on these forecasts (Harkison, et al., 2011).

These figures and facts highlight the economic importance of tourism and hospitality both globally and in New Zealand. With continued growth it can be expected that job creation will occur which will exacerbate the skills shortage that New Zealand is experiencing (see section 2.22). For this reason it is necessary that students become well-rounded graduates that have perceptions which encourage them to enter the industry to meet the growing demand of employment.

1.4 Tertiary Education in tourism and hospitality
Tertiary education is the extension of education from primary and secondary school (Delaeter, 1988) which occurs in colleges or universities (Al Hawaj, Elali, & Twizell, 2008; NZQA, n.d). Public educators are a resource to the country, industry and

6 The author recognises there are many private educators that also exist.
students in regards to economic generation, training and education (Delaeter, 1988). Tertiary education in tourism opens many opportunities for graduating students (Hjalager, 2003)\(^7\) and these employment prospects are vast (see Airey & Nightingale, 1981; Baum, 2006; Busby, 2005; Chellen & Nunkoo, 2010; Van der Wagen, 1995).

In giving context to education in tourism and hospitality the following section gives a brief history of the development of tourism and hospitality courses with specific details given in the New Zealand context. To end this section the institutions that this research utilises are outlined.

1.41 A Brief History
The tourism phenomenon began in Europe with the Grand Tour. During the eighteenth century the wealthy, young English aristocracy travelled to explore culture, to engage in education and for pleasure (Towner, 1985). With tourism beginning in Europe it is not unexpected that formal tourism education also began in this area. Ecole hôtelière de Lausanne in Switzerland was established in 1893 and was the first institution which provided formal hospitality qualifications in the world (Ecole hôtelière de Lausanne, 2009; McAra, 2002). Whilst higher education in tourism existed in the early 1900’s it took until the 1960’s for it to be considered a subject to be studied on its own; prior to that it was generally embedded in economics and geography (Airey, 2005). Formal programmes in the United Kingdom (UK) and Europe began in the 1960’s at diploma and degree levels at universities such as Strathclyde, Surrey, St Gallen, Aixen-Provence, Rome and Turin (Airey, 2005; King, 1990).

Tourism programmes have continued to expand in terms of topics which are taught; from business orientated vocational to non-vocational (Airey, 2005). More recently, during the 1990’s in the UK, there has been an increase in courses at a variety of levels including a qualification for people as young as sixteen (Airey, 2005). By creating a diversity of courses this supports the idea that education is not a one size fits all occurrence (King, 2011). Course development in tourism began in New

\(^7\) No examples are given by Hjalager (2003) possibly because the focus of that research was student commitment to the industry as opposed to the opportunities available.
Zealand in the late 1970’s enabling New Zealand students’ access to specialised tourism and hospitality education.

Tourism education, in New Zealand, began at a university degree level in 1978 at Massey University within the Faculty of Business Studies (King, 1990). The course began with four people and by 1986 there were 220 (King, 1990). This was not a degree solely in tourism but instead incorporated tourism papers (King, 1990). A similar situation was found at the University of Canterbury in the late 1970’s where tourism was offered in the final year of undergraduate studies in some disciplines, including geography (King, 1990).

It was not until the 1980’s that staff at the University of Otago began discussing tourism as a field of study in its own right (Kearsley, 1990). A working group was formed to discuss and make plans for an appropriate course which, initially, was a diploma (Kearsley, 1990). Decisions about how tourism would develop at the university included working closely with the tourism industry and that the teaching would be academic in nature as the nearby Otago Polytechnic course was more practical in nature (Kearsley, 1990). In 1989 the Department of Tourism was in operation, the first of its kind in New Zealand (Department of Tourism, n.d.).

Courses in tourism and hospitality provided by polytechnics and other training providers in New Zealand began at the Central Institute of Technology (CIT). King (1990) identifies CIT as an institute that offered technical and professional education initially, although they were unable to award degrees and as such offered travel consultancy training and education. Polytechnics have now expanded into providing degree level tourism education, however the academic research aspect surrounding tourism has largely remained in universities (King & Craig-Smith, 2005). This highlights some difference between education institutions where the focus can be research, teaching or a combination of the two (see section 2.7). Currently in New Zealand there are an increasing number of institutions that offer tourism and hospitality education as outlined below.

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8 CIT has been amalgamated to become part of the Wellington Institute of Technology (WelTec) based in Wellington.
1.42 Tertiary institutions in New Zealand.

There are a wide variety of providers of tourism and hospitality education at a higher education level in New Zealand including universities, private colleges, polytechnics, and in-house industry training (King & Craig-Smith, 2005). New Zealand has nine universities, nine polytechnics and 29 private training establishments, of which only two specialise in tourism/hospitality (Education Pages, 2011). This thesis is specifically concerned with students studying at a degree\(^9\) level and as such only information in this area is presented. Table 1 outlines the tertiary institutions that offer tourism/hospitality degrees\(^{10}\).

As well as having different aims, institutions differ in the way in which they teach students. Some offer education in theory and concepts and others offer vocational education (see section 2.4). For clarity a vocational qualification is “applied to training courses that prepare graduates for jobs by providing the necessary operational skills” (Harkison, et al., 2011, p. 378). Generally a hospitality degree would be considered vocational (Harkison, et al., 2011). Such vocational degrees are most often offered in Institutes of Technology, Polytechnics or Private Training Establishments (NZQA, n.d).

\(^{9}\) The author recognises that there are many courses available to people studying tourism and hospitality including Diplomas, Certificates and Post-Graduate courses.

\(^{10}\) This information has been sourced from institutional websites which is publically available to anyone seeking such information.
<table>
<thead>
<tr>
<th>Tertiary education provider</th>
<th>Course(s) offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Otago, Dunedin</td>
<td>Bachelor of Commerce (Tour, Hosp)</td>
</tr>
<tr>
<td>Auckland University of Technology, Auckland</td>
<td>Bachelor of Tourism Studies</td>
</tr>
<tr>
<td>University of Waikato, Hamilton</td>
<td>Bachelor of Tourism</td>
</tr>
<tr>
<td>Victoria University of Wellington, Wellington</td>
<td>Bachelor of Tourism Management</td>
</tr>
<tr>
<td>Lincoln University, Christchurch</td>
<td>Bachelor of Tourism Management</td>
</tr>
<tr>
<td>Massey University, Palmerston North</td>
<td>Bachelor of Aviation</td>
</tr>
<tr>
<td>Pacific International Hotel Management School, New Plymouth</td>
<td>Bachelor of Applied Hospitality and Tourism Management</td>
</tr>
<tr>
<td>Otago Polytechnic, Dunedin</td>
<td>Bachelor of Culinary Arts</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Applied Business</td>
</tr>
<tr>
<td></td>
<td>- Food and Beverage Management</td>
</tr>
<tr>
<td></td>
<td>- Tourism Management</td>
</tr>
<tr>
<td></td>
<td>- Hotel Management</td>
</tr>
<tr>
<td>Bay of Plenty Polytechnic, Tauranga</td>
<td>Bachelor of Tourism</td>
</tr>
<tr>
<td>Christchurch Polytechnic Institute of Technology, Christchurch</td>
<td>Bachelor of Applied Management</td>
</tr>
<tr>
<td></td>
<td>- Food and Beverage Management</td>
</tr>
<tr>
<td></td>
<td>- Hotel Management</td>
</tr>
<tr>
<td></td>
<td>- Tourism Management</td>
</tr>
<tr>
<td></td>
<td>- Sport Management</td>
</tr>
<tr>
<td>Southern Institute of Technology, Invercargill</td>
<td>Bachelor of Hotel Management</td>
</tr>
<tr>
<td>Waiairiki Institute of Technology, Rotorua</td>
<td>Bachelor of Tourism Management</td>
</tr>
<tr>
<td>Wellington Institute of Technology, Wellington</td>
<td>Bachelor of Hospitality Management</td>
</tr>
</tbody>
</table>
This research is being undertaken at three of New Zealand’s tertiary institutions; the University of Otago in Dunedin, Southern Institute of Technology (SIT) in Invercargill and Pacific International Hotel Management School (PIHMS) in New Plymouth (see Figure 1). The following sections introduce the three institutions providing some historical background and information on the course(s) they offer.

Figure 1: Map of New Zealand showing tertiary institution locations

1.421 The University of Otago

The University of Otago, referred to as Otago in this thesis, is New Zealand’s first university and was founded in 1869 and opened in July 1871 (University of Otago, n.d.). In the beginning only degrees in Arts, Medicine, Law and Music were able to be conferred (University of Otago, n.d.). In 1961 there were 3000 students however after vast expansion over 50 years there were around 21,000 students enrolled in 2010 (University of Otago, n.d.). The University, based in Dunedin, also has campuses in Christchurch, Wellington and Auckland (University of Otago, n.d.). The preceding section (1.41) outlined the beginning of the tourism department at the university...
which has grown to offer a wide range of qualifications including a Bachelor of Commerce, a Post-Graduate Diploma, a Master of Tourism and a PhD (Department of Tourism, n.d.).

Since the department’s inception, courses have been developed to offer a Bachelor of Commerce majoring in tourism and there is also the option to minor in hospitality. Students can study a wide range of subjects including; aviation management, sport management, events and convention management, accommodation management, culture and heritage tourism, ecotourism, visitor experience, development and planning, impacts, wine business and tourist behaviour. Courses are often developed/ redeveloped in the department to offer better opportunities to students including the latest redevelopment of the Master of Tourism programme from a research-only thesis to a taught programme of study including a substantial research component.

This thesis focuses on those students that are undergraduates, hence those studying towards a Bachelor of Commerce with a major in tourism and/or a minor in tourism or hospitality. Prior to the field work phase in June 2011, there are 139 students enrolled in the Bachelor of Commerce program majoring in tourism (D. Evans, 2011 pers comm).

1.422 Southern Institute of Technology (SIT)

SIT opened in Invercargill in August 1971 under the name of Southland Polytechnic (Southern Institute of Technology, 2010b). They offered courses in General Studies, Building Trades, Commerce and Engineering (Southern Institute of Technology, 2010b). SIT went through a series of name changes until Southern Institute of Technology was settled on (Southern Institute of Technology, 2010b). A defining characteristic of SIT is its zero fees scheme\(^\text{11}\) which was introduced as a response to the economic decline Invercargill experienced in the late 1990’s (Southern Institute of Technology, 2010b).

\(^{11}\) Students who meet particular criteria are eligible to have their course fees waived. This encourages students to attend this institution as they are only required to fund living costs.
Now, SIT has campuses in Invercargill, Gore, Queenstown and Christchurch. They offer courses in 35 subjects which range from certificates, diplomas, bachelor degrees and post-graduate diplomas (Southern Institute of Technology, 2010b). The course that this thesis has particular interest in is the Bachelor of Hotel Management which is a three year programme that includes an internship in the final semester (Southern Institute of Technology, 2010a). As of August 2011 there were 35 people enrolled in this course (Low, 2011, p. pers comm).

1.423 Pacific International Hotel Management School (PIHMS)
PIHMS was founded in 1995 (The Leading Hotel Schools of the World, 2005). This is the only facility in New Zealand that is a fully residential hotel school where students study and live in a hotel style environment (The Leading Hotel Schools of the World, 2005). They offer courses that are a combination of practical and academic learning styles at certificate, diploma, bachelor degree and postgraduate diploma level (PIHMS, 2010c). The School offers courses in hotel management specifically, and incorporates all aspects, including housekeeping, food and beverage, front office management and property management (PIHMS, 2010c; The Leading Hotel Schools of the World, 2005). There is only one degree programme on offer which stems from their diploma programme (PIHMS, 2010a). The Bachelor of Applied Hospitality and Tourism Management is a six month programme in addition to meeting the requirements of the International Diploma in Hotel Management (PIHMS, 2010a). As of July 2011 there were seventeen students enrolled in the Bachelor of Applied Hospitality and Tourism Management (Cunningham, 2011 pers comm).

1.5 Summary of chapter
As outlined in this chapter, the perceptions of tourism and hospitality students in New Zealand are the focus of this thesis. In providing context to the research it has been identified that the tourism and hospitality industries are major economic powerhouses in New Zealand and globally which are often plagued by a negative perception. However, the industries continue to grow and tourism and hospitality education has grown alongside this with New Zealand entering into tertiary tourism/hospitality education in the late 1970’s, over a decade after it began in Europe. This chapter then outlined the tertiary institutions that will be studied in this research.
This background to tourism and the research questions thus provides the basis of a platform on which the rest of the thesis will build. Chapter 2 will review the literature on education and employment in tourism and hospitality as well as studies previously undertaken on students' perceptions of a career in the tourism and hospitality industry. Chapter 3 addresses the methodology and method of data collection and analysis, and will focus on discussing the combination of qualitative and quantitative research methods used. Chapter 4 will present and analyse the findings of the quantitative research section, followed by Chapter 5 presenting the qualitative research findings. Chapter 6 will analyse and discuss the findings of the study as a whole and in relation to the existing literature. Chapter 7 will conclude the thesis by drawing conclusions on the research questions, making recommendations, discussing limitations of the research and identifying areas for future research.
Chapter 2: Literature Review

2.1 Introduction

The tourism and hospitality industry is growing rapidly with changes causing issues for educators to produce graduates that meet the needs of the industry. Not only does the industry believe that graduates are unable to meet their needs, the negative perceptions of the industry have resulted in employment problems. The long term prosperity of the industry is dependent on the workforce; ensuring they are well-educated/trained\(^\text{12}\) and willing to commit to the industry, as well as entering the industry with a positive attitude (Roney & Öztin, 2007). Yet the tourism industry does not appear to provide a career path for graduates (Lyons, 2010). Lyons (2010, p. 51) suggests that there is a disconnection “between these future tourism professionals and the realities of a career in tourism”. In understanding students’ perceptions of the New Zealand tourism and hospitality industry, information could be supplied to relevant stakeholders as a basis for making adjustments to ensure the long-term success of tourism and hospitality in New Zealand.

Chapter One introduced the aims of this thesis; to analyse and understand students’ perceptions of a career in tourism and hospitality as well as the choices for studying this field from an undergraduate student perspective. This chapter reviews the literature which informs and provides background to the results of this thesis.

The chapter begins by presenting information on tourism and hospitality employment in the world. This section will discuss the world wide skills shortage that is evident and tourism and hospitality graduates. Previous studies on the perceptions of students toward a career in the industry will show that perceptions, generally, are negative. Students are the focus of this thesis and therefore a short discussion is devoted to students’ perceptions and Generation Y. The chapter will follow on to look specifically at tourism and hospitality in New Zealand, reporting on the current employment status as well as the New Zealand Tourism and Workforce Strategy (2006) in relation to planning for the future of tourism. The debate between education and training will be outlined which concludes that there are issues in the education of

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\(^{12}\) The differences between education and training are discussed in section 2.4 of this chapter.
tourism and hospitality students. A section discussing the research on practicum/work based learning will follow which highlights the need to understand the necessities of the industry. This will also include a discussion on who (the industry or the educators) needs to change to overcome the issues faced.

Literature on the reasons why students are studying tourism will be presented. In a wider context the role of tertiary institutions will be offered. The negative characteristics of studying tourism and hospitality will be critiqued by discovering that there are positive perceptions of the industry contrary to other research. To conclude, this thesis will be justified by identifying where the knowledge gap exists.

2.2 Tourism in the world

2.21 The industry – employment perspective

The tourism and hospitality industry is rapidly growing and is highly labour intensive (Cronin, 1990; Hjalager, 2003; Kusluvan & Kusluvan, 2000; Lakin, 2005). Due to its service orientated nature some academics suggest that there is a need for educated, skilled, enthusiastic and committed staff to maintain high service standards (Cronin, 1990; Kusluvan & Kusluvan, 2000). However, the industry, both globally and in New Zealand, suffers from a shortage of skilled labour which could begin to be overcome by analysing training and education (Barron & Maxwell, 1993; Kusluvan & Kusluvan, 2000). In looking to understand the perceptions of students studying tourism and hospitality conclusions can begin to be drawn about what needs to occur to initiate the change to overcome the skills shortage.

As Chapter One identified, there are a vast range of negative characteristics that cause challenges for the industry in attracting graduates and/or a skilled workforce. Baum (2006) refers to this as an unbroken circle where those people that the industry would like to employ will not work in the industry but those not suitable for the industry are willing to work. However, image and reality are often not the same thing (Baum, 2006). This is highlighted by the suggestion that jobs in the tourism and hospitality industry can be “highly appealing, stable, career-orientated, people-
focused or allow part-time and shift work” (Collier & Harraway, 2003, p. 170)\textsuperscript{13}. Further to this point, Baum (2006) points out that the negative perception of the industry must be treated with caution as there are some professions in the industry that are considered glamorous and exciting. As an example, he uses airline attendants. Also, in interpreting these claims it is important to consider the way information was gathered as it may not be a fair representation of the whole industry, for example only the worst employers could have been researched (Baum, 2006).

While the industry is often attributed to being one needing only a low-skill base there is evidence which is beginning to suggest otherwise (Ruhanen, 2005). Characterising jobs as low-skilled is complicated because there is diversity in the types of jobs that are available in the industry, some of which require a high level of skill such as airline pilots and museum curators (Baum, 2006). The diversity of occupations available in the tourism and hospitality industry means that there is a wide range of skills that can be accommodated by the industry (Szivas & Riley, 2002). Combining this with low barriers to entry means that competition for employment is often high (Szivas & Riley, 2002). Despite this evidence there are still suggestions that there is a shortage of skilled labour and a poor image of employment in the industry.

2.22 Skills needed. Skills missing.

It is difficult for people to gain employment in the industry. Yet, tourism and hospitality is an industry that struggles to attain and retain a skilled workforce; it is said that there is a skilled labour shortage within this industry (Barron & Maxwell, 1993; Baum, 2006; Kusluvan & Kusluvan, 2000). The labour shortage has been evident since the 1980’s (Go, 1981; World Tourism Organization, 1983) and now, 30 years later the industry is still facing the same challenges (Goodchild, Nane, & Hamilton, 2004). It is here that questions begin to be raised about why nothing has been done to remedy this situation?

Evidence of the labour shortage can be found in various countries around the world. In Australia it is reported by The National Tourism Investment Strategy Group that in

\textsuperscript{13} There are many contradictions in the tourism industry with regard to human resources that make it difficult to manage (Baum, 2006). This is evident from the number of studies that will be discussed and the differing evidence presented.
2006 there was an estimated shortage of 7000 positions in the tourism industry (Richardson, 2008; Richardson, 2010b). It was estimated that there needs to be 130,000 new employees enter the industry over the next ten years to overcome the skilled labour shortage (Richardson, 2008; Richardson, 2010b). At the current rate it is predicted that there will be a large gap which will not be remedied in Australia (Richardson, 2008; Richardson, 2010b). In Scotland the labour shortage between 2007-2017 was projected to be 23,000 employees (Sutherland, Clelland, & McGregor, 2008) in Canada in 2007 the projected shortage was 24,000 (Canadian Tourism Human Resource Council, n.d.) which is predicted to grow to over 256,669 by 2025 (Canadian Tourism Human Resource Council, 2009).

This is not unique and New Zealand is subject to similar issues (Poulston, 2008; Tourism Industry Association NZ, 2006). In 2004 it was suggested that an extra 120,730 employees would be needed to ensure that the tourism industry maintained its growth until March 2010 (Goodchild, et al., 2004). While these figures are somewhat out-dated they are the most readily available figures published at the time of writing. As a worldwide challenge a solution is required from the industry and educators to ensure that these labour shortages are minimised.

When discussing what skills the industry is short of, the consensus is soft skills\(^{14}\) such as interpersonal and communication skills which are largely not being taught to students but are what the industry seeks in a graduate (Costley, 2011; Dale & Robinson, 2001; Dredge, 2011; Hopwood, 2011; Nair, 2011; Richards, 2011; Roberts, 2011). Instead tourism and hospitality education is suggested to provide specialised skills through training/education and therefore graduates are less sought after by many companies\(^ {15}\). As a customer service orientated industry soft skills are the most important attributes (Costley, 2011). Therefore, graduates in tourism and hospitality could be suggested to be unsuitable for employment in the industry despite having extensive specialised training. The industry needs to ensure they are employing the right people, which graduates might not be (Collier & Harraway, 2003) and therefore the skilled labour shortage is further exacerbated. By employing those

\(^{14}\) Also termed generic skills (Baum, 2006)

\(^{15}\) While tertiary providers teach course content often the soft skills are indirectly acquired but not actively taught.
without the right skills will minimise the labour shortage but not necessarily the skilled labour shortage as new employees could be lacking the necessary skills. To ensure that the tourism and hospitality industry continues to grow it is necessary for the right employees to be working in the industry. But at which point does the industry need to give the graduates an opportunity to showcase their skills in case the industry cannot grow due to a lack of labour?

Graduates are not the only group of people looking for work in the industry. Labour shortages in Australia have been minimised by employing immigrants (see section 2.32) and introducing work permits (Cronin, 1990). Similarly Queenstown are utilising immigrants too with a branch of Immigration New Zealand having been opened to increase the turn around on work permit applications (Immigration New Zealand, 2011). However, utilising graduates could also be a way that this gap could be minimised in the future. Labour shortages have been topical in the past ten years as it was suggested in 2001 that graduate numbers in the UK would increase and could potentially meet this shortage (Dale & Robinson, 2001). However, little change has occurred and the same conclusion could be made today. With many graduates who are willing to enter the industry more research needs to be done into the reasons why they are not getting employed and where they are going?

2.23 Tourism and Hospitality Students/ Graduates

Studying tourism is increasingly popular, in Australia and the UK student numbers are increasing because of a high participation rate of school leavers (Ayres, 2006; Purcell & Quinn, 1996). Graduates are coming from all types of education institutes including those that are vocational in nature (Busby, 2003; Lam & Xiao, 2000). Some suggestions say that there are too many graduates from tourism courses but because there is a wide variety of occupations within the industry, graduates should be able to apply their knowledge and skills to gain employment (Airey & Tribe, 2005). The question is then; if there are too many graduates why is there still a shortage of labour? Two reasons have been identified; one which has been briefly mentioned is that the industry does not value a degree and the second is that students have a negative perception of the industry and so choose to work elsewhere/outside of the industry.
The first reason is summed up by the suggestion that the industry would prefer, or does not need, employees with any formal qualifications which target a specific area, such as tourism, and prefer experience in the industry and soft skills (Costley, 2011; Harkison, et al., 2011). Industry members have expressed that experience and soft skills, such as communication skills are desirable employment attributes (Costley, 2011; Harkison, et al., 2011).

A study done on industry professionals and small businesses in Victoria, Australia showed that professionals had the perception that external training providers such as universities and polytechnics are of little importance (Becton & Graetz, 2001). As a quantitative study this study did not conclude how or why such external providers are of little importance. However, assumptions were made that because owners/managers, who were the research sample of this study, never undertook formal training to gain employment in the industry they perceived external training providers as obsolete (Becton & Graetz, 2001). This is echoed by Richardson (2011 pers comm.) who suggests that these managers had to work from the bottom up and therefore believe new employees should do the same.

These owners/managers are suggested to have come from an ‘old school’ background where formal training was not common (Becton & Graetz, 2001). However, as those managers leave the industry and new managers who have been formally educated take their place formal qualifications might begin to be valued more (Richardson, 2011 pers comm.). This could occur because managers that hold formal qualifications recognise there benefit and are more inclined to hire those graduates with formal qualifications. This change could also be a result of generational differences also. Although with the ‘old school’ managers in charge, people working in the industry are suggested to be unlikely to undertake study at tertiary institutions as they appear irrelevant to the industry professionals (Becton & Graetz, 2001). This claim is becoming less important as some businesses provide, encourage and support formal qualifications in conjunction with employment, e.g. the Hilton Worldwide.\(^{16}\)

\(^{16}\) Hilton Worldwide run their own university type education and sponsor their employees to undertake the training (Costley, 2011). There are also many hotel chains that run graduate programmes to train their staff to the necessary skill set, e.g. Accor and IHG.
Research into those employees holding a management position shows that not all hold a degree qualification. Only 27% of respondents who are managers in the industry in Harkison et al.’s, (2011) study of New Zealand graduates and managers held a degree or postgraduate qualification. In the UK hotel sector a study on hotel managers revealed that only 16% held a degree in hotel management, this was compared with two-thirds of the American hotel managers who held a similar qualification (Baum, 1990). This research is over 20 years old which could suggest that these figures have increased, however it is interesting to note that similar findings are being found in other parts of the world at the current time. Of the UK sample 10% of managers held no formal qualification at all (Baum, 1990). In China, hotels are struggling to attract and retain managers with qualifications because their education allows them to gain employment in other higher paying sectors (Zhang & Wu, 2004). These figures suggest two things. Either the industry faces problems in retaining highly educated managers as they seek employment in higher paying sectors which further exacerbates the negative perception students hold. Or, those employing/promoting the managers do not value their qualifications highly enough which can be seen as detrimental to the tourism and hospitality industry future growth.

The industry, however, is a collective term and is different in every country, hence these statements are generalisations and may not be true in all cases. Furthermore, the industry comprises of such diversity in occupations that these generalisations do not apply in every occupation that make up the industry (Petrova & Mason, 2004). Other literature suggests that the industry recognises the need for skilled labour and they are seeking employees with at least an undergraduate degree (Mariger & Miller 1999 as cited in Karageorgou & Lazari, n.d.). Suggestions also mention an undergraduate degree is not suitable for high level positions in the industry and postgraduate qualifications are required (Roberts, 2011). In the UK it was found that employers viewed a degree as showing commitment to the industry but not as criteria for employing people (Petrova & Mason, 2004). Therefore, a degree might not be an entry requirement but instead an indication of commitment which could lead to successful employment upon graduation. However, as commitment is not the focus of this thesis the focus will turn to discussing the second reason graduates are not
filling the skills shortage; they do not hold positive perceptions of employment in the industry.

2.24 Perceptions of working in the tourism and hospitality industry
Studies completed on perceptions and attitudes of tourism as a career have widely reported that students perceive the industry as having poor wages, low stability, poor working hours and working conditions (Aksu & Köksal, 2005; Barron & Maxwell, 1993; Barron, et al., 2007; Chellen & Nunkoo, 2010; Kim, McCleary, & Kaufman, 2010; Kusluvan & Kusluvan, 2000; Richardson, 2008, 2009a; Richardson, 2010a, 2010b; Roney & Öztin, 2007). This also reflects the characteristics of the industry that were discussed previously (see Chapter One, Section 1.0). Students can be seen as the future face of the tourism and hospitality industry and therefore it is imperative to understand their employment intentions.

Some evidence shows that students and graduates of tourism and hospitality programs have little or no intention of entering the industry upon graduation (King, McKercher, & Waryszak, 2003). King et al. (2003) found that approximately half of their Melbourne and Hong Kong tourism and hospitality graduate respondents never entered the industry or if they did, they left within a few years. This is an alarming statistic for the tourism and hospitality industry. Another study completed in the Netherlands and the UK found that a high percentage, over 70%, of students in their first year of studying hospitality at a degree level would look for work in the industry but as students progressed into their degree this decreased to as low as 13% (Jenkins, 2001).

Richardson (2010a) studied the perceptions of the tourism industry and compared the results of domestic versus international students in Australia. It was found that domestic students were decidedly more negative towards a career in the industry compared to international students (Richardson, 2010a). Domestic students’ qualms about a career in the industry were that factors they deemed important in a career were missing from the tourism industry (Richardson, 2010a). Students wanted job security, promotional prospects, increased earnings over their career, appropriate
starting salary and a reasonable workload all of which domestic students did not believe the tourism industry could provide them (Richardson, 2010a).

A New Zealand study looked at the attitudes and expectations of tourism graduates from both a pre and post entry point of view in the period of 1997-1999 (Dewar, et al., 2002). This study noted that an element of glamour the industry initially portrayed to potential students later turns to a negative perception of the industry due to its seasonality and high turnover characteristics (Dewar, et al., 2002). This highlights the disconnect between graduate expectations and the reality of the industry (Dewar, et al., 2002). Whilst this study has been useful for this thesis it focuses on expectations of graduates entering the industry which is not the attention of this thesis.

Some research completed on students’ perceptions of the tourism and hospitality industry reveals that some perceptions are not as bad as first assumed and that in some countries (Mauritius, Australia and Turkey) students are interested in entering the industry (Petrova & Mason, 2004). In Mauritius, Chellen and Nunkoo (2010) found that over 80% of respondents were pleased to have chosen to study tourism and that they would like to work in the industry, with 61% of respondents not planning on working in any other industry. Also a study on tourism undergraduate perceptions in Turkey found that approximately 65% of respondents wanted to work in the industry once they had graduated and surprisingly a higher percentage (76%) of respondents had work experience in the industry (Roney & Öztin, 2007). Australian school-leavers were also interested in entering the management aspect of the industry (58%), in particular those who had family or friends already employed in the industry17 (Ross, 1992b).

In briefly analysing students’ commitment to the industry it was revealed in the Mauritius study that student’s commitment to the tourism and hospitality industry was positive overall (Chellen & Nunkoo, 2010). Students perceived the industry as respected, with an opportunity to learn new things, a good investment in their career development, having promotion opportunities and that the positives of employment in the industry outweigh the negatives (Chellen & Nunkoo, 2010). However, not

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17 Whilst, a majority of these case studies are not developed countries they are interesting to provide context to the wider thesis which is developed country based.
surprisingly, the negative perceptions included low pay, unsociable working hours, effects on family life, employees in the industry not being valued, unclean working environments, qualifications not necessary and insufficient fringe benefits (Chellen & Nunkoo, 2010). While these findings were found in Mauritius they could be generalised to a wider context as other studies conclude with similar findings about both the negatives and the positives (Aksu & Köksal, 2005; Barron & Maxwell, 1993; Barron, et al., 2007; Kim, et al., 2010; Kusluvan & Kusluvan, 2000; Richardson, 2008, 2009a).

In many of the studies on students’ perceptions, students were asked whether a degree was a requirement to work in the industry. Results showed that the majority\(^\text{18}\), 40% of respondents in Turkey thought that a university degree is required (Roney & Öztin, 2007). However, this statement could be bias depending on the education of school leavers in Turkey. The Mauritius research found the opposite, where the majority, 44%, of respondents believed a vocational qualification was not necessary to gain employment in the industry (Chellen & Nunkoo, 2010). This was also found in Australia where school leavers did not perceive a qualification as job attainment criteria into the industry (Ross, 1992a).

Finally, questions have also been asked about whether the overall advantages of the industry outweigh the disadvantages. Interestingly, Roney & Öztin (2007, p. 9) found exactly this, with almost half of their respondents believing that overall, the “advantages of working in the industry outweigh the disadvantages”. The image of the tourism and hospitality industry being of low pay was not supported but like other literature as students progress into their study or undertake work experience their perception became more negative (Roney & Öztin, 2007). However, Richardson’s (2009b) results are in contrast to this as 44% of his respondents thought that the disadvantages outweighed the advantages.

There is evidence that not all students are aware of the low pay and unsociable working hours (Petrova & Mason, 2004). This may be a positive for attracting

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\(^{18}\) While this percentage does not show a 50% or above majority it was the highest percentage indicated as the remaining percent were split between being unsure as well as a degree not being a requirement.
employees into the industry however, once working in the industry these people will be exposed to these characteristics which potentially can lead to them exiting the industry. In essence however, it should be expected that the negative aspects of anything tend to be balanced by the positive (Szivas & Riley, 2002). This suggests that it should be expected that the perception of the industry is likely to have some negativity attached to it, but at the same time there are positive attributes that exist. The negative and positive perceptions should balance each other out so that the industry is not known in a negative way.

As evident this thesis is concerned with perception. The need for positive perceptions of the tourism and hospitality industry will drive its success through competitive advantage (Kusluvan & Kusluvan, 2000). Perception is where people are able to experience what is around them using their five senses; sight, sound, smell, taste and touch (Cherry, 2012). It is where experience can be both created and interacted with (Cherry, 2012). Attitudes are closely related to perception which help behaviours to be predicted and understood (Kusluvan & Kusluvan, 2000). If behaviour can be understood, such as why people choose to study tourism and/or hospitality (see section 2.6) then combining this with the perceptions of these students can provide better understanding of the industry and its future success.

The conclusions that can be drawn from research worldwide regarding the perceptions of tertiary students can be summed up by Roney and Öztin (2007, p. 9) who suggests that “the general notion of tourism employment appears to be neither positive nor negative”. Likewise, Baum (2006) draws a similar conclusion stating that the case cannot be proven either way. Despite their being a mix of positive and negative perceptions, what can also be argued is that perceptions are representative of the context from which they are researched further stressing the importance of studying perceptions from a variety of contexts’. The image of the industry is critical to its success and competitiveness in the future, especially while competing with other industries for human resources (Baum, 2006). It is necessary to distinguish

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19 Graduates are said to only work in the industry for a maximum of 5 years before exiting the industry (King, 2011).
20 Literature on perception has been consulted and it is noted that there is a considerable number of publications that exist in this area (see Hatfield, 2009; Robinson, 1994; Schwartz, 2004; VanRullen & Koch, 2003). This work is grounded in philosophy and will not be discussed any further in this thesis.
where these perceptions are formed to develop ways to overcome the negative perception that exists.

2.25 Forming perceptions of the tourism and hospitality industry

The perceptions that students form have been reported to stem from various places. Primary and secondary\textsuperscript{21} level schools have been suggested to impact students’ perceptions as students are in one of the most influential periods of their life. A Caribbean based article looked at the importance of tourism education in primary and secondary schools (Charles, 1997). Charles (1997) reported that children leaving public school do not see tourism as a viable career option. This is partly explained by the recognition of low end jobs in the tourism industry in the Caribbean (Charles, 1997). However, this might not be any different to those in New Zealand and around the world where, as discussed previously (see section 1.0), tourism and hospitality jobs are often characterised as low wage, low status and as having unsociable working hours (Barron, et al., 2007; Becton & Graetz, 2001; Kusluvan & Kusluvan, 2000; Lyons, 2010).

Results from research in Turkey on the perceptions and attitudes of students have suggested, contrary to Charles (1997) research, that good career guidance at school successfully led to students studying tourism (Aksu & Köksal, 2005). For this reason it is important that secondary schools teach tourism to be respected and appreciated (Pownall, et al., 2007). In addition to secondary school, work experience/internships have been found to define/alter students’ perceptions more significantly.

Placements are influencing the career decisions of tourism and hospitality graduates (Busby, 2005). Busby (2005) does not go into specifics as to whether these experiences have a positive or negative influence on graduates. Almost three quarters of the respondents in Richardson’s (2008) study on student perceptions had work experience in the industry. Of those students 43.6% said they would not or were unlikely to work in the industry when they graduated with almost all identifying the

\textsuperscript{21} In New Zealand secondary school education a National Certificate in Tourism is offered as an elective course for students who are Year 12 and 13, aged between 16 and 18. This is only available in some schools around the country, specifically schools with a large school roll and those in tourist areas.
reason for this as the previous work experience they had in the industry (Richardson, 2008).

Further research on students who have undertaken a work based placement has seen Barron and Maxwell (1993) study the perceptions of undergraduates from two points of view, the first being students who have just started their programme and the second is those who have been in the programme long enough to complete an industry placement. Students who are beginning their programme have far greater positive views about the industry than those who have completed an industry placement (Barron & Maxwell, 1993). However, those that have been on placement did recognise the growth opportunities that were available for a career in tourism (Barron & Maxwell, 1993).

More negative evidence has been found in a UK study where over a third of the students completing a degree were not interested in entering the industry when they graduate after having at least 46 weeks on placement (Purcell & Quinn, 1996). Likewise, in China where the demand for graduates exists, graduates are hesitant to enter or remain in the industry because they can access better salary packages in other industries and have not been given accurate information on employment by the tertiary providers (Lam & Xiao, 2000). Students in China enter the industry and experience stress, poor working conditions and a different experience of the work than what the institution has given them and subsequently exit the industry (Lam & Xiao, 2000). Furthermore, in Australia Richardson’s (2010b) research on career attitudes of Generation Y found that one-third of respondents would not enter the industry partly as a result of the work experience they have undertaken. Results showed that 42.4% of those with work experience would not enter the industry, with almost all identifying that work experience was the reason for this (Richardson, 2010b).

Perceptions are influenced by both work experience and secondary schooling which has been shown throughout this section. To further set the scene of this thesis it is necessary to look at the generational characteristics of students who are in the tertiary education scheme. For the majority, students in tertiary education tend to be of Generation Y which will be outlined in the next section.
2.26 Generation Y

This section will briefly describe Generation Y (Gen Y) as it is generally this group that is the target population for this thesis. The target population is undergraduate students studying towards a degree in tourism and/or hospitality. Most students currently in these courses are school leavers and hence they would have been born in the time frame of Gen Y. However, there is debate surrounding which time frame Gen Y falls into. Suggestions include between 1978 and 1994 (Sheahan, 2005) and between 1977 and 2003 (Goodenough & Page, 1993). A review of papers by Moscardo and Benckendorff (2010) suggest that dates fall anywhere between 1977 and 1983 as a beginning and 1983 and 2009 as an end date. For the purpose of this thesis, Goodenough and Page’s (1993) parameter will be used to ensure that the greatest number of current students in tertiary institutions fall into this category.

Gen Y make up a considerable number of the workforce (Eisner, 2005). In the year ending June 2011 there were 319, 200 people working in New Zealand between the ages of 15 and 24 (Statistics New Zealand, 2011). This equates to around 8% of the population. They also make up a large percentage of the workforce in tourism and hospitality (Cairncross & Buultjens, 2010; Cooper, 2002). The characteristics (see appendix 1) that are said to define this group are vast but those characteristics that have an influence on this thesis are; Gen Y are technologically savvy, undertake higher levels of education, work harder and stay at school longer (Eisner, 2005; Moscardo & Benckendorff, 2010).

Being technologically savvy is important because the research mechanism is an online questionnaire. Also, they are characterised as undertaking higher levels of education which is necessary for this thesis to have participants to study. Identifying the characteristics is important because they define this individual group in direct contrast to other generational groups. Gen Y’s characteristics are said to pose challenges for educators and employers i.e. negotiators and questioners (Cairncross & Buultjens, 2010; Eisner, 2005). This means that despite their skills, qualifications and experience they could pose too much of a challenge for employers for them to want to employ Gen Y.
Specifically in tourism/hospitality it could be argued that employers are both directly and indirectly challenged by tertiary educated Gen Y. Working Gen Y are described as “mature, resilient, fast learners, techno-savvy, practical, enterprising and manipulative” (Sheahan, 2005, p. 17). While this presents some positive attributes, being manipulative could be Gen Y’s downfall. As students, Gen Y work part-time (Eisner, 2005) and therefore the impact of work experience is more likely to affect their perceptions as identified in section 2.25.

2.3 Tourism and Hospitality Employment in New Zealand
This section addresses the situation of tourism and hospitality employment in New Zealand by beginning with employment statistics and issues surrounding working in the industry. This discussion follows on from section 2.2 where tourism and hospitality has been critiqued from a global perspective. Following the employment statistics and issues a discussion on the Tourism and Hospitality Workforce Strategy 2006 and how it impacts upon this thesis will be undertaken.

2.31 Employment
There are numerous opportunities for employment in the tourism/hospitality industry in New Zealand with 150 businesses of significant size and 15 000 small to medium enterprises (SMEs) existing between 1997 and 2002 (Collier & Harraway, 2003). As a rapidly growing industry, employment numbers need to grow also to support the industry. Employment in the tourism and hospitality industry grew at an above average rate in the 1990’s (Cooper, 2002). In New Zealand the industry employs approximately 9.6% of the countries workforce to the year ending March 2010 (Ministry of Economic Development, 2011). There are 92,900 direct and 89,500 indirect full-time equivalent jobs in New Zealand in the tourism and hospitality industry (Ministry of Economic Development, 2011). Having almost the same number of full-time jobs as part-time highlights one characteristic that is problematic for the industry which is employment being unstable and often seasonal.

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22 Other generations have done the same but for the purpose of this thesis part time work is an important feature. The importance of part-time work links to the upcoming results and discussion where students have indicated they have undertaken work experience much of which is part-time.

23 It must also be noted that these figures are representative of a time when the world was experiencing a global recession however, it has been suggested that New Zealand did not fully
There are many part time jobs which is not always ideal for people looking to enter the workforce. Stable employment is what is sought but it can be challenging to get accurate information on employment in the tourism and hospitality industry (Shaw & Williams, 2002). Much like the global supply of the tourism and hospitality workforce, those working in the industry tend to be school leavers, graduates from vocational or other education institutions or from overseas (Cooper, 2002). In New Zealand, and Australia, hospitality occupations tend to not require any formal qualifications or those qualifications that are needed can be sought through short term training (Cooper, 2002). However, the tourism and hospitality workforce in New Zealand is “more educated and better trained than the tourism workforce of the past” (Cooper, 2002, p. 76). The state of employment in the tourism and hospitality industry in New Zealand is important to consider, without future demand students will be given less opportunity to enter the industry.

Employment is susceptible to many seasonal changes but is also affected by events and festivals which puts pressure on the industry. There was an expectation that jobs in tourism and hospitality would grow in 2011 due to New Zealand hosting the Rugby World Cup 2011 as well as the predicted successful ski season24 (Career Services, n.d.). But with a suggested skills shortage within the tourism and hospitality industry in New Zealand (Poulston, 2008; Tourism Industry Association NZ, 2006) the Rugby World Cup could have made this worse. Reports suggested that in June 2011 there was already a labour shortage across all sectors which was not expected to be met by September when the Cup began (Francis, 2011). The hospitality industry had been pin pointed as an industry seeking more employees as demand in this sector was high with hotels fully booked and restaurants expecting to be busy (Francis, 2011). In needing more employees for this event more pressure was placed on an industry that already has considerable labour shortage problems.

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24 The ski season started badly due to no snow which led to NZSki, which operates the ski fields in Wanaka and Queenstown, feeding their employees every day because seasonal employees were struggling without an income (Roxburgh, 2011). The company also put a lunch for anyone looking for work in the resort town of Queenstown (Roxburgh, 2011). Yet despite the snow arriving in the form of a storm it was not as successful as first predicted.
To overcome the shortage of labour for the event, immigrants\textsuperscript{25} were targeted as potential employees (Silver Fern Immigration, 2011). Immigrants were given extended work visas and often no market check\textsuperscript{26} was carried out to find out if there were New Zealanders suitable for the job (Silver Fern Immigration, 2011). This was a negative consequence for New Zealand employees and also those unemployed with the March 2011 quarter statistics showing the unemployment rate as 6.6% (Department of Labour, 2011). As well as this, youth in New Zealand who fall into the Gen Y category have had an increase in unemployment to 18.8% (Department of Labour, 2011). These statistics show that there is unemployment in New Zealand and in particular amongst those falling into the Gen Y category. With unemployment in the country and a shortage of labour questions are raised about why New Zealanders are not gaining employment in the tourism/hospitality industry which is short of labour? This points out that the negative perception of the industry deters people from wanting to work in it. In addressing the skills shortage and other employment issues in the tourism/hospitality industry the Tourism and Hospitality Workforce Strategy was developed in 2006. The aims and goals for the future of employment in tourism and hospitality in New Zealand are outlined in this strategy and will be identified in the following section.

2.3.2 Tourism and Hospitality Workforce Strategy 2006
The Tourism and Hospitality Workforce Strategy (2006) (THWS) aimed to identify and suggest solutions to some of the issues that the workforce of the tourism and hospitality industry in New Zealand faces (Tourism Industry Association NZ, 2006). The strategy was developed in 2006 by the Leadership Group which consisted of industry players wanting to achieve long term sustainability in the industry (Tourism Industry Association NZ, 2006). The vision of the strategy was

people working across tourism and hospitality are appropriately skilled and able, through the application of their expertise, to contribute to the growth and development of a sustainable,

\textsuperscript{25} The focus of this thesis is students attending tertiary institutions and whilst it is recognised that there are discussions and tensions about employing immigrants in tourism and hospitality it will not be discussed any further.

\textsuperscript{26} A market check occurs to ensure that there is no suitable citizen that could be employed for the specific job prior to employing a non-citizen.
productive and profitable tourism and hospitality industry (Tourism Industry Association NZ, 2006, p. 10).

Before outlining the THWS, the New Zealand Tourism Strategy 2015 (NZTS2015) must be considered. This strategy was launched in 2007, one year after the THWS2006 was. There are four outcomes the NZTS2015 sought by 2015 one of which encompasses the vision of the THWS. That outcome is “New Zealand’s tourism sector is prosperous and attracts on going investment” (Ministry of Tourism, Tourism Industry Association NZ, & Tourism New Zealand, 2007, p. 6). This outcome encompasses minimising seasonality, increasing business investment, meeting high value visitor expectations and mostly importantly, attracting and retaining a workforce suitable for the industry (Ministry of Tourism, et al., 2007). Despite the more recent strategy (NZTS2015) which in many ways has overshadowed the THWS, it is still vital to consider the THWS as its aim was about overcoming many of the negative characteristics of the industry. It specifically addresses the workforce component of the industry as opposed to the industry as a whole and therefore will be outlined in further detail below.

The strategy outlined six goals in regard to the workforce and some of these are relevant to this thesis regarding perceptions and careers in the industry. The first goal was “labour supply is not a constraint to growth in the tourism sector. There are enough people to do the work required, to the standard required, to consistently deliver a world-class visitor experience” (Tourism Industry Association NZ, 2006, p. 12). This goal highlighted some of the barriers that are faced by the industry in attracting workers of suitable “quality” (Tourism Industry Association NZ, 2006). It aimed to access sources of labour supply, such as schools and also promote the industry to employees to show it is a worthwhile career (Tourism Industry Association NZ, 2006). By achieving this goal the shortage of skilled labour that exists can be minimised by using people from all sources, including migrants.

The second goal was regarding those that work in the industry and how they need to have the “appropriate skills and the personal attributes to deliver a quality experience” (Tourism Industry Association NZ, 2006). This goal went on to state that “there are education and training systems in place to recognise and deliver the skills
and knowledge required to resource the tourism and hospitality industry” (Tourism Industry Association NZ, 2006, p. 15). This goal however, is plagued with a tension between reality and the idea behind the goal which suggests those who are educated/trained are appropriately skilled for work in the industry. The tension lies between where the industry, who contributed to writing this strategy, do not recognise knowledge as being employment criteria where instead experience is recognised as a necessity for gaining employment (Ayres, 2006; Harkison, et al., 2011; Liburd & Hjalager, 2010) yet the goal suggests training and education is in place to deliver the appropriate labour force.

Goal number three was about retaining employees that have relevant experience through career development opportunities (Tourism Industry Association NZ, 2006). As previously mentioned, many graduates leave the industry after no more than five years for better career opportunities (King, 2011). This goal included needing to increase wages, understand why turnover is high, map out career paths and get industry agreement on how to retain employees (Tourism Industry Association NZ, 2006). The industry needs to employ strategies that promote staff retention which could be through career development.27

The fourth and fifth goals are not specifically related to this thesis. The fourth ensured that businesses have systems that can help maximise the contribution of employees and the fifth was to ensure that there is legislation that supports growth within the industry (Tourism Industry Association NZ, 2006). The sixth goal of the strategy was about ensuring there is a structure in place that addresses the future workforce and skills needed (Tourism Industry Association NZ, 2006). This goal aimed to track what happens with these employees, where the industry ‘falls down’ in offering them ongoing support and career opportunities and aims to understand why they leave the industry and what the industry needs to do to stop this situation from occurring (so frequently).

The THWS highlighted a number of challenges that the industry faces which need remedied to ensure long term prosperity of employment in the tourism and hospitality

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27The Accor mobility programme is an example of how companies use strategies to encourage retention see http://www.accor.com/en/recruitment-and-careers/why-choose-accor/mobility.html
industry. As this strategy was compiled by industry players it could be suggested that these goals are more adventurous than realistic for the New Zealand tourism and hospitality industry made up of mainly small-medium sized enterprises. Many questions can be raised about who ensures that these goals are met, how the goals are meant to be achieved and how to judge if the strategy has been useful. Also, in meeting the goals there is also a need to ensure that employees/students/graduates have the appropriate education/training. For this reason there is a debate amongst stakeholders what constitutes a well-rounded tourism/hospitality graduate and how a well-rounded graduate is formed?

2.4 Tourism Education versus Tourism Training

This debate begins by considering whether tourism/hospitality students should be educated or trained. Education and training definitions have been challenged for a long time (Baum, 2006). While it is often said that training is for skills and education is for life, Baum (2006) argues that this is a misrepresentation and simplification in the modern society. Education is “the act or process of imparting knowledge” (Go, 2005, p. 482). Like any qualification, education aims to ensure that students gain a qualification that will allow them to enter the industry upon graduation as a result of a high-standard of professional education (Karageorgou & Lazari, n.d.). On the other hand training is often see as the “the acquisition of and/or change in knowledge, skills and attitude” (Go, 1981, p. 139). Training is “the process of bringing a person to an agreed standard of proficiency for responsibilities through practice or instruction” (Go, 2005, p. 482). Through these definitions is can be seen that education and training both involve knowledge attainment. Whilst the difference between the two can be said to be about skill levels and proficiency in tasks, both are also about knowledge and therefore, as Baum (2006) suggests, the idea that training is specifically about skills and education is about knowledge is a misnomer. This is perhaps an unnecessary debate when considering tourism and hospitality, which, as has already been suggested involves both specific skills and knowledge.

Training and education are communicative, interactive and involve methods, concepts and models that students can then apply in their working career (Go, 2005). Training and education are important components in ensuring that the tourism and
hospitality industry continues to grow (Baum, 2006). For the purpose of this thesis education and training are merely different terms for the same thing. The focus of this thesis is on tertiary education and in New Zealand and all undergraduate degrees are regulated through Committee on University Academic Programmes (CUAP) (New Zealand Qualifications Authority, n.d.). Therefore, whether a student is educated at a university or trained at a polytechnic, all graduates should come out with a set of attributes that makes them desirable to the industry.

In tourism and/or hospitality education/training there are questions raised about what graduate outcomes should be maintained. It is argued that there is a need for tourism education to ensure that the workforce is gaining appropriately trained and qualified personnel (Karageorgou & Lazari, n.d.). This is where the argument for education to meet the requirements of the industry stems from (Karageorgou & Lazari, n.d.). In 2011 the 5th The-ICE conference highlighted the need for well-rounded graduates, where they need to have knowledge, hard skills and soft skills (Dredge, 2011).

Tourism education must include a skills component as well as incorporating theory or concepts to ensure the graduate is industry ready (Karageorgou & Lazari, n.d.). Yet, tourism education has moved from a training focus to an academic focus because the industry and students expressed their desire for this to happen (Baum, 2006). But how do we ensure that students are receiving the education required for an industry that changes rapidly (Karageorgou & Lazari, n.d.)? It will be argued (in section 2.5) that students are not being educated in a way that allows them easy entry to the industry, adding further challenges to the shortage of skilled labour that the industry is already characterised by.

Universities offer courses which endeavour to educate students to think critically (Harkison, et al., 2011) and tourism courses that are considered to be the most useful are those that are not specifically focussed but are much broader (Airey & Nightingale, 1981). There is debate about what is being taught at universities and whether it should be vocational or academic based (Inui, Wheeler, & Lankford, 2006). Vocational courses would allow students to develop skills so that they are work ready for the industry (Harkison, et al., 2011). Often these types of courses are offered at
polytechnics and private institutions where practical work experience is a core requirement for completion of the course.

Internships allow a balance between an educational and vocational teaching style (Busby, 2003). This does not always happen with vocational training substituted for knowledge and vice versa. Polytechnics are working to overcome their shortfall in theoretical education while universities are still underestimating the value of practical work and compensating with extensive theoretical educations (Dewar, et al., 2002). There is a debate that divides researchers on the balance between theory and practice that needs to be taught as part of gaining an education in tourism and hospitality (King, et al., 2003). Yet the 5th The-ICE conference reports students need both knowledge and skills gained through both education and training^28.

The literature reviewed thus far illustrates that there is a “divide between academic knowledge and practical skills” (Ruhanen, 2005, p. 33) with Go (2005) suggesting that there needs to be an improvement in global (tourism and hospitality) education to overcome competitiveness in the employment market. The next section continues this discussion through considering the practical aspect of a tourism and hospitality education.

2.5 Practicum and work based learning

George Santayana^29 was quoted as saying “the great difficulty in education is to get experience out of ideas” (Quote Garden, 2011). While experience is seen as the key to gaining employment in the tourism and hospitality industry, the experience students’ gain is having a negative effect on their desire to make a career in the industry. This section discusses the importance of work based placements, defines what a placement consists of and critiques some of the literature that exists on the impact of work based placements.

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28 This was an on-going discussion point throughout the conference.
29 George Santayana was a philosopher, poet, critic and best-selling novelist (Society for the Advancement of American Philosophy, n.d.). He was born in Spain in 1863 but lived and worked in America until his travel to France, Italy and Spain during World War 2 saw him trapped in Rome where he lived until his death in 1952 (Society for the Advancement of American Philosophy, n.d.).
There is significant literature that expresses the importance of a work placement or practicum during a student’s undergraduate degree (Baum, 2006; Busby, 2005; Kearsley, 1990; Richardson, 2008). Busby (2001) argues that a discussion on tourism degrees must include issues of work based components. This discussion relates back to the previous section which highlights tourism/hospitality graduates need for practical work experience. Placements sometimes referred to as internships, sandwich placements or cooperative education, aid in building relationships between industry and educators (Busby, 2005; Delaeter, 1988; Go, 1981; Harkison, et al., 2011; Inui, et al., 2006). Cooperative education is the “process of instruction which formally integrates the student’s academic study with work experience in cooperating employer organisations” (Go, 1981, p. 139).

These placements involve undertaking a short period of practical work in conjunction with training (Harkison, et al., 2011). In the UK placements can last from twelve weeks to twelve months and are often optional (Busby, 2003). Caribbean tourism programs all have a work based practical component to them which equates to at least eight weeks of practical work experience in the industry (Charles, 1997). Likewise, in Turkey at the Akdeniz University School of Tourism and Hotel Management there is a minimum amount of work experience that students must undertake (Aksu & Köksal, 2005). While it appears popular in tertiary education institutions around the world to have a component of practicum in tourism education there is little evidence of universities with such components in New Zealand or Australia.

Charles Sturt University in Australia had a practical component to their Tourism Management program up until 1992-93 (McKercher, Williams, & Coghlan, 1995). The University of Otago in New Zealand had an elective practicum paper that they offered as a part of the Bachelor of Commerce degree in Tourism that has recently has been removed from the curriculum (Duncan, 2011 pers comm). This has been replaced with an optional six to fifteen month internship programme30 that is not limited to the Tourism Department but is available to all undergraduates in the School of Business (School of Business, n.d.). The internship counts towards a student’s degree, where

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30 This programme is the first of its kind in New Zealand (Duncan, 2011 pers comm).
instead of undertaking lectures they work for a period of time in paid employment in a field relevant to their degree (School of Business, n.d.). Although universities are lacking a practicum component to their degree programs polytechnics and private institutions are not (Dewar, et al., 2002).

At PIHMS in New Zealand students must undertake two semesters of work placement which are 800 hours each (PIHMS, 2010b). Students at Otago Polytechnic are required to undertake a work placement (Otago Polytechnic, 2011) and those at the Southern Institute of Technology must undertake a one semester internship (Southern Institute of Technology, 2010a). Are universities, in New Zealand, lacking in providing well-rounded practical education for students? Before looking at the impact of work based placements it is important to understand the purpose of the placement.

The purpose of the work placement is to ensure that graduates are ready to be productive members of the industry and create a career (Breakey, Robinson, & Beesley, 2008; Lam & Xiao, 2000; Tribe, 2002) by undertaking skill development and increasing self-confidence and maturity (Busby, 2005). Other reasons include to gain experience, develop attributes that are considered required of graduates, acquire further practice (Busby, 2003), decrease learning time when entering the industry (Lam & Xiao, 2000) and increase the employee retention rate (Waryszak, 1997). Such practical experiences are aimed at building knowledge and bridging the gap between transferring knowledge into practice (Breakey, et al., 2008; Inui, et al., 2006; Lyons, 2010). But practical training and theoretical knowledge must be balanced to ensure that the standards of the degree is met (Ruhanen, 2005).

Ensuring students are exposed to the industry makes them more employable as they gain management qualities and experience (Busby, 2005; Inui, et al., 2006). Trainee doctors do not exit their qualification without having undertaken practical training so why would tourism educators allow tourism graduates to enter the industry without basic practical skills (Ward, 1990)? Many tourism and hospitality courses require students to undertake some work based placement within the course (Busby, 2005; Harkison, et al., 2011; King, et al., 2003; Richardson, 2008; Solnet, Robinson, & Cooper, 2007). Experience is seen to be a key in gaining employment, particularly to
getting more than an entry level job (Van der Wagen, 1995). However, depending on the scheme, one criticism is that making work based placements compulsory can provide the industry with cheap labour while students gain little benefit (Roney & Öztin, 2007).

Because of their work placement, some students believe they are cheap labour and so the negative perception of the industry is further exacerbated (Barron, et al., 2007; Baum, 2006; Getz, 1994). Exposing students to the industry through practical experience does not necessarily work in favour of the industry attracting skilled labour. However, it is also argued that exposing people to the industry will help to overcome the negative image that is portrayed (Baum, 2006). Those students that partake in a work based placement as part of their degree are considered to have a competitive advantage over others looking to enter the workforce because they already have the practical skills needed to work in the industry (Busby, 2005).

More recently in the UK a study on students showed that their work placements were positive including relating practical components to theory (Busby, 2005). In a follow up study at Charles Sturt University in Australia on the progress of tourism graduates it was found that those that had studied during the time that the practical component was included felt that it was the most beneficial module of their study (McKercher, et al., 1995). A similar study also found that graduates rated the practical experience component of their education highly (King, et al., 2003). Working in the industry has been shown to motivate people, in this case secondary school students, to enter the industry (as management) (Ross, 1992b).

Internships, although often optional, have been known to be attributed to rapid employment upon graduation (Busby, 2003). Often students are unsure what career path they want to follow and the longitudinal study done by Busby (2003) found that internships helped give students a sense of direction (see also Kim, et al., 2010). This work experience needs to be positive to ensure positive perceptions of the industry are held by students (Kim, et al., 2010). Yet, research has tended to show that students desire to enter the industry lessens the more they are exposed to the industry (Barron & Maxwell, 1993; Barron, et al., 2007; Jenkins, 2001; Kusluvan & Kusluvan, 2000; Purcell & Quinn, 1996).
Undertaking placements may result in students not wanting to enter the industry which is a problem being faced by educators and the industry. In Turkey, Kusluvan and Kusluvan (2000) suggest that the negative perceptions of the industry from students’ point of view stem from their practical experiences. The characteristics of long working hours, low social status, low pay, seasonal and stressful jobs have influenced these students’ perceptions, which they would not have experienced if they had not entered the industry until graduation (Kusluvan & Kusluvan, 2000). Therefore, by not undertaking a placement, experiencing the characteristics of the industry are only delayed not eradicated.

2.51 Educators or Industry?

Research completed on the gap between what is being taught to students and what the industry expects of graduates reveals that there is a significant difference between the views of the industry and the educators as to the value of degrees in tourism and hospitality (Wang, Ayres, & Huyton, 2010). Yet there is the suggestion that industry professionals and educators do understand the links between education and the industry (Inui, et al., 2006). It could be suggested that there is an understanding but the education providers are not keeping up with the rapid changes. So the question can be raised who needs to change to overcome this problem?

There is a call for increased communication between educators and industry to ensure that graduates both enter the industry and are employable (Richardson, 2010b; Ross, 1992b; Wang, et al., 2010). Industry Advisory Boards were developed to increase the communication where they advise tertiary providers on current training and curriculum suggestions. But are they a case of a resource that is underutilised and exists only to portray an image of industry input or are they a valuable well utilised resource that are providing input for the benefit of students’ qualifications? It is claimed that industry and educators disagree on what needs to be taught (Harkison, et al., 2011). Educators have been given the blame that they have failed to meet the industry needs (Cronin, 1990). The industry is said to be driving the educators but educators need to get ahead and drive the industry, up to a point (Dredge, 2011). The 2011 5th The-ICE conference is an example of how educators
and industry can work together. Information sharing on how to be innovative in providing education as well as hearing from the industry about their thoughts on education allowed delegates to learn from and take away new knowledge about some of these issues.

Solutions have been offered as to what the educators need to do to remedy the gap between what is taught by educators and what is sought by industry. Initially, it has been suggested that educators need to be recruiting suitable people into such tertiary education programmes who are likely to enter the industry and provide the labour skills that are lacking (Barron & Maxwell, 1993). To ensure that expectations are met and graduates are retained in the industry there also needs to be clearer information on the career paths in tourism and hospitality (Chellen & Nunkoo, 2010; Dale & Robinson, 2001; Dewar, et al., 2002; Ward, 1990). Educators need to ensure that course content reflects the needs of the fast-paced industry (Breakey, et al., 2008; Chellen & Nunkoo, 2010; Inui, et al., 2006; Kim, et al., 2010; Liburd & Hjalager, 2010). This could be achieved by re-structuring the approaches and methods of teaching to where there is integration between practical and theoretical methods of learning (Liburd & Hjalager, 2010; Ruhanen, 2005). But as the industry has been said to be rapidly changing, constantly re-structuring courses to meet industry needs would be a considerable burden to educators. The suggestion is that educators “redefine their role in the knowledge acquisition process” (Liburd & Hjalager, 2010, p. 15).

Some educators could also make changes by making courses competitive entry (Kusluvan & Kusluvan, 2000). The idea behind this is that if it is harder to get into a course only those who are passionate about the industry are likely to apply and also the selection criteria should enable the selectors to admit only those students who are likely to enter the industry and have the ability to undertake the work successfully. Already some courses are competitive/restricted entry, some examples are The Hotel School Sydney, PIHMS courses in New Plymouth and the University of Surrey’s Tourism Management degree (PIHMS, 2010d; The Hotel School, 2011; University of Surrey, n.d.). However, in New Zealand not all courses are competitive entry, for example at the University of Otago entry requirements are the same for all students studying a Bachelor of Commerce.
While evidence shows that some courses have tough restrictions on them, making all courses entry requirements competitive/restricted could help in selecting only those students’ that are expecting to enter the industry and remain in the industry. This is occurring in India at the Oberoi Hotel School where only 50 to 55 students are chosen from upwards of 9000 applicants every year (Woodbridge, 2011). These students undergo a rigorous interview process to select only those that are committed to the industry (Woodbridge, 2011). The rationale behind this is that those that are well informed about the conditions of working in the industry, such as those with previous experience are more likely to enter the industry and thus, the recruitment process aims to ensure all of those being educated will enter the industry upon graduation (Kusluvan & Kusluvan, 2000). However, the industry also has a part to play in developing graduates for the industry as well as improving graduate opportunities.

The industry needs to ensure they have an understanding of the people that they are employing, such as the characteristics of Gen Y (Barron, et al., 2007; Richardson, 2010b). They need to understand not only the characteristics of the employee but also have an understanding of the benefits of employing graduates with a degree (Kusluvan & Kusluvan, 2000; Ward, 1990). Further to this, the industry needs to adapt their training as well as identifying clear career pathways (Dewar, et al., 2002; Richardson, 2010b). Industry involvement in the training and education phases would benefit both the industry and students (Busby, 2001; De Lapp, 1990 ). The industry may also want to consider offering appropriate graduate salaries (Richardson, 2010b) and be more willing to adapt its working conditions, including working hours (Barron & Maxwell, 1993). But it is more complicated than simply stating that this is what should happen.

Unfortunately for the industry, the negative perception combined with graduates not entering the industry and the lack of recognition of degrees means that they are potentially missing out on highly qualified graduates (Chellen & Nunkoo, 2010). Part of the reason for this is because there is an abundance of employees and therefore they see no reason to increase wages/salaries which is what, in part, discourages graduates to want to enter the industry. From an economic perspective the over-supply of potential employees is keeping wages low (Cooper, 2002) and this could
result in employers not getting the best employees which will potentially continue until industry and education changes are made.

2.52 The Solution?
Therefore, a solution is needed for the on-going employment issues and negative perceptions that exist. As the previous section identified, both the industry and the educators have a role to play in making the necessary changes. But is there an optimal, realistic solution or is this an old phenomenon that will be reported on as the status quo for years to come? Students believe that by having a practical component included in their education would have added value to their learning (Ruhanen, 2005) and the industry is seeking graduates that are ready for the industry, not just certified (Breakey, et al., 2008; Petrova & Mason, 2004). However, caution needs to be exercised in this statement because there is an assumption the industry knows what it wants, and sometimes this is not the case (Churchward & Riley, 2002; King, 2011).

The call for the integration of education and training in the tourism and hospitality areas is considered an urgent and imperative action (Cairncross & Buultjens, 2010; Karageorgou & Lazari, n.d.). The link between vocational education and employment is highly important in tourism, hence the need for practical training to be incorporated into all tourism and hospitality courses (Churchward & Riley, 2002). Cooperative education could be the solution to improving education in tertiary institutions, in particular universities (Go, 1981). Szivas and Riley (2002, p. 326) state that “learning by doing reinforces classroom understanding by contextualising knowledge”. Yet knowledge is not only what is needed to meet industry entry requirements, commitment and interest in the industry is (Petrova & Mason, 2004).

There needs to be a change in the perception of the industry and the development of a ‘career culture’ which drives the young workforce to enter the industry because currently graduates that do enter the industry are only working there in the interim until they get a job with a career path (Cairncross & Buultjens, 2010). Could this be a case of a lack of commitment to the industry? While this thesis is not endeavouring to understand students long term commitment to the tourism and hospitality industry, it is important to recognise that this is a factor in understanding the shortage of skilled
labour and other problems faced in the industry’s labour market. Commitment to service industry jobs has been perceived to exist by students in Australia (Waryszak, 1997). The same could be found in New Zealand but further research is needed to understand this.

The solution to the employment issues is grounded in graduates having experience where it has been gained through formal qualifications. However, it is fair to conclude that we are left with a dichotomy between experience\(^{31}\) and education. Gaining employment has been shown to be difficult without experience which many universities in New Zealand and Australia are not offering but polytechnics and other private institutions are. But how is experience meant to be gained without the industry employing people to allow them to gain experience, especially in light of the evidence that degrees are not highly respected in the industry? It could be suggested from this discussion that it is not necessary to ‘train’ in a tertiary education institution, but without experience, will anyone employ such students? Yet through training at an institution, some students are over qualified and under experienced. It is here that a solution lies in ensuring that work based placements occur within the education of tourism/hospitality graduates. With these questioned raised about whether to make work based placements compulsory, it can be asked why students choose tourism and hospitality courses in the first place?

2.6 Why are students studying tourism and hospitality?

Studying at a tertiary level is considered to be an investment in the future of students, therefore generally, if they did not believe this they would not be doing it (Harkison, et al., 2011). But evidence from New Zealand and the UK found that students believed that they needed knowledge and experience over a qualification to gain entry into the industry (Harkison, et al., 2011; Petrova & Mason, 2004). Students do feel that their degree will give them an advantage in securing employment in the industry upon graduation (Petrova & Mason, 2004) but it has been suggested that young people who are choosing to study hospitality (and potentially tourism also) are doing so after they have been rejected from other restricted entry courses such as law and management (Harkison, et al., 2011). It was suggested that students are not

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\(^{31}\) This is further exacerbated by large companies training their employees in their own specific training programmes such as airlines and hotel chains e.g. Qantas and the Hilton Worldwide.
interested in studying tourism and hospitality for educational purposes but are interested in the development of skills for employment in the industry\textsuperscript{32} (King, et al., 2003). Further reasons for choosing to study tourism/hospitality in specific countries have been found as outlined below.

In the UK students indicated previous work experience in the industry was the reason why they chose to study tourism (Petrova & Mason, 2004). This is contrary to evidence presented in section 2.5 of negative work experiences. Also, the UK students indicated working in a job that was different from a nine to five job was appealing, this was discussed in relation to the job having a variety of tasks and each work day was exciting and adventurous (Petrova & Mason, 2004). They also indicated that their future career desires were important in choosing their course, they want to work with people and travel which they felt their course would offer them these opportunities in the future (Petrova & Mason, 2004).

In a quantitative study on Master’s degree students in Sweden it was found that their choice of study was motivated by the desire to work with people, previous work experience interests them in further education and their degree can be used in a variety of other industries (Hjalager, 2003). In the United States (US) a study was conducted on undergraduate students which found that previous work experience and personal experience were the most influential factors in their decision to pursue a career in tourism (Kim, et al., 2010). Another US based study found that self-actualisation factors were the most influential aspects of career decisions (Myong Jae, Olds, & Chang, 2010). Particulars within this motivation included a positive perception of the industry, enjoyment of serving others and that the skill set acquired during study allowed for job attainment (Myong Jae, et al., 2010). Previous work experience is a highly rated contributing factor for students choosing to study tourism and hospitality at a tertiary level.

Interestingly, this is not the conclusion drawn from studies based on students experience on work based placements. For instance, in a Turkish study it was found that a majority of students were not fully informed about the working conditions and

\textsuperscript{32} Holding a bachelor’s degree particularly from a university is said to allow the graduate to have transferable skills they can use in many industries throughout their working career.
career options (Kusluvan & Kusluvan, 2000). Once in the education system students seemingly came to understand the industry in reality instead of in theory which led to them not wanting to work in the industry. These examples begin to illustrate that there are many options in terms of tertiary education that students can undertake but they need to have a clear understanding of what the realities of the industry are. Students hold the belief that with a degree they will go straight into a management position, but in reality this is not always the case (Ward, 1990). Once studying and eventually graduated these realisations occur and this in many cases is too late.

There are also a variety of reasons why students choose tourism/hospitality courses. This section has identified a number of these which will be referred to in section 6.12. With continuing discussions occurring throughout this thesis on what defines a well-rounded graduate it is necessary to consider what the role of a tertiary institution is. The following section will undertake this.

2.7 The Role of Tertiary Institutions

Throughout the world there are many universities that offer programs in tourism and hospitality (Dale & Robinson, 2001; Hjalager, 2003; Petrova & Mason, 2004). There have been considerable increases in the number of tertiary institutions (universities) that provide tourism and hospitality programs in the most recent decades (Lyons, 2010). But in review of the previous discussions, are the tertiary institutions fulfilling their role? It would appear they are not with considerable evidence showing graduates of tourism programs are not entering the industry on graduation or not training within the industry after leaving school (Getz, 1994). Conflicting evidence shows from an Australasian perspective that graduates (almost all) are entering the tourism and hospitality industry (King & Craig-Smith, 2005) whereas, from an Australian perspective one third of students studied said they would definitely not work in the industry upon graduation (Richardson, 2009b). This suggestion is of relevance to New Zealand and the current thesis as it is geographically applicable. But, what is the role of tertiary institutions?

While analysing higher education institutions in Australia and Hong Kong it was suggested that “higher education providers must confront the need to offer a
university-level and quality education, emphasising intellectual development theory and problem solving, with the desire evident amongst some students for practical, training orientated programmes” (King, et al., 2003, p. 418). Institutions are responsible for ensuring graduates are highly skilled, experienced and motivated to enter the industry and remain in it (De Lapp, 1990; Delaeter, 1988; Feast, 2001). Further to this, educators are seen as responsible for changing the attitudes of potential students being educated in tourism and hospitality and this starts with career guidance in secondary schools (Barron & Maxwell, 1993).

Specifically for institutions educating tourism/hospitality students, their role goes beyond simply education/training. They need to recruit and educate those people who are the potential managers for the industry, and this has been suggested to need improvement (Barron & Maxwell, 1993; De Lapp, 1990; Inui, et al., 2006; Ross, 1992b). However, it needs to be remembered that the role of tertiary education depends on the country because there are different expectations of various institutions, for example vocational training in Turkey is left for Vocational Training Centres (Kusluvan & Kusluvan, 2000).

Attaining skills has become increasingly important and is recognised by students, the industry and the educators (Feast, 2001). There is conflicting evidence about whether or not a university education is necessary to gain a career in the tourism and hospitality industry from secondary school students’ perspective (Ross, 1992a, 1992b). In some cases such education is perceived as necessary (Ross, 1992b) and therefore it is important to further discuss the role of universities, polytechnics and private training establishments. Universities and polytechnics/ institutes of technology offer courses on the same topic but differ by teaching style and qualification outcome (Weale, 1992).

2.71 Universities
The role of universities from a student perspective is an “investment for a future career” where the monetary returns from a career are what are sought after (Inui, et al., 2006, p. 32). Lyons (2010, p. 53) states that “universities have staked a claim on vocational preparation and the development of industry skills” and university
education has been associated with entering management positions (Ross, 1992b). However, in the context of tourism and hospitality, tourism has not always been regarded to appropriately fit into universities as a legitimate field of study (Weaver & Lawton, 2006). Traditionally tourism would be included with economics or geography programmes in universities but has, more recently, become a stand-alone department/school/discipline/subject (Weaver & Lawton, 2006). One of the pinnacle reasons why tourism was perceived as an illegitimate field of study in universities was because it was thought of as a vocational field of study and should therefore be taught at community colleges where there is a practical application of skills (Weaver & Lawton, 2006).

2.72 Institutes of Technology/Private Institutions/ Polytechnics.

Polytechnics tend to offer vocational courses, which tourism and hospitality falls into (Weale, 1992). As a vocational subject practical skills tend to be taught to students and this is associated with applied and technical training (Ross, 1992b). Literature on tertiary education in tourism and hospitality is mainly centred on university education. Little analysis is given to institutes of technology, polytechnics and private institutions. This thesis aims to make distinctions between such providers and universities to add knowledge to the body of literature.

2.8 So what is the point?

With such a negative outlook on the tourism and hospitality industry the question to pose is what is the point in studying towards a degree in tourism and hospitality? The evidence is not all bad. In McKercher et al’s (1995) report on the progress of tourism graduates the respondents revealed that having a university degree is the most important factor in gaining employment upon graduation. A degree is also recognised as being a requirement for quick advancement in the industry (Roberts, 2011) and as has already been noted education is essential in gaining employment in the industry (Ayres, 2006). Choy (1995) compared the satisfaction of tourism industry workers with non-tourism industry workers in Hawaii and found that satisfaction levels were essentially equal. This highlights that the image of the tourism and hospitality industry may not be as bad as the perceptions held of it and therefore there is a boundary issue that is occurring between education, students’ perceptions and the reality of the
industry that needs to be addressed. Choy (1995) also found that employees in the industry have a positive outlook on promotional opportunities, a characteristic that has been deemed negative by many students and educators.

The tourism and hospitality industry is perceived by some students as providing good career opportunities as well as changing rapidly which results in multiple experiences for the employee (Barron, et al., 2007). Students in Turkey find the tourism industry interesting and not boring, worth studying, and they have opportunities for promotion and were always learning (Kusluvan & Kusluvan, 2000). Also, students feel that their course of study makes their family proud and they can talk to anyone about their study portraying pride in what they are undertaking (Kusluvan & Kusluvan, 2000). These findings, as well as those presented throughout this chapter, highlight the conflicting evidence which suggests that while some solid conclusions can be drawn, studying students’ perceptions or employees’ satisfaction is often context specific. For this reason research on students’ perceptions in New Zealand is the focus of this thesis.

2.9 Why study students and their perceptions?

Prior to the millennium there was very little research completed in the area of students’ perception of a career in tourism and hospitality (Airey & Frontistis, 1997). Since then there has been some studies completed in this area (Kusluvan & Kusluvan, 2000; Richardson, 2009b; Roney & Öztin, 2007), however there is very little evidence of such studies completed in New Zealand with the exception of one study on attitudes and expectations of tourism students from Massey University (see Dewar, et al., 2002). Although this study was completed in New Zealand, the current thesis looks beyond attitudes and expectations to compare different education institutions and understand why tourism and hospitality is chosen as a career. This discussion on careers and employment is imperative to the overarching topic of this thesis, tourism education (Lakin, 2005).

Lyons (2010, p. 51) sums up the gap in the literature that this thesis endeavours to explore in stating that “for those interested in seeking out a professional career in the [tourism] industry, it is not simply a matter of walking out of university and stepping
onto a career path that is stable and clear.” A degree is only the first step in career development and students/employees must take other training opportunities to upskill (Ward, 1990). The industry and educators need to understand the most important resource in the tourism and hospitality industry, people.

In justifying this research Airey and Frontistics (1997, p. 157) state that

> there are so many questions which still need to be answered about the attitudes of young people to tourism careers. At a time when tourism is held out as one of the world’s major industries and sources of employment it would be timely to know more about what potential recruits think about it, in order to provide a basis for attracting the best possible work force.

Furthermore, in adding to the validity of researching this topic it has been stated that “if today’s students are to become the effective practitioners of tomorrow, it is fundamental to understand their perceptions of tourism employment” (Roney & Öztin, 2007, p. 4).

Utilising Richardson’s (2009b) research in Australia, this thesis aimed to build upon the literature reviewed to illustrate the need to better understand the New Zealand tourism and hospitality tertiary education context. Richardson’s (2009b) work found that students generally had a poor view of the tourism and hospitality industry and that as an industry it was not able to provide the attributes they sought in a future career.

As tourism and hospitality degrees come in many different forms and are also titled differently, students’ path of study will be different based on curriculum and educational institution (Dale & Robinson, 2001; Tribe, 2002). This means that their perceptions, attitudes and competences will differ and hence research in a New Zealand specific context is important to undertake (Tribe, 2002).

As evidenced there is significant literature on the characteristics of tourism and hospitality. It is important to understand the perceptions of students studying tourism and hospitality to discover if students are going to enter the industry upon graduation.
With this the industry and educators can learn about the problems, successes or gaps that occur through the given education methods to ensure that graduates are entering the industry with the most appropriate skills.
Chapter 3: Method

3.1 Introduction
Research is about discovering something new that is of interest to advance knowledge (Brunt, 1997). This thesis sought to develop knowledge about students’ perceptions of the tourism and hospitality industry and the role of work experience in forming these perceptions. This research is social science research because people and their lives are being studied (Brunt, 1997). This chapter aims to identify and explain the methodology and method that were used to answer the research questions. To do this the research questions will be reiterated followed by an outline of the methodology. A discussion of qualitative and quantitative research and triangulation will lead to identifying and explaining the mixed method approach that has been undertaken.

3.2 Research Objectives
This thesis aimed to answer three objectives that have emerged from a gap in the literature (also see Chapter 1 Section 1.3).

- Why do young people choose to study tourism and hospitality in their given setting?
- Are there differences in higher education institutions of students’ perceptions of their future careers in tourism and hospitality in New Zealand?
- Has either formal or informally organised work experience impacted on students’ perceptions of the tourism and hospitality industry?

3.3 Research Methodology
This research topic stems from the author’s questions about why people (or in fact herself) choose to study tourism and hospitality when there is conflicting research that finding suitable employment in these industries is difficult for a graduate. In addition to this, there are questions surrounding the preconceived idea that the tourism and hospitality industry is not well respected, particularly in New Zealand even though it is the country’s highest economic earner.
In developing research there is a need to understand the research methodology. In research it is expected that a researcher identifies the paradigm for their research and traditionally this has been from a quantitative or qualitative base. Factors that form the researchers paradigm have been suggested to be based on convictions of knowledge and reality, one’s natural inclination to numbers or desire to subjectively learn about the human phenomena, the way in which the researcher was schooled or the choice of method that is being used (Schulze, 2003). To identify the paradigm for this research the choice of method was the factor that influenced the decision.

As will be discussed below, the method that was used to undertake this research was a mixed methods approach. Creswell and Plano Clark (2011) suggest that prior to identifying the methodological approach, it is generally necessary to understand the paradigm of the researcher through ontology and epistemology. Traditionally the method of research is determined by the paradigm the researcher identifies with. However, as Marshall (1996, p. 522) states, “research methods should be determined by the research question, not by the preference of the researcher”. For this reason the use of a mixed method approach in this research helped determine the paradigm: pragmatism.

Pragmatism is

   a deconstructive paradigm that debunks concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as the truth regarding the research questions under investigation. Pragmatism rejects the either/or choices associated with the paradigm wars, advocates for the use of mixed methods in research, and acknowledges that the values of the researcher play a larger role in interpretation of results

   (Tashakkori & Teddlie, 2003, p. 713).

In research, Mason (2002) states that there is a need to answer the question what is your ontological position or perspective? This question looks at what the nature of reality is (Creswell & Plano Clark, 2011). Briefly the ontology of pragmatism is that there are single and multiple realities that exist (Creswell & Plano Clark, 2011). This
means that researchers look at multiple perspectives of the phenomenon that is being researched (Creswell & Plano Clark, 2011). Following ontology is epistemology which is the second important question to answer when undertaking research (Mason, 2002).

Epistemology is “your theory of knowledge, and should therefore concern the principles and rules by which you decide whether and how social phenomena can be known, and how knowledge can be demonstrated” (Mason, 2002, p. 16). Epistemological views of some writers do not believe that such a combination of mixed methods can occur whereas, a technical view believes that it can (Bryman, 2008). The epistemology behind this idea has been identified by seven claims.

The first is that there is not one “system of philosophy and reality” and this then allows qualitative and quantitative methods to be used (Creswell, 2003, p. 12). The second allows for the researcher to have freedom in choosing methods that are appropriate for the purpose (Creswell, 2003). This research topic is most often explored using a quantitative method in other contexts other than New Zealand, by utilising a pragmatic methodology the merits of a mixed method approach can be taken advantage of. The third claim is that unity does not exist in the world in the mind of pragmatists; instead they use more than one way to undertake research (Creswell, 2003). Further to this point, the fourth claim is that using qualitative and quantitative research methods allows the best understanding of the question to be found (Creswell, 2003). The fifth states that those that undertake mixed methods research must “establish a purpose for their “mixing”, a rationale for the reasons why quantitative and qualitative data needs to be mixed in the first place” (Creswell, 2003, p. 12). This thesis utilises a mixed method approach in line with the fourth claim where the research topic can be best explored using this method. Also, such a study has not been undertaken in a New Zealand context previously, therefore, this thesis aims to discover both quantitative findings supported by the opinions of respondents to fully understand the research topic.

The sixth claim is that research “always occurs in social, historical, political and other contexts” (Creswell, 2003, p. 12). The final claim is that questions about reality and the laws of nature need to stop (Creswell, 2003). The author of this thesis has chosen
the method used based on the needs of the research questions, which supports the third claim from Creswell (2003). As well as this using both quantitative and qualitative research methods allowed for the best understanding of the research questions, because quantitative data can seek out trends in students’ perceptions whereas, qualitative information can provide reasons for these perceptions (Finn, Elliott White, & Walton, 2000; Walle, 1997).

Whilst not all authors believe that qualitative and quantitative research should be used together and some believe that they can be used together but should be kept separate, other authors suggest they can be combined using one or more paradigms (Teddle & Tashakkori, 2003). As such, the author of this thesis followed the version that suggests that combining qualitative and quantitative research is possible using one paradigm. Pragmatism is, therefore, the one paradigm that allows for both qualitative and quantitative research methods to be integrated (Rossman & Wilson, 1985).

The research questions helped to determine the method used for this research. The strategy that was utilised in this thesis was concurrent triangulation (Creswell, 2003). Using a mixed method approach allowed for raw data to be collected and in depth opinions to be sought (Finn, et al., 2000). Mixing methods allows for the strengths and weaknesses of each individual method (quantitative and qualitative) to be offset, this is known as triangulation. The section below outlines the strengths and weaknesses of each approach linking them together and discussing triangulation briefly.

3.4 Triangulation
Using both qualitative and quantitative methods is not as common as using a single method. There are many arguments over which method is better when undertaking research. Quantitative and qualitative research methods are both considered useful and legitimate in the study of tourism (Walle, 1997). Superiority of one over the other should not exist in the minds of researchers (Finn, et al., 2000). However, qualitative research has been overshadowed by the use of quantitative methods since the late 1940’s (Walle, 1997). It is argued that qualitative methods allow hypotheses to be created which can then be tested using quantitative methods (Walle, 1997). But there
has been much criticism given to quantitative or scientific methods which has led to qualitative research becoming increasingly common, particularly for marketing and tourism academics (Walle, 1997). Furthermore, quantitative research methods are not always suited to the research goals (Finn, et al., 2000). Walle (1997) adds that qualitative methods are now supplementing quantitative methods and have increasingly been done so since the early 1980’s.

With the rise of mixed methods in social science research and the identification that triangulation as a strategy is being used, it is necessary to understand the advantages and disadvantages of both qualitative and quantitative methods. Table 2 outlines these advantages and disadvantages.

Table 2: Qualitative versus Quantitative Research

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Advantages</td>
</tr>
<tr>
<td>Rich information is collected about people</td>
<td>Smaller number of people make generalisations difficult</td>
</tr>
<tr>
<td>More personal</td>
<td>Raises questions of objectivity</td>
</tr>
<tr>
<td>Study through observation</td>
<td>Requires judgement and interpretation</td>
</tr>
<tr>
<td>Changes encompassed overtime</td>
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<td></td>
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</tbody>
</table>

(Source: Tucker, 2010)
Mixed methods is the “collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212). Using mixed methods is valuable in research (Axinn, 2006) from which triangulation highlights the benefits. As identified earlier, this method used triangulation as the strategy behind mixing methods where combining methods allowed the weaknesses of each method to be offset so that the methods became complementary and therefore strengthened the research (Axinn, 2006; Finn, et al., 2000). Triangulation is where quantitative research is used to corroborate qualitative research or vice versa (Bryman, 2008). Triangulation can be separated into four types. This thesis employed method triangulation which uses qualitative and quantitative research methods in conjunction with each other (Decrop, 2004).

Triangulation allows for the validity of the findings to be enhanced because they are able to support each other (Bryman, 1988; Erzberger & Kelle, 2003). Erzberger and Kelle (2003, p. 461) sum up the benefits of using triangulation in stating that,

the use of different methods to investigate a certain domain of social reality can be compared with the examination of a physical object from two different viewpoints or angles. Both viewpoints provide different pictures of this object that might not be useful to validate each other but that might yield a fuller and more complete picture of the phenomenon concerned if brought together….Empirical research results obtained with different methods are like the pieces of a jigsaw puzzle that provide a full image of a certain object if put together in the correct way.

Method triangulation increases the credibility and dependability of information (Decrop, 1999, 2004). The key is convergence where conclusions that are drawn are “more sound and valid” (Decrop, 1999, p. 160). The benefits of triangulation are clearly stated in emphasising that the complete picture can be sought by offsetting the weaknesses of individual methods. This strategy works with the ideas of pragmatism that allow for the methods to be mixed where traditionally this would not
have occurred. To end this chapter an understanding of the stages of the research will be discussed; firstly the quantitative methods used and secondly the qualitative methods used. The research was undertaken concurrently however, attention was paid to the trends that were occurring in the quantitative research to enhance the questions, and hence the findings, of the qualitative section in seeking a fuller understanding of the research questions.

3.5 Quantitative Methods
Quantitative methods of research involve statistical analysis (Brunt, 1997). This allows generalisations to be made about the survey population from the research undertaken on the sample population (Brunt, 1997). Types of quantitative research include personal interviews; on-site, home-based or office-based or telephone interviews, self-completion questionnaires, mail back questionnaires, a household survey, street survey, site or user survey or captive group surveys (Brunt, 1997; Smith, 1995; Veal, 2006). Questionnaires are the most popular form of quantitative research (Brunt, 1997).

Questionnaires are a set of designed questions that allow the collection of information from individuals (Veal, 2006). The purpose is to find reliable and valid information for analysis on the given topic for generalisations to be drawn from the population (Finn, et al., 2000). Questionnaires are an invaluable tool if they are designed well and data collection and analysis is comprehensive (Brunt, 1997). They are used to gain facts and opinions of people which are deemed neglected by other methods (Brunt, 1997). Through using a standardised set of questions comparability is possible and central to this method. (Axinn, 2006). Table 3 (below) outlines the advantages and disadvantages of using a quantitative questionnaire as a research method.
Table 3: Questionnaires as a research method.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large sample size</td>
<td>Low response rate (between 10-40%)</td>
</tr>
<tr>
<td>Data can be generalised</td>
<td>Poor design affects successfulness</td>
</tr>
<tr>
<td>Easy to analyse and summarise</td>
<td>Bias in poor question design</td>
</tr>
<tr>
<td>Easy to distribute</td>
<td>Impersonal</td>
</tr>
<tr>
<td>Cheap</td>
<td>Inability to probe</td>
</tr>
<tr>
<td>No pressure on respondents to complete it in a certain time frame</td>
<td>Difficult to gain response from a large sample size</td>
</tr>
<tr>
<td>Bias is removed from interviewer</td>
<td></td>
</tr>
</tbody>
</table>

(Axinn, 2006; Brunt, 1997; Finn, et al., 2000; Smith, 1995).

Response rates are a significant issue and are the determining factor in the success or failure of a questionnaire (Finn, et al., 2000). Response rates determine the representativeness of the sample where a high response rate reduces response bias (Babbie, 1973). A response rate of 50 percent is considered to be good (Brunt, 1997) although other authors consider 50 percent to be adequate, 60 percent to be good and anything over 70 percent to be very good (Babbie, 1973). To attempt to increase the response rate it has been suggested to increase the sample size, design the questionnaire well, offer an incentive (Finn, et al., 2000), ensure the questionnaire is short, give an explanation of the purpose of the questionnaire and ensure reminders are sent to the participants (Smith, 1995). Importance is placed on having a high response rate because the assumption is that the sample is reflective of the population (Finn, et al., 2000). If there is a considerably low response rate a segment of the population might have been missed leading to bias in the results (Finn, et al., 2000).

When discussing questionnaires the mail back survey is the most dominant, however in the late 1990’s there was a suggestion that in the future online surveys will become the norm and move away from being the exception to the rule (Beebe, Mika, Harrison, Anderson, & Fulkerson, 1997). Using the internet is a common activity at the current time (Duffy, Smith, Terhanian, & Bremer, 2005). Furthermore, using the internet to conduct online questionnaires is also increasingly popular (Van Selm &
Jankowski, 2006), and it could be argued that now, almost fifteen years after Beebe et al's (1997) comments, they are becoming the norm as previously suggested. Online questionnaires are not a well utilised resource for researchers but have the potential to become one (Sills & Song, 2002). Due to the sample participants being students who have internet access and are technology savvy an online questionnaire was chosen as the method of data collection. The following section outlines online questionnaires and details of the questionnaire that was used will be discussed in section 3.6.

3.51 Online Questionnaires

Online questionnaires are self-completion questionnaires (Bryman, 2008). Bryman (2008) distinguishes between email and web surveys where in the former the questionnaire is sent via email and in the latter respondents are directed to a web page. This research utilises the web survey\(^3\). Online questionnaires are fully electronic which allows the selected individuals to open the online questionnaire from an email, complete the questionnaire and submit it (Veal, 2006). The data is processed by the questionnaire tool which analyses the data supplied (Veal, 2006). Having the software analyse the information for the researcher is one of the benefits of using an online questionnaire (Veal, 2006).

Using web surveys is advantageous over email surveys because embellishments and colour can be added to make the questionnaire more appealing (Bryman, 2008). Online questionnaires have the ability to filter questions, this means that respondents only see and answer the questions relevant to them based on their previous answers (Bryman, 2008; Czaja & Blair, 2005; Veal, 2006). Online questionnaires are also a very cheap method of conducting a questionnaire; it alleviates the cost of printing the survey, mailing it, and having a post-paid envelope provided for the respondent to send the survey back in (Bryman, 2008; Czaja & Blair, 2005; Schaefer & Dillman, 1998; Van Selm & Jankowski, 2006; Veal, 2006). Online questionnaires are also a very quick method of sampling a population (Bryman, 2008; Czaja & Blair, 2005; Schaefer & Dillman, 1998; Van Selm & Jankowski, 2006; Veal, 2006). Online questionnaires are also a very quick method of sampling a population (Bryman, 2008; Czaja & Blair, 2005; Schaefer & Dillman, 1998; Van Selm & Jankowski, 2006; Veal, 2006).

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\(^3\) The term survey and questionnaire are used interchangeably in this thesis. While the author refers to this as a questionnaire much of the literature uses the term survey.
Duffy, et al., 2005), as it has been found in a comparable study of mail and online questionnaires that online responses were much faster (Schaefer & Dillman, 1998).

Sampling of people from vast geographic locations is also suited to using an online questionnaire (Bryman, 2008; J. R. Evans & Mathur, 2005; Van Selm & Jankowski, 2006). This is important for this research as it enables a variety of people throughout New Zealand to be sampled, i.e. those studying at PIHMS in New Plymouth. This would be an obvious conclusion to draw due to the instant ability to send and receive mail online as opposed to waiting for the postal service. Eliminating the bias created by the interviewer/researcher is also a benefit of online questionnaires where the behaviour and conversation of the interviewer do not affect the responses as they are not physically present at the time of completion (Duffy, et al., 2005).

However, like all survey methods there are disadvantages; for instance, only those with access to the internet have the option to answer it (Czaja & Blair, 2005; Veal, 2006). An online questionnaire can also be susceptible to a low response rate because the invitation email to participate in the questionnaire might be filtered to the respondents 'junk-mail' box or their inbox is full, hence they potentially will not open it (Bryman, 2008; Czaja & Blair, 2005; Karageorgou & Lazari, n.d.; Sills & Song, 2002; Veal, 2006). In one study there was a rate of almost 4% of non-responses because of undeliverable emails (Karageorgou & Lazari, n.d.). Online questionnaires have also not been found to have a higher response rate than mail questionnaires (Schaefer & Dillman, 1998). To overcome this, sending out a pre-notification of an imminent questionnaire and reminder emails are beneficial (Karageorgou & Lazari, n.d.). The more times that people are contacted about the questionnaire the more likely it will be that they will complete it (Schaefer & Dillman, 1998). However, the risk of respondents completing the questionnaire more than once is likely which can skew the results (Bryman, 2008).

Other issues that could arise with using an online questionnaire are technological issues and internet security problems (Karageorgou & Lazari, n.d.). It is argued that researchers spend a lot of time solving technological problems with an online questionnaire (Van Selm & Jankowski, 2006) which could potentially be the time they have saved from undertaking a mail back survey. It has been found that participants
undertaking an online questionnaire are more likely to choose mid points on scales using such answers as *I don't know*, but other conflicting research shows they do the opposite and pick the extreme options on a scale (Duffy, et al., 2005). In this research this problem is minimised with only two questions requiring answers using a scale. The most common problem however, is sampling issues (Duffy, et al., 2005). This is discussed at length below (see section 2.63). The strengths and weaknesses of online surveys are detailed in figure 2 (below).

**Figure 2: The strengths and weaknesses of online surveys**

![Diagram of strengths and weaknesses of online surveys](image)

(J. R. Evans & Mathur, 2005, p. 197).
Despite the negatives, the benefits of an online questionnaire appealed to the author as a satisfactory means of collecting information. As section 3.63 will justify, the sample population is students in tertiary institutions of which most will fall into the Gen Y category (see section 2.26). As discussed Gen Y are technology savvy which appeals to using an online questionnaire. As well as this the geographic coverage an online questionnaire can reach, the low cost and the ability to incorporate skip logic all outweigh using a mail out questionnaire.

3.6 Questionnaire

3.61 Instrument development and design

To meet the objectives of this thesis an online questionnaire was developed. The questionnaire tool used was Survey Monkey which can be found at http://www.surveymonkey.com/. This type of questionnaire is a type of mail back/mail survey, namely an e-survey as Veal (2006) describes it but known as an online questionnaire from this point.

Questions were borrowed and adapted from Richardson’s (2009b) PhD thesis and Roney and Öztin’s (2007) research. Both studies focussed on factors influencing career decisions of undergraduate students, the former in Australia and the latter in Turkey. Using other questionnaires questions is considered acceptable (Czaja & Blair, 2005) as previous questions have the benefit of already been shown to work well and re-testing is not necessary as the questions have been shown to be usable (Chellen & Nunkoo, 2010). Another benefit occurs in the analysis of results where comparisons between studies can be made adding to the knowledge of the research area (Chellen & Nunkoo, 2010; Czaja & Blair, 2005). This questionnaire is still unique as it is context specific to New Zealand tertiary education providers. Some new questions were developed specific to the New Zealand context.

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34 Ethical approval was given prior to any research being undertaken. This was category B ethics approval through the Department of Tourism. This ensured the safety of all parties involved in the research process and that ethical issues arising from the research were minimised. Questionnaire respondents were given an information sheet with the questionnaire, and focus group respondents were asked to sign a consent form prior to the interview. In all cases, respondents were informed that they would remain anonymous in the research process and that they had the right to withdraw from the research, at no disadvantage to themselves, at any time.
The new questions were centred on the education providers of students where the questions were tailored to suit the course(s) provided. Question two was developed to ensure that those under the age of eighteen could not complete the research, which would violate the ethics approval. Question three was also introduced to ensure that all respondents are undergraduate level which meets the objectives of this research. Questions eight and nine were specific questions about the tertiary providers. The remaining questions were borrowed and adapted from Richardson (2009b) and Roney and Öztin (2007) as mentioned.

The questions in this questionnaire were mostly closed-questions which came in the form of multiple-choice however, a limited number of questions were open-ended where the respondents were required to type in an answer. Closed questions are useful because they are easy and quick to answer, do not require the respondent to write anything, allow analysis to take place more easily and maximise the questions asked in a short period of time (Brunt, 1997). However, bias of having a specific set of answers can be present, probing is not possible, they are less personal and do not allow for spontaneity (Brunt, 1997). For open ended questions the opposites occur, the benefits are spontaneity and freedom of answer whereas the disadvantages include coding and analysis issues as well as interviewer bias (Brunt, 1997). This method of utilising mostly closed questions was used to increase the response rate by minimising the time and effort the questionnaire takes. One question involved a Likert scale where respondents would rate a series of perception based statements from strongly agree to strongly disagree. Each perception was borrowed from either Richardson (2009b) or Roney & Öztin (2007) which was done to allow comparisons between different contexts.

The development of the questionnaire into Survey Monkey allowed for skip logic to be added which was of great benefit to the questionnaire. Skip logic means that respondents only saw and answered the questions relevant to their previous answers. This minimised the size of the questionnaire to help promote a higher response rate. For example, students from the University of Otago can specialise in two areas hence students who indicated that they were studying at the University of Otago were the only participants that were directed to questions specific to the university.
In order to gain a higher response rate an incentive was offered for students who had completed the questionnaire. They could go into the draw to win either a $20 iTunes voucher or Telecom pre-paid top up voucher. This incentive was offered at each institution encouraging students to complete it as someone from their institution must win. Students had to opt into the prize draw and by doing so they were asked for their contact details. These details were not used to breach the anonymity of any participant.

3.62 Pilot Testing
A pilot study is the process of administering the questionnaire for a trial run where feedback can be sought to make improvements (Veal, 2006). Veal (2006, p. 276) identified the purpose of a pilot study as being to “test questionnaire wording, sequencing, layout, familiarity with respondents, test fieldwork arrangements, train and test fieldworkers, estimate response rate, estimate interview, etc, time, test analysis procedures”. This is an important step in designing and administering a questionnaire which can sometimes be missed (Finn, et al., 2000). Upon completion of the development of this questionnaire a pilot study was carried out. The pilot study was conducted by sending the questionnaire to six people that were known to the author in early July of which five were returned.

The pilot study was conducted to ensure that the questionnaire held validity and was reliable (Finn, et al., 2000). This was a beneficial step because spelling errors were found and some questions needed to be re-worded to be more easily understood. It was also found that a crucial filtering question had been missed. Because of the nature of the university where papers may be taken for interest some students might not have been undergraduates, hence such a question was added. Also at the University of Otago students taking 400 level papers are either undergraduate students studying towards honours, or postgraduates undertaking a Post Graduate Diploma and these students needed to be filtered out of the study. Those undertaking the pilot study were also asked to time how long it took them to complete it which allowed an accurate time frame of completion to be given to respondents. Time ranged from four minutes to fifteen minutes. The responses of the pilot study were discarded prior to the questionnaire being sent to the sample population.
3.63 Sampling

The sampling method is non-probability. Using an online survey is best suited to using non-probability sampling methods (Van Selm & Jankowski, 2006). This is where, unlike probability sampling, there is no random selection (Trochim, 2006). This leads to issues surrounding generalisations of the research to the population which is difficult to determine (Trochim, 2006). The biggest problem with online questionnaires is sampling bias and selection error (Duffy, et al., 2005; Van Selm & Jankowski, 2006). It is argued that using online questionnaires excludes a large population because they do not have internet access (Bryman, 2008; Duffy, et al., 2005). This thesis avoids this because the population chosen all have access to the internet at the tertiary institution they attend. This is supported by the suggestion that the target population should be a subgroup of internet users who have internet access (Van Selm & Jankowski, 2006).

Sampling bias occurs in non-probability sampling because there is a potential for human judgement to affect the selection of the sampling frame (Bryman, 2008). Sampling bias also occurs if the sampling frame is inadequate and/or some people contacted do not respond (Bryman, 2008). Sampling bias is minimised by a ‘sufficient’ response rate (Babbie, 1973). However, what constitutes a sufficient response rate? Earlier comments about 50% being a good response rate do not indicate that this is sufficient (see section 3.5).

The two types of non-probability sampling are accidental and purposive (Trochim, 2006). This research is utilising purposive methods where there are predetermined groups for the researcher to use (Trochim, 2006). This method allows a small subset of a larger population to be researched (Babbie, 1973). The predetermined group for this research which make up the sample population for the online questionnaire are undergraduate students studying tourism and/or hospitality degree level courses in New Zealand. Not all of the population (in this case New Zealand) can be studied due to time constraints (Smith, 1995) hence, a target population has been chosen to undertake the study which is a subset of the larger student population. These students were sought from three tertiary education providers; University of Otago in Dunedin, Southern Institute of Technology (SIT) in Invercargill and PIHMS in New Plymouth.
This population was chosen because they are the next group of people to enter the workforce, from which an understanding of the future employment status can begin to be drawn (Chellen & Nunkoo, 2010). Using the three institutions offered a cross-section of the types of tertiary education institutions in New Zealand. Using tertiary students is important in terms of understanding their attitude as it is argued “they are more than causally interested in tourism/hospitality” (Kusluvan & Kusluvan, 2000, p. 253). An online questionnaire was chosen because of Gen Y’s involvement with modern technology (Moscardo & Benckendorff, 2010). Most students will fall into the Gen Y classification (see section 2.26). Combining the benefits of using an online questionnaire with the fact that young people are more familiar with the internet has made using an online questionnaire more appropriate than a mail out questionnaire.

Results from the Household Use of Information and Communication Technology (ICT) Survey: 2009 in New Zealand show that 75% of households had access to the internet at home (Statistics New Zealand, 2009). This is comparable with data from 2006 which showed that only 65% of households had internet access at home (Statistics New Zealand, 2009). Further to this, in the December 2009 quarter 80% of people aged fifteen and over had used the internet in the past twelve months (Statistics New Zealand, 2009). These statistics highlight the expansive use of internet access among people in New Zealand. Coupling this with all students having internet access at their tertiary institution, an online questionnaire was an appropriate method.

Using an online questionnaire for this research assisted in reaching a high response rate because the target population were familiar with the internet and are considered to use it regularly. Although it has been argued that online questionnaires obtain lower response rates than postal questionnaires (Bryman, 2008). Sills and Song (n.d.; 2002) claim that for populations, such as students, that have the access and ability to use technology, using an online questionnaire is viable because of the low cost and ease of carrying out and analysing the questionnaire. Like many other studies, all the students have an email account and access to the internet which contributes to the viability of such a method for research (Karageorgou & Lazari, n.d.).
3.64 Questionnaire Distribution

Research at the University of Otago began on July 12\textsuperscript{th} 2011 which was in the first week of Semester Two where 295 students were sent an email with the questionnaire link and information sheet inviting them to take part in the research, three of these students were postgraduate but would have been filtered out if they completed the questionnaire. The Tourism Department Secretary sent these emails ensuring the anonymity of the recipients to the researcher.

At SIT students undertaking a Bachelor of Hotel Management were sent the questionnaire link and information sheet from a representative at the institution. There were 35 students who received the email in the second week of August 2011. For PIHMS ethics approval was needed from their ethics committee. Once received the questionnaire was sent to PIHMS. The Degree Semester Coordinator forwarded this onto those studying a Bachelor of Applied Hospitality and Tourism Management. This was undertaken in the first week of semester two at PIHMS, week beginning 18\textsuperscript{th} July 2011. There were seventeen students in this class.

In the first 24 hour period of the questionnaire being sent to Otago students there was a response rate of 11%. This highlights the advantages of online questionnaires which include the ability to analyse answers immediately and also the short time it takes to collect data. The questionnaires are sent and returned faster than the time it takes to get mail-out surveys to the intended letter box.

The initial emailing of the questionnaire link was followed up with a reminder email containing the link one week after initial distribution\textsuperscript{35}. Follow up mailings, in postal surveys, have been found to increase the response rate (Babbie, 1973; Bryman, 2008). The same can be suggested for online questionnaires as the principal is the same. The most successful use of follow up mailings is one original and two follow up mailings (Babbie, 1973). In postal surveys two or three weeks is deemed appropriate (Babbie, 1973) but because of the speed available in online questionnaires one week was deemed appropriate. Ensuring that the link was resent in the email encourages a

\textsuperscript{35} Please see the Limitations section in Chapter 5 on the problems associated with the resend in relation to the response rate.
higher response rate because often participants would have deleted the original email.

On the second mailing 317 University of Otago students were emailed, this included the three postgraduates that were previously identified. The inflated numbers reflected the week of course approval which allowed students to add or delete papers from their course. The response rate will be calculated using the latter number. The success of the second emailing was apparent immediately with ten students beginning the questionnaire within the first half an hour. Further to this within 24 hours of the resend the responses had almost doubled. This highlights the importance of a resend to encourage a higher response rate.

3.65 Response rate
Over the three institutions 369 students were sent the questionnaire via email, 317 from the University of Otago, seventeen from PIHMS and 35 from SIT. From this, 135 responses were received, of which eighteen were incomplete and hence unusable. In addition to this it was found that three people had completed the questionnaire twice\textsuperscript{36}, therefore their second response was deleted. The number of usable questionnaires was 114 giving a response rate of 30.9%.

Students completing the questionnaire from Otago included some postgraduate students and some students undertaking papers for interest or points. Those postgraduate students were directed to the end of the questionnaire upon answering a filtering question. There were 28 students who were not completing a major or minor in tourism or hospitality. They have been omitted from the analysis as they could potentially have little or no intention of working in this industry upon graduation and so could possibly skew the results. This leaves 96 responses for analysis.

3.66 Analysis
In analysing the questionnaire results Survey Monkey was used. This online tool allowed for results to be downloaded in a format where analysis had already

\textsuperscript{36} This was identified when undertaking the draw for the incentive prizes, where some people’s name occurred more than once. Manually, the author was able to remove the second response.
occurred. Responses were collated and presented in charts, tables and graphs. Some manual filtering was applied by the author and further data collation was assembled to allow for specific analysis of certain points. This highlights the benefits in using online questionnaire tools to undertake research as previously presented by Veal (2006).

Many studies completed in this field are quantitative based (Aksu & Köksal, 2005; Richardson, 2008, 2009b; Roney & Öztin, 2007) and this thesis looked to expand this by using a qualitative method in addition to quantitative to gain rich information on the perceptions of tertiary students.

3.7 Method- Qualitative

3.71 Focus Groups- An Analysis

Of the four published works of Richardson, whose quantitative research method this study has been based upon, he uses qualitative research methods in only one. This was in the form of a blog which looked at the views of tertiary students studying towards a tourism and hospitality qualification (Richardson, 2010b). Of more relevance is the work of Barron, et al., (2007) who utilised focus groups which was also used as the method of data collection in this research. Focus groups are used to supplement other methods used in research (Finn, et al., 2000; Morgan, 1997). Although focus groups can be the preliminary study to quantitative research or the basis of generating a survey they can also be used in a supplementary role to follow-up research already undertaken (Morgan, 1997).

Focus groups have been described as group interviews without the reliance on the interviewer to be the question asker but to be the moderator of discussion amongst the group members about a question the moderator has asked (Brunt, 1997; Bryman, 2008; Morgan, 1997). Focus groups are able to give information about people and their experiences, motivations, behaviours, needs and aspirations (Brunt, 1997). Unlike quantitative analysis, the information that is gathered is considered rich instead of limited (Brunt, 1997). Focus groups research the reasons why and how instead of what, which is what tends to occur in quantitative research (Bryman, 2008; Marshall, 1996). Furthermore, the participants in the focus group can probe and
challenge each other’s ideas which can broaden the view of participants and lead to more accurate responses (Bryman, 2008). The interaction between the participants is the focal difference between one-on-one interviews and focus groups (Axinn, 2006). Focus groups allow for the participants to generate ideas about the topic which the researcher may not have previously considered (Bryman, 2008).

There are three types of focus groups that can be held, these are full groups, mini groups and telephone groups (Greenbaum, 1998). The literature is inconsistent in the number of people in each focus group, however numbers range from between six to twelve people, although in using the above groups mini groups there would be four to six people (Brunt, 1997; Finn, et al., 2000; Greenbaum, 1998; Hair, Lukas, Miller, Bush, & Ortinau, 2008; Morgan, 1997; Payne, 2004; Smith, 1995; Stewart & Shamdasani, 1990). As a rule of thumb three to five focus groups per project are conducted (Morgan, 1997). These numbers are general and each project will have different needs which will constitute the number of people and the number of focus groups. Marshall (1996, p. 523) suggests that the sample size of qualitative research that is appropriate is “one that adequately answers the research question”. The number of groups or people is unknown until the research is begun, the point in which to stop researching is when saturation of information occurs (Marshall, 1996). This is where new information does not emerge as a result of conducting more research (Marshall, 1996).

Focus groups tend to be very unstructured allowing a small group of people to explore a topic (Brunt, 1997; Finn, et al., 2000) although, contrary to this, Morgan (1997) suggests that focus groups are highly structured with considerable moderator involvement. Thus, there is inconsistency within the literature and subsequently the approach taken was less-structured where questions were a guide. Groups are made up of a selection of people with a common interest, such examples could be demographics, attitudes and in this case, a specific course of study (Brunt, 1997; Greenbaum, 1998). Focus groups are suggested to work best “for topics people could talk about to each other in their everyday lives—but don’t” (Macnaghten & Myers, 2004, p. 65). However, within this thesis it is possible that the students do talk about this topic but not to the extent and with the same intention that the researcher
has. Ensuring that the sample is able to talk about this topic aids in the success of having a group of people discuss, at length, the given topic.

Qualitative research is characterised by its inability to be generalised to the population. Marshall (1996) argues that qualitative research does not set out to form generalisations instead it is used to understand complex human issues. To ensure a successful focus group occurs the discussions are led by a moderator or group leader who fosters discussion on the given topic without interacting verbally too much (Brunt, 1997; Bryman, 2008). A relaxed, comfortable atmosphere will encourage participants to take part in the discussions (Brunt, 1997; Payne, 2004). There are advantages and disadvantages of using focus groups as a research method which are presented in the table below (Table 4).

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short time frame</td>
<td>Difficult to recruit participants</td>
</tr>
<tr>
<td>Ability to probe</td>
<td>Opinions might not reflect the whole group</td>
</tr>
<tr>
<td>Able to gain rich information</td>
<td>Inability to make generalisations</td>
</tr>
<tr>
<td>Easy to interpret by wider population</td>
<td>Findings are based on judgements</td>
</tr>
<tr>
<td>Personal interaction</td>
<td>Less naturalistic</td>
</tr>
<tr>
<td>Quick and easy</td>
<td>Moderator influence on responses</td>
</tr>
<tr>
<td>Can cover a range of topics</td>
<td>Different levels of involvement by each participant</td>
</tr>
<tr>
<td>Ability to observe actions, behaviour and tone of voice</td>
<td>Transcribing is time consuming due to multiple voices</td>
</tr>
<tr>
<td></td>
<td>Organising a group to attend at the same time is difficult</td>
</tr>
</tbody>
</table>

(Axinn, 2006; Brunt, 1997; Bryman, 2008; Edmunds, 1999; Hair, et al., 2008; Morgan, 1997; Payne, 2004)
3.72 Focus Group Structure

Focus groups were used to compliment the online questionnaire for this thesis. This added to understanding the opinions of students studying tourism and hospitality in New Zealand. The aim of the focus groups was to answer any questions raised from the online questionnaire and search for opinions of students on their reasoning for choosing the institution they did and tourism and hospitality as a subject.

Sampling is usually purposive for focus groups where recruitment occurs from one source where those selected are considered a productive sample (Marshall, 1996; Morgan, 1997). The sample of participants was sought from two sources; the online questionnaire and through the gatekeepers at the institutions. Those that completed the questionnaire could indicate if they would be willing to take part in further research and subsequently were contacted asking if they still wished to take part in research. As well as this, the researcher contacted the institutions seeking assistance on organising a group of students for a focus group. The gatekeepers were able to promote the focus group to the students on behalf of the researcher. Studying students for this thesis is justified in the quantitative section (Section 2.63). There were four focus groups held; two at the University of Otago, one at SIT and one at PIHMS. Focus groups contained three to eight participants and lasted for between thirty and forty-five minutes. The moderator was the researcher and author of this thesis.

Questions that were asked were not all predetermined prior to the focus groups. The researcher allowed the discussion to flow where the participants took it with the researcher interjecting at times to keep the discussions continuing or to probe at certain ideas. Questions were derived from the research goals and also from the findings of the questionnaire where answers that were unclear could be explored further. The outline of questions that were covered can be viewed in appendix 3. Focus groups were recorded to ensure that no information was missed and for the purpose of transcribing post-focus group. This also allows the researcher to listen instead of having to write which can disrupt the flow and be difficult amongst a large group (Bryman, 2008). Recording also allows the tone of what is said to be recorded and allows for a differentiation between who said what which would be difficult to keep track of (Bryman, 2008).
The results of the focus groups were unlikely to represent the population because of the low number of respondents (Morgan, 1997). In this case the combination of methods would have, in theory, supported the findings of each other. The reason for conducting focus groups was to build on the information that the questionnaire produced. Unanswered questions and further opinion based information was able to be obtained.

3.73 Analysis
Post-focus group the recording was transcribed verbatim by the author. Transcripts were then read over and thematically coded where the author identified themes that were emerging. Key words and common themes that the author had expected to find as well as new themes that had emerged from participant conversation were colour coded to allow for excerpts to be analysed within the findings section (Howitt & Cramner, 2008).

3.8 Chapter Summary
Using a mixed method approach enables both methods findings to corroborate each other, in theory. This is in line with the ideas of triangulation and the methodological approach that qualitative and quantitative methods can be successfully mixed. The findings of the quantitative research are presented in Chapter Four and the qualitative findings in Chapter Five. Chapter Six is a discussion chapter which combines the findings to demonstrate the corroboration that triangulation supports. The thesis ends in Chapter Seven with conclusions.
Chapter Four: Quantitative Findings- online questionnaire

This chapter outlines the findings of the quantitative segment of this thesis. As stated in Chapter 3, this thesis utilised Survey Monkey as a means of distributing an online questionnaire developed in conjunction with previous research (see Richardson, 2009b; Roney & Öztin, 2007). The findings of the research are presented in two chapters to give clarity to where the information came from, before analysis occurs in Chapter Six.

4.1 Demographics

4.1.1 Age and gender
Demographic details were gathered in separate sections where age was determined first to ensure no students under the age of eighteen were able to participate as this would violate the terms of ethical approval. Using students as a target population, which were classified as being mostly from Gen Y resulted in 93% of all respondents being aged between eighteen and 24. Figure 3 shows the ages of all participants.

![Figure 3: Age of tourism and hospitality students](image)

Gender was collected at the end of the questionnaire because it was a simple question to answer as it was possible participants would have been losing interest in completing the questionnaire (see Figure 4). A majority of participants were female
(72%). This is similar to that of Richardson (2009b) where 66% of participants were female.

The percentage of students that completed the questionnaire from the University of Otago was 81%, PIHMS was 14% and SIT was 5% (see Figure 5).

The considerably larger percentage of Otago responses (81%) can be attributed to the significant difference in the number of students enrolled in a degree level tourism/hospitality course. As outlined in Chapter 3, seventeen PIHMS students, 35 SIT students and 317 Otago students were sent the questionnaire.

4.12 Student Profile
The profile of those who met the criteria is shown below.
Table 5: Profile of participants

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fulltime student</strong></td>
<td><strong>97.9%</strong></td>
<td><strong>2.1%</strong></td>
</tr>
<tr>
<td><strong>Part time student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Domestic student</strong></td>
<td><strong>91.7%</strong></td>
<td><strong>8.3%</strong></td>
</tr>
<tr>
<td><strong>International student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International students country of origin</strong></td>
<td>Vietnam</td>
<td>South Korea (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Germany</td>
</tr>
<tr>
<td></td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the Czech Republic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Zealand*</td>
</tr>
</tbody>
</table>

*N=96

*The explanation of this is unknown and is suggested to be a misunderstanding of the question.

4.2 Objective one: Why do young people choose to study tourism and hospitality in their given setting?

This objective identifies what the participant’s first choice of study area was and why they chose tourism and hospitality. This highlights that not everyone chooses tourism/hospitality initially. Questions on why participants chose their given institution are investigated in the qualitative section of this thesis (see Chapter Five).

4.21 First choice of study area

Table 6 shows the subjects that participants indicated as being their first choice of study area. As can be seen there is a large range of subjects from commerce, arts, language and sciences that students have identified. Students were able to write in what their first choice of study area was, which was then collated into like subjects for ease of understanding.
As indicated in bold, tourism/hospitality related courses are the most popular first choice of study area for students’ in tertiary education. The majority of participants (28.1%) identified tourism as being their first choice of study area. Other commerce related subjects such as marketing and management were also common choices of study area, but these fell a long way behind tourism. This could mean that while they chose to study another subject they complimented it with tourism as well.

Some participants cannot have understood the question as some answers do not reflect what the question was asking, instead they reflect on the location the participant chose to study at. This could have been attributed to using the word area which has more than one meaning. Others answered with a broad discipline of study and some answered by identifying a subject area such as tourism. This did not occur in the pilot study and as such would need to be refined for future research purposes. The question was asked as an open-ended question to ensure that participants could indicate their specific subject area as opposed to having to choose from a set of answers. Had this question been a closed question participant’s first choice of study area may not have been on the list deterring them from continuing with the

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism</td>
<td>27</td>
<td>28.1%</td>
</tr>
<tr>
<td>Marketing</td>
<td>10</td>
<td>10.4%</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>5.2%</td>
</tr>
<tr>
<td>Management</td>
<td>5</td>
<td>5.2%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4.2%</td>
</tr>
<tr>
<td>Didn't have one</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Otago</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Tourism and Marketing</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Applied Hospitality and Tourism Management</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>BA</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Tourism and Hospitality</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>23%</td>
</tr>
</tbody>
</table>

N=96
questionnaire. Also, there is a considerably large range of subject areas students can study and by quantifying this many subjects would have been overlooked causing bias to the thesis.

4.22 Why students chose to study tourism/hospitality.
Having identified the broad range of study areas that students first chose to study, it was interesting to seek out why they chose tourism/hospitality. Participants were able to write in the reason why they chose to study tourism/hospitality. For ease of understanding, these have been categorised into like areas based on the responses given. Table 7 outlines the reasons students identified.

The most common reason was because they found it interesting to study (21.9%). Responses ranked second and third relate to wanting a career or a job in the industry, potentially suggesting that a tertiary qualification is perceived as necessary to enter this industry. However, as identified in section 2.6, research has shown that students do not think that a degree is necessary to enter the industry (Harkison, et al., 2011; Petrova & Mason, 2004). As shown in Table 7, undertaking tourism/hospitality courses to compliment other subject choices is ranked fourth on 7.3%. This finding links back to the discussion in section 4.31 where there are a range of first choice subjects that are not tourism which could be the subjects students have chosen to compliment tourism/hospitality with.

Table 7: Reasons why students choose to study tourism/hospitality

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>21</td>
<td>21.9%</td>
</tr>
<tr>
<td>Want to work in the industry/ gain a career</td>
<td>13</td>
<td>13.5%</td>
</tr>
<tr>
<td>Have an interest in travel/ want to work overseas</td>
<td>12</td>
<td>12.5%</td>
</tr>
<tr>
<td>Interesting and complemented my other degree</td>
<td>7</td>
<td>7.3%</td>
</tr>
<tr>
<td>Previously studied tourism in High School and enjoyed it</td>
<td>7</td>
<td>7.3%</td>
</tr>
<tr>
<td>Have had previous work experience in the industry</td>
<td>5</td>
<td>5.2%</td>
</tr>
<tr>
<td>Easy</td>
<td>4</td>
<td>4.2%</td>
</tr>
<tr>
<td>Suggested to me by others</td>
<td>4</td>
<td>4.2%</td>
</tr>
<tr>
<td>Enjoy tourism papers</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Leading world industry</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Lots of opportunities for employment</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Fun</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>12%</td>
</tr>
</tbody>
</table>

N=96
With the understanding of what subject area students first chose and the reasons for choosing tourism and/or hospitality courses, the questionnaire focussed on what the perceptions of the industry students have. As the potential future employees it is imperative to distinguish what they think of the industry.

4.3 Objective Two- are there differences in higher education institutions of students’ perceptions of their future careers in tourism and hospitality?

Participants were asked rank a series of statements from strongly agree to strongly disagree. The results are shown in Table 8 below.

Table 8: Perceptions of a career in the tourism and hospitality industry

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the pay is low for most jobs in the tourism and hospitality industry in NZ</td>
<td>16.7%</td>
<td>49%</td>
<td>18.8%</td>
<td>15.6%</td>
<td>0%</td>
</tr>
<tr>
<td>Tourism related jobs in NZ are more respected than the other jobs.</td>
<td>2.1%</td>
<td>7.3%</td>
<td>27.1%</td>
<td>54.2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Working hours are too long in the tourism and hospitality industry in NZ.</td>
<td>7.3%</td>
<td>34.4%</td>
<td>31.3%</td>
<td>26%</td>
<td>1%</td>
</tr>
<tr>
<td>It is not necessary to have a degree to work in the tourism and hospitality industry in NZ</td>
<td>24%</td>
<td>50%</td>
<td>15.6%</td>
<td>9.4%</td>
<td>1%</td>
</tr>
<tr>
<td>I can make friends easily with people working in the tourism and hospitality industry in NZ</td>
<td>23%</td>
<td>62.5%</td>
<td>11.5%</td>
<td>1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Physical working conditions are generally good in the tourism and hospitality industry in NZ</td>
<td>6.3%</td>
<td>56.3%</td>
<td>20.8%</td>
<td>15.6%</td>
<td>1%</td>
</tr>
</tbody>
</table>

N= 96
The results show that amongst all of the responses students think that pay is too low (65.7%)\textsuperscript{37} in the tourism and hospitality industry. As well as that, they perceive working hours to be too long (41.7%). They do perceive some positives to working in the industry, as they indicated it is easy to make friends (85.5%) and physical working conditions are good (62.6%). However, they perceive jobs in the industry as less respected than employment in other industries in New Zealand (63.6%) and they do not think a degree is necessary to work in the industry (74%). These perceptions are closely correlated with those identified in section 2.24 where research on students has been conducted in other settings, however as stated above these results will be discussed further in Chapter Six.

The distinguishing factor of this research is where an examination of the differences in perceptions based on the type of institution students study at. Table 9 outlines the results of this question by showing the responses of the three research institutions; University of Otago, PIHMS, and SIT.

As Table 9 shows, there are very little differences in the perceptions of students based on the type of institution they study at as well as little difference to the overall perceptions presented in Table 8. Otago students hold almost the same perception as the overall responses have indicated. The difference occurs where they are unsure about whether working hours are too long or not and as this was a quantitative questionnaire no further questioning was asked of this and therefore no explanation of why they responded as unsure can be given from these results. PIHMS and SIT students both agreed that working hours were too long which highlights a slight difference between what the Otago students concluded.

PIHMS students hold the exact trend in perceptions that the overall respondents have indicated. As they hold the same trend as the overall perceptions the suggestion is that the differences in perceptions are hosted by the other institutions.

\textsuperscript{37} Strongly agree and agree categories have been added together for analysis purposes, likewise strongly disagree and disagree.
Table 9: Students perceptions of a career in tourism and hospitality

<table>
<thead>
<tr>
<th>Institution</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsere</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otago</td>
<td>12.8%</td>
<td>47.4%</td>
<td>21.8%</td>
<td>17.9%</td>
<td>0%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>38.5%</td>
<td>53.8%</td>
<td>7.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>SIT</td>
<td>20%</td>
<td>60%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>I think the pay is low for most jobs in the tourism and hospitality industry in NZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>1.3%</td>
<td>9%</td>
<td>26.9%</td>
<td>53.8%</td>
<td>9%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>7.7%</td>
<td>0%</td>
<td>30.8%</td>
<td>53.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>SIT</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>Tourism related jobs in NZ are more respected than the other jobs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>3.8%</td>
<td>30.8%</td>
<td>38.5%</td>
<td>25.6%</td>
<td>1.3%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>23.1%</td>
<td>46.2%</td>
<td>0%</td>
<td>30.8%</td>
<td>0%</td>
</tr>
<tr>
<td>SIT</td>
<td>20%</td>
<td>60%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Working hours are too long in the tourism and hospitality industry in NZ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>23.1%</td>
<td>50%</td>
<td>17.9%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>23.1%</td>
<td>61.5%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>0%</td>
</tr>
<tr>
<td>SIT</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>It is not necessary to have a degree to work in the tourism and hospitality industry in NZ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>22%</td>
<td>64.1%</td>
<td>11.5%</td>
<td>1.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>30.8%</td>
<td>61.5%</td>
<td>0%</td>
<td>0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>SIT</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I can make friends easily with people working in the tourism and hospitality industry in NZ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>7.7%</td>
<td>53.8%</td>
<td>23.1%</td>
<td>14.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>PIHMS</td>
<td>0%</td>
<td>69.2%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>0%</td>
</tr>
<tr>
<td>SIT</td>
<td>0%</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Physical working conditions are generally good in the tourism and hospitality industry in NZ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There was a small response rate from SIT, this was partly attributed to students undertaking their compulsory internship and hence could not be encouraged by the department staff to fill in the questionnaire. The small response rate has the potential for results to be bias toward one angle. This institution also holds almost the same perceptions as the overall responses. The difference between SIT and the overall trend as well as the other institutions is that SIT students did not conclusively indicate whether they can make friends easily in the industry with 40% indicating they could and 40% unsure.

Following all of the perception questions posed above an opportunity for participants to write in any other perceptions they held of employment in the industry. Analysis of these was undertaken similar to that of the focus groups (Chapter Five and Chapter Three) where thematic coding was referred to.

Salary/wages were the most prominent idea that was mentioned by participants, with one participant writing the pay is crap and another writing there are a lot of minimum wage jobs with high expectations from bosses. This leads to another perception that participants identified which was hours worked are often long and very unsocialable. One participant wrote you have to work when everyone else is not, i.e. weekends and public holidays. However, despite these being very negative not everyone is of the same view. Participants noted that the industry is good for New Zealand and is also growing. They also mentioned that there is lots of job variety, encompassing the previous two perceptions one participant wrote it’s adventurous and [an] expanding industry, with great opportunities for entrepreneurs.

Furthermore, many participants indicated there is diversity in cultures in those that participate in the industry, including work colleagues and customers. As well as this participants noted that working in the industry allows them to meet a lot of people. One participant wrote it is a way of meeting new people and learning about different cultures. The last theme that appeared most commonly in this section was about seasonal work and the high turnover of staff in the industry. One response stated that “there is a lot of stress involved and that is why there is such a high turnover within this industry” and another participant wrote there is a “quick turnover rate of staff”.
Many other perceptions were indicated which included; work is fun but not hard, it is an industry were quick money can be made, employees are unappreciated and looked down upon, it is not a career, there is better money to be made overseas, work is stressful, customers service standards and presentation are low, communication and social skills are paramount, a degree is not necessary, easy to get a first job, hard to get a high paying job, and if work is not being enjoyed then employees should leave. These were indicated by only one or two people and therefore will not be gone into in depth as they do not reflect the majority of students’ perceptions. These suggestions will be referred to throughout Chapter Six which integrates the qualitative findings also.

4.4 Objective Three- has either formal or informally organised work experience impacted on students’ perceptions of the tourism and hospitality industry.

In investigating this objective participants were asked if they were currently working in the industry of which one third (35.5%) said yes. Those that answered no were then asked if they had ever worked in the industry of which 47.9% said yes. This means that 34 of the total participants had never worked in the industry. These people were not required to answer the questions regarding work experience and were directed to the final section of the questionnaire investigating future prospects of working in the industry.

The following sections outline the effects that work experience have had on students. This is segregated by institution to allow for analysis on the different institutions.

4.41 PIHMS
There were thirteen responses from the seventeen invitations sent to PIHMS students. Of these thirteen, three were currently working in the industry and the remaining ten had previously worked in the tourism and hospitality industry. All of the participants work in the industry was part of a compulsory practical requirement for their course. When asked how many hours their practical component was answers varied from 800 hours, 1600 hours to 1900 hours. Table 10 outlines the length of
work experience students have, how many hours they work/ed, the type of employment they held and the position area as well as type.

Table 10: PIHMS work experience outline

<table>
<thead>
<tr>
<th>Work experience</th>
<th>6-12 months</th>
<th>12 months- 2 years</th>
<th>2-5 years</th>
<th>5+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>15%</td>
<td>23%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours of work per week</th>
<th>0-5 hours</th>
<th>26-30 hours</th>
<th>36-40 hours</th>
<th>41+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>38%</td>
<td>46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of employment</th>
<th>Fulltime</th>
<th>Casual</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>23%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Food and Beverage- restaurants</th>
<th>Food and Beverage- Cafe</th>
<th>Food and Beverage- bars/clubs/pubs</th>
<th>Accommodation- reception</th>
<th>Accommodation- housekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>8%</td>
<td>15%</td>
<td>23%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of position</th>
<th>Frontline</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

N=13

From this table it can be seen that participants work experience, either through compulsory placements or holiday/ part-time work, reflects full time employment with the majority having worked at least 36 hours per week. This implies that their work experience is extensive enough that they can form solid perceptions of working in the industry. Participants were then asked how their work experience had influenced their decision about a career in the tourism and hospitality industry. Figure 6 shows that the work experience they have had has affected their decision to enter the industry positively (46%). Only 15% were uncertain, 23% unaffected and 16% negatively affected.

38 Working 41+ hours occurred during student’s holidays from study as well as during their compulsory work experience placement.
These results indicate that those positively influenced should be likely to enter the industry upon graduation. When asked, 69% indicated they would definitely enter the industry, 7% were more than likely, 15% were undecided, and 8% were unlikely (see Figure 7).

Interestingly, only 34% of those that were positively influenced by their work experience indicated they definitely would enter the industry, where the remaining indicated they would be more than likely to enter or were undecided. Of the two
responses that identified negative influences from work experience, one was unlikely to enter the industry and the other was undecided. Interestingly, the percentage of respondents that would definitely enter the industry (69%) was higher than the percentage positively influenced by work experience (46%). These results begin to suggest that there is little correlation between the way in which students are influenced by work experience and the likelihood of entering the industry upon graduation.

However, the literature has suggested that work experience negatively affects the decision to enter the industry (Kusluvan & Kusluvan, 2000). Of the thirteen responses only one did not attribute work experience as the influencing to their decision to definitely enter the industry, instead wrote seeing the world, travel, cultures was most influential.

The other twelve participants attributed work experience as being the influencing factor to their decision to enter the industry or not. Of this twelve there were eight that said they would definitely enter the industry and they offered mixed reasons, both positive and negative, despite identifying they would definitely enter the industry. Managers were attributed to making work difficult to enjoy, however meeting people, fast working environment, fun, exciting, knowledge, experience, always different, the ability to travel and the self-assurance that they do enjoy the industry and can work under pressure are all reasons offered by participants. Three of the twelve participants who identified work experience as being the influencing factor but were only more than likely to enter the industry offered reasons related to long irregular working hours, low wages, hard work and stress. The remaining participant was unlikely to enter the industry and they attributed time and money as the reason for this.

In beginning to form conclusions on the objectives for this research, PIHMS has shown that work experience does have an influence on students’ perceptions. The influence is either negative or positive for different students. In the case of the PIHMS students, who attend a private specialised training institution, the intention to enter

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39 Some responses have been paraphrased for the purpose of clarity and understanding in this thesis.
the industry is likely to be high because of the higher investment in the institution. Despite showing that work experience is contributing to the perceptions of students their employment decisions still indicate that most of them intend to work in the industry after graduation.

4.42 SIT
There were 35 students invited to participate in the questionnaire from SIT and five responses were received. Of the responses, four had/or were currently doing work experience. However, three participants did note that practical components were compulsory. In answering how long the practical component lasted two students indicated six months and occurred in the third year of study. Table 11, below, shows information about the work experience that students have done.

Table 11: SIT work experience outline

<table>
<thead>
<tr>
<th>Work experience</th>
<th>Less than 6 months</th>
<th>6-12 months</th>
<th>2-5 years</th>
<th>5+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Hours of work per week</td>
<td>0-5 hours</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-15 hours</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-20 hours</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36-40 hours</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of employment</td>
<td>Fulltime</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contract</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Food and Beverage- restaurants</td>
<td>1</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food and Beverage- Cafe</td>
<td>1</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accommodation- reception</td>
<td>1</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accommodation- housekeeping</td>
<td>1</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of position</td>
<td>Frontline</td>
<td>3</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Back of House</td>
<td>1</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=4

---

40 Internships are compulsory at SIT in the third year of study. It is unknown why all students did not indicate that they were compulsory.
There is a vast range of work experience, hours of work per week, type of jobs and positions held. This leads to no conclusive trend in the type of work experience students have but instead showcases the diversity in employment that the tourism and hospitality industry offers.

Both figures (8 and 9, below) illustrate the positive and negative influence of work experience and the likelihood of entering the industry upon graduation. The small response rate means that these figures have less validity and usefulness than the figures from PIHMS but do highlight that SIT students are perhaps more uncertain about their future careers than PIHMS students. Interestingly, the same proportions of the two factors have been found. However, through manual analysis the person who indicated being positively influenced by work experience was not the person who indicated definitely wanting to enter the industry. This, again, supports the idea that while work experience is having influence over students perceptions there is no correlation between this and students intention to enter the industry upon graduation.

In further questioning the influence of work experience on student’s perceptions it was found that three of the four participants indicated that the work they had done was the main factor in influencing their decision about pursuing a career in the
industry. Of these three people, one said they would definitely enter the industry because of *the energy of the industry, the people, and enjoy[ing] the work itself*. Another was unlikely to enter the industry because of the gaming machines. The remaining person who was positively influenced by work experience but undecided about entering the industry attributed *marketing and financial analysis* to this. The last respondent who was not influenced by work experience suggested life experience and a desire to travel as the influencing factor for their uncertainty about entering the industry. Like the PIHMS results, work experience is an influential factor in career decisions whether negative or positive but the experience does not have to be positive for the student to want to enter the industry.

4.43 University of Otago

There were 317 students at Otago that were invited to complete the questionnaire of which 78 students responded. The Otago students had a more varied series of responses than those of the previous institutions which can be explained by the higher number of responses from this institution. Of the 78 students, 29 (37.2%) were currently doing work experience, of the remaining 49 students nineteen (38.8%) had previously worked in the industry, leaving the remaining 30 students with no work experience in the tourism and hospitality industry. Out of the total number of students, four responded yes to having undertaken work experience as a practical work requirement of their course, despite acknowledging that it was not compulsory. Table 12 outlines the combined work experience that Otago students have participated in.
The students that had worked in the industry reported their work experience had a mainly positive (67%) influence on their decision about a career in the industry, 23%
said it had neither positive or negative influence, 2% were negatively influenced and the remaining 8% were uncertain (see figure 10).

Students (52%) then followed on to report that they generally were more than likely to enter the industry upon graduation, this was followed by 23% indicating they would definitely enter the industry (see figure 11). Similar to that of the PIHMS and SIT findings, the Otago findings also suggest that while there is a significant percentage of students positively influenced by work experience there is no direct correlation with students indicating they are definitely going to enter the industry upon graduation.

![Figure 10: Influence of work experience on participant’s decision about a career in the industry](image)

![Figure 11: The likelihood of participants entering the industry upon graduation](image)
Work experience was found to be the most influential factor (58.3%) in the respondents’ decision about pursuing a career in the industry. These participants were asked what aspects of their work experience contributed to this decision. For those that responded they would definitely like to work in the industry they noted they enjoy working in the industry, providing for customers and interacting with them but some also recognised the long hours, low pay and poor working conditions.

Those students that were more than likely to work in the industry mentioned working hours and the wage rate as the negatives related to the industry. One response also noted that by undertaking work experience they realised it was not what they expected it to be and another sought more understanding. Interestingly, one respondent wrote I realise now that I do not need a tourism degree to work in the industry, and you don’t need a degree to get promoted either. I wish I undertook a different degree. However, the more positive responses included working with lots of people, new experiences and opportunities for advancement.

For those that were undecided the way in which staff are treated as well as the hours were influencing factors as was the instability of work. One response noted that the industry taught team work and how to handle unexpected situations. Another person indicated wage rate, unsociable hours and instability of hours as their reason for being undecided.

For some of those that indicated that work experience was not influential in their decision they still responded by identifying work related factors as important. Therefore, questions begin to be raised about the participants understanding of the question. Those that definitely want to work in the industry attributed job availability to being their reason. A non-work related factor identified was living in Queenstown where the resort had inspired the participant to want to work in the industry. For those that were more than likely to enter the industry they noted industry related factors such as working conditions and working hours as influential. As a quantitative questionnaire no questioning was undertaken to seek out how these factors were influential but as these responses are the characteristics of the industry it can be assumed that the working conditions are good and working hours are long. As well as this, opportunities available both in New Zealand and abroad were important.
Non-employment related factors included the desire to travel overseas and also previous employment outside the industry was influential.

Those that were undecided suggested that they do not yet know what they want to do upon graduation and that the industry is interesting. The employment related factors included the lack of availability for high paying jobs, lots of opportunities and the lack of opportunities. The two people that were unlikely to work in the industry noted they do not know what they want to do or they are looking for work in another field that correlates to their overall degree.

Sections 4.41, 4.42 and 4.43 have shown that there are a range of factors that are influential in students’ career decisions. For the most part work related factors have been the most influential however, not all of these factors are positive. Therefore, like PIHMS and SIT, the Otago results aid in concluding that while work related factors are influential it does not necessarily mean that students will not enter the industry. There is no direct correlation between the influence of work experience and students desire to enter the industry. This supports Harkison et.al., (2011) claim that work experience is influential but this thesis does not suggest that they will not enter the industry. This is important to note for the upcoming discussion in Chapter, Six, where the findings of all of the research will be triangulated to form conclusions.

4.5 Future Prospects

This section presents the findings from the final series of questions respondents were asked which looks at what their future prospects for employment were in the industry. These questions were asked to assist in forming conclusions to the three objectives. This section links to the third objective and to the idea that even if negative perceptions are a result of work experience, students still imagine their future where they will be working in the industry.

As students have mostly indicated they are willing to enter the industry upon graduation it was interesting to seek out what type of positions they were after within 10 years of graduating. Table 13 below outlines the participant’s responses with a strong indication that management type positions (40.6%) were what students were
aiming for as well as self-employment (10.4%) and becoming a CEO (8.3%).

Students from each of the institutions identified a range of positions, there was no
correlation between institution and the type of position they were after.

Table 13: Type of position sought within 10 years of graduation

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>39</td>
<td>40.6%</td>
</tr>
<tr>
<td>Self-employed/ own a business</td>
<td>10</td>
<td>10.4%</td>
</tr>
<tr>
<td>CEO</td>
<td>8</td>
<td>8.3%</td>
</tr>
<tr>
<td>Marketing</td>
<td>7</td>
<td>7.3%</td>
</tr>
<tr>
<td>Unsure</td>
<td>5</td>
<td>5.2%</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Reception/ frontline</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Not working in the industry</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Travel Consultant</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Restaurateur</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Chef</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Outdoor recreation/ tour guide/ ecotourism</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Cruise ship</td>
<td>2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>8%</td>
</tr>
</tbody>
</table>

N=96

One student from Otago indicated wanting to be a chef, which is not the type of
training they would receive at university. Some students from all institutions indicated
wanting to work as management or self-employed. This could begin to suggest that
when choosing a tertiary institution to study at some students might not have
considered what type of position they would like to work in. This then calls into
question why students want a degree, which could be because they see a degree
better than no degree.

Students were also asked if thought they could secure a position in the tourism and
hospitality industry upon graduation that pays the salary they expect. Most
participants were unsure (44.7%) and only one quarter (23.7%) of participants
answered yes. No further questions were asked to identify what the salary figure they
expected was, as this was not the focus of this thesis but instead a discussion point for Chapter Six.

Finally in the future prospects section of the questionnaire participants were asked which country they expect to pursue a career in (Figure 12). While the overall responses were similar in percentages, a country other than New Zealand or Australia was selected as the most common (36%) followed by unsure (24%), New Zealand (24%) and finally Australia (15%).

Interestingly, when looking at the individual institutions they did not all present this trend. PIHMS students were mostly (46.2%) looking to work in Australia, SIT students were mostly (60%) unsure and Otago students (39.7%) wanted to work somewhere other than New Zealand or Australia. This information is useful to have in discussing the skills shortage that the New Zealand tourism and hospitality industry faces and whether or not New Zealand will retain the graduates to fill this gap. Issues of labour mobility amongst tourism and hospitality employees is a well-research area (McCabe, 2001; Williams & Hall, 2000) but is not a focus for the objectives of this thesis.
4.6 Chapter Summary

This chapter has presented the findings of the quantitative section of this thesis. The chapter has begun to draw conclusions that the qualitative section is expected to corroborate in some areas. The chapter shows that there are a vast number of reasons why students choose to study tourism and hospitality and they also recognise the institution as an important career decision. Students’ perceptions have also been studied which shows a range of both positive and negative perceptions which have little variation between the institutions. Finally, this chapter has led discussions to begin to conclude that while work experience is very influential in forming perceptions it has not deterred students from entering the industry despite earlier suggestions that it does (see section 2.24). The following chapter will present the qualitative findings of this thesis.
Chapter Five: Qualitative Findings- Focus Groups

This chapter presents the qualitative findings of this research which will be used in conjunction with the quantitative findings to allow for discussion and conclusions to be drawn in Chapter Six. The findings are presented in the format of the objectives of this research which will enable a clear understanding of the usefulness and purpose of the results.

Table 14: Focus Group Participant Identification

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Male</td>
<td>Tourism minor</td>
<td>University of Otago</td>
<td>2nd</td>
</tr>
<tr>
<td>B</td>
<td>Female</td>
<td>Tourism Major</td>
<td>University of Otago</td>
<td>3rd</td>
</tr>
<tr>
<td>C</td>
<td>Female</td>
<td>Tourism Major</td>
<td>University of Otago</td>
<td>1st</td>
</tr>
<tr>
<td>D</td>
<td>Female</td>
<td>Tourism Major</td>
<td>University of Otago</td>
<td>2nd</td>
</tr>
<tr>
<td>E</td>
<td>Female</td>
<td>Interest student(^{41})</td>
<td>University of Otago</td>
<td>1st</td>
</tr>
<tr>
<td>F</td>
<td>Female</td>
<td>Tourism Major</td>
<td>University of Otago</td>
<td>2nd</td>
</tr>
<tr>
<td>G</td>
<td>Male</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1st</td>
</tr>
<tr>
<td>H</td>
<td>Male</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1st</td>
</tr>
<tr>
<td>J</td>
<td>Female</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1st</td>
</tr>
<tr>
<td>K</td>
<td>Male</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1(^{st})</td>
</tr>
<tr>
<td>L</td>
<td>Male</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1(^{st})</td>
</tr>
<tr>
<td>M</td>
<td>Female</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1(^{st})</td>
</tr>
<tr>
<td>N</td>
<td>Female</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1(^{st})</td>
</tr>
<tr>
<td>O</td>
<td>Female</td>
<td>Bachelor Hotel Management</td>
<td>SIT</td>
<td>1(^{st})</td>
</tr>
<tr>
<td>P</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>Q</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>R</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>S</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>T</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>U</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
<tr>
<td>V</td>
<td>Female</td>
<td>Bachelor of Applied Hospitality Management</td>
<td>PIHMS</td>
<td>3(^{rd})</td>
</tr>
</tbody>
</table>

\(^{41}\) Interest Student means that they are taking one or more tourism or hospitality papers for interest or for points in their degree. They do not major or minor in tourism or hospitality. This person was included as she had previous experience in the industry including high school qualifications.
Table 14 shows the demographic information of the focus group participants which will help to give clarity to the discussion that will occur throughout the rest of this chapter and the remainder of the thesis.

5.1 Why do students choose tourism and hospitality courses

In interpreting this question focus group participants responded to both why they chose their course and also why they chose their institution. These ideas are presented separately in this section for clarity beginning with the institution.

5.11 Choosing an institution

PIHMS students responded strongly to choosing PIHMS for the practical learning that is offered. Participant S said *I came because there is a lot of practical learning.* She also said *all of us will be more practical learners, hands on.* In addition to the practical learning the entry requirements were appealing. Participant S identified that she was able to enrol at PIHMS at the end of her second last year at high school and did not have to do extra learning to gain entrance. The learning environment was also important for participants, Participant H from SIT noted that he did not like a busy, stressful environment and decided SIT would be better than a university where he could learn better. He said *studying in a college for a bit is too stressful for me personally I like quiet environments.* Both PIHMS and SIT students discussed the importance of practical learning especially internships which appealed to them when choosing their institute. Participant G, from SIT, said an internship *at least gives them [the students] the experience, so it gives greater opportunities for students.* Participant V said the hands on experience *sets you apart from other people when you are graduating.*

At Otago, two themes emerged as clear reasons why people choose to study at the University of Otago. The first is that of its geographic location to the participants’ home town and the second is the reputation that the University has and more specifically the tourism department has. Participant B supported the geographic reason in stating *it was a logical decision for me to come to Dunedin* because of the close proximity to her home town. Likewise, Participant E said she chose Otago because *my family lives here.* Participant C supported the second reason of
reputation in saying I heard Otago is quite renowned for its tourism. Reputation was also a significant factor for both SIT and PIHMS students. However, Participant P did challenge this idea and said she was asked in Australia where PIHMS was and what it was when she was talking about her education. SIT were noted to have good promotion that reached the international students and they also offered a free language course which appealed to some students. Participant H said their promotion about free language course for half a year was influencing.

Participant A from Otago offered an explanation of the different institutions by saying

"university will give you why’s, it will give you the theory behind it will give you the big picture which the polytec will tell you what to do, when to do it, and who to answer to. It trains skilled people but it doesn’t train learners the same."

He reflected on the type of learning that each institution offers, therefore, in choosing an institution students may consider the type of learner they are and select the appropriate institute. These ideas were not evident in the previous chapter where additional questioning only possible from a qualitative method was able to uncover this thought-out reason which begins to reiterate the importance of a mixed method approach (see section 3.4). Participant E puts tertiary education and employment into context by stating that if you want a high management job probably [students need to get] a degree, I think at the start getting a degree, you will still have to build your way from the bottom. As well as choosing a tertiary provider to study at students must choose a course.

5.12 Choosing tourism/hospitality course(s)

There are many reasons why students’ identified why they chose to study a tourism/hospitality course. These reasons will be presented here and discussed in Chapter Six. Participant C from Otago expressed that studying tourism is a worthy choice because the tourism industry is a growth industry. The first Otago group (Participants A, B, C) discussed that employment opportunities exist despite being in a recession. Tourism is also seen as an easy subject by Otago students with
Participant B stating that tourism seemed easier than most other commerce majors, so it was a good choice. Participant A utilised Otago Choice (a career website) to identify tourism as a subject that would suit his interests and abilities.

In the second Otago focus group, reasons for choosing tourism as a subject of study were different to that of the first group. Participant D noted previous work experience as an influencing factor, she said I really enjoy working in the hospitality industry… I wanted to work on a cruise ship and I decided tourism would be the best way to get to that position. Participant F immigrated to New Zealand and explained that her experience within the industry as well tourism being perceived as an easy subject led her to choosing tourism as a subject to study. She said when I first went to the embassy I just fell in love with the ladies looking so elegant….as well I thought it [studying tourism] was easier.

SIT students differed in their reasons for undertaking study in a country where the tourism industry is well known. As international students they chose to study in New Zealand because the opportunities available are better than their country of origin. Participant G said over here in New Zealand you will get better experience of…the hotels….and get better and greater opportunities in the future. SIT students recognise that they would like to enter the tourism industry and therefore have to study in a country where tourism is taught. Participant H said my country [China] does not teach tourism. Additionally, SIT students expressed that their country of origin, mostly China, is a growing market and they will be sought after when they return home. Participant H also said there will be a lot of opportunities for hospitality graduate(s) in my country, China. There is the opportunity for New Zealand tertiary providers to encourage Chinese students to New Zealand because with China being a growing market that does not have education in tourism courses a gap in the market exists. Finally the opportunity to travel was prevalent with Participant J stating that I like travel and [want to] see another country…preferably in the future I could go work in the hospitality area, that is why I chose it.

At PIHMS there were a variety of reasons participants chose their course. Participant Q identified that other people thought she would be good in the industry, she said my parents…thought I would be good in hospitality, and so many people that have been
here were like you should go to PHMS. Participant T said I also got brought up in a hospitality kind of area in my life which is why she chose to follow this path. Like students from Otago, students at PIHMS enjoyed the people interactions and noted that work in this industry is more than an office job and allows interactions with a wide variety of people. Participant V said I like the hands on experience and Participant R said I like not just having an office job and interacting with people...that are doing everyday things.

Section 5.1 has identified a wide range of reasons why students have chosen to study at their institution and also why they chose their course. The following section looks at the results of questioning the necessity of a degree to work in the tourism/hospitality industry.

5.2 Is a degree necessary to work in the tourism and hospitality industry
For the majority the consensus was that a degree is not necessary to be able to work in the industry. This was the conclusion of the quantitative findings also (see section 4.3). However, section 5.1 has explored a number of reasons students have chosen to study such a course of which some relate to working in the industry. Students reiterated to get a job a degree is not required but to work in management or go further in the industry a degree is beneficial. This is demonstrated by Participant R’s comment which says that you get there faster with a degree than if you start from the bottom. A degree is seen as helping with moving into higher level positions faster, with Participant D saying she would get up the ranks with a degree instead of just starting on a low level tourism thing [job] where you get on the job training.

Participant S said that

there is a lot of debate about that [a degree being necessary], a lot of people say it is the whole glass ceiling. Everyone can get up to a certain point and then just those with a degree can get higher...I guess we will never know until we get up there.
A degree has also been discussed as being an indication of having stick-ability to something; Participant S said *it is just a representation for like the employers that they [the student] are sticking with something.* A similar idea was given by Participant A who stated that *the university degree gives you survival skills.* SIT students saw further merit in the degree portrayed in Participant K’s comment that said

*having knowledge about the things [tourism/hospitality aspects] you are working [in] is good enough, if you don’t have the knowledge about what you are working [the position you are working in, then] it is not worth it, that is why you have got to have a degree.*

Work experience is seen by students as a necessity as opposed to a degree, one Otago student continuously reiterated that a degree at university is not enough for most people and it depends on what they want to do. She, Participant E, said that *I think people need like need more specific training rather than a degree,* she continued, *they [the industry] want more like specifically trained like with more work experience than a qualification.* Participant K, an SIT student, who had completed previous studies which included an internship said that if you know *the nature of the work practically and not only by the theory then you are learning very many new things.* The idea that a degree is not necessary has been found by other studies of students in Mauritius and Australia (see section 2.24 Chellen & Nunkoo, 2010; Richardson, 2009b).

Experience was said to set students apart from others. Participant E stated that *it kind of distinguishes you as well from people who just have degrees.* Participant V also mentioned this suggesting that a PIHMS degree offers *one year experience in hospitality, it already sets you apart from other people when you are graduating.* Experience is also seen as important because of the practical nature of work in the industry, Participant E said *when I think tourism I think jobs where you are interacting with people often so you need the work experience to like build your skills doing that.* Participant E, who had work experience recognised the value of it because she felt that she would get paid *the same as people who didn’t have a degree in tourism.*
Students have not written off the value of the degree they agree in suggesting that there is a need for both knowledge and skills (see section 2.4, also Costley, 2011; Dredge, 2011). In closing comments a Participant S said

> you have to have a balance of it, if you just have experience then you are not going to have the knowledge for being at the top um to step up the ideas and the innovation and things like that, and if you don't then you have to start from scratch and you have to start getting trained and things like that which are the hard part.

This discussion on the necessity of a degree was incorporated into students’ discussions on the perceptions of the industry in New Zealand.

### 5.3 Perceptions of the tourism and hospitality industry in New Zealand

The main questions asked in the focus groups were regarding the perceptions of the tourism and hospitality industry. The questions aimed to further explore some of the emerging results of the questionnaire and probe for new ideas. In the first Otago focus group participants knew very little about the tourism and hospitality industry and therefore struggled to provide their opinion on what their perceptions are of the industry. They pointed out that they did not know enough to make an informed judgement and can only give information on what they have heard from others, Participant A said *I am probably not qualified to comment*. The reason this group felt this way was because they had little/no work experience that they felt they could draw on. This is important to note because it calls into question how students are expected to form perceptions and make career decisions if they have not had experience? Further suggesting work experience should be a compulsory requirement in tourism/hospitality qualifications.

In discussing their experiences however, students formed a view that employees are poorly treated by customers but there is a lot of interaction with people which is seen as enjoyable. Participant C emphasised that
some people’s attitudes are disgusting and they expect you to serve them... no matter how friendly and stuff you are towards them...they expect you to serve them... I would want to work as a back line of the industry...I learnt that people aren’t very nice...it actually made me hate the industry, that side of the industry a lot but it [working in the industry] was cool and some people were really nice and it makes you think that like a few people can ruin you know like your perception of the industry.

From this quote it can be seen that it is important work experience is undertaken because students are able to make decisions about where/how they want to pursue their career in the industry. For those in the first Otago focus group they have been limited in being able to make these decisions because of their limited work experience.

Focussing on working hours, the group admitted they have little experience to comment on but from what they have heard, work was long random hours. Participant B made particular comment about how the hospitality industry is seen as being towards the bottom and tourism is not rated as highly as other certain industries in the world. This can be challenged because students have identified as not having extensive work experience and therefore it can be questioned as to whether this perception is reality. Linking back to the literature in section 2.24 it is likely that this perception is reality where students studied in other settings have concluded that working hours are too long (Aksu & Köksal, 2005; Chellen & Nunkoo, 2010; Richardson, 2009b; Roney & Öztin, 2007).

The second group of Otago students provided more details about perceptions. Students felt there was a considerable presence of international employees and for this reason they felt that New Zealand employees were less valued. Participant D talked about one of her jobs and said

\[ \text{we get a lot of international people and backpackers...all of the kitchen staff that made the chocolate were all international backpackers ... it was really quite hard and I wasn’t valued as much as the short term international staff that they can turn over and always get new people on.} \]
Students also felt that the industry gets a lack of respect, Participant E said *I don’t think the tourism industry gets enough respect given how like important it is to the economy.* She offered a reason for this saying *in schools it is kind of looked down as if it is not an important thing.* Participants concluded that tourism is a subject that is looked down upon in schools and is considered a fill in and easy subject. Participant D supported this in suggesting that *tourism is sort of looked down like it is a real easy paper to take.* This idea of tourism being an easy subject is unlikely to be held by students in a global setting as Participant E who has been educated in a UK school mentioned that *I studied it in England and it is much more respected as a subject.* This could then suggest that there is a perception problem in secondary schools in New Zealand which is influencing students as they enter tertiary education.

In terms of working hours students perceived them as long and the industry as seasonal. Participant D thought employees *have long hours.* This finding was also found by the questionnaire (see section 4.3) and other focus group participants at other institutions. Other perceptions tested in the questionnaire emerged from the qualitative research also such as, wages which students were unsure about and thought that sometimes wages are cut back during seasonal periods which impacts upon the employee. Participant D said *especially with seasonality... they’ve [her employer] had to cut wages back...they just couldn’t afford.* From being probed about working conditions Participant D said *they are quite good.* These perceptions are consistent with what was found in the questionnaire, adding to the validity of the research where corroboration between qualitative and quantitative research methods has occurred.

SIT students discussed how the industry is a good one to enter because people are always going to want to travel. Participant K said *the industry is never going to be lost, people from around the world are going to travel from time to time.* This perception had not emerged from the questionnaire but is an interesting insight to the perceptions of the industry but also potentially why students choose to study tourism/hospitality. The idea that the industry is a people industry was portrayed by Participant H who said *in this industry you have to deal with people every day.* This is a characteristic of the industry and was also mentioned by PIHMS students as a reason for choosing their course (see section 5.12). In terms of working hours it was
suggested that were acceptable on day shift but not nights, Participant G said sometimes you have to work in the day time which is perfectly alright, afternoon shift is also alright, but evening and night time...is really tough to do. Interestingly, students were discussing how wages were increasing in the industry which was seen to be a negative thing. This idea of wages being too high is a negative instance where other findings from this thesis all point to wages not being high enough. Participant G put all the talk about wages into perspective and said

_ I think it depends on which industry you compare with, you compare with a lawyer and doctor they will be lower wages...that generally it is not very high not very low._

This suggests that wages are right for the type of work that is required. While it has been suggested that wages are a result of economic forces (Cooper, 2002), it could be possible that the industry believes they are paying a wage that reflects the job. This is not the consensus from students, as presented in section 2.24, who believe wages are too low (see Aksu & Köksal, 2005; Chellen & Nunkoo, 2010; Richardson, 2009b; Roney & Öztin, 2007).

PIHMS students, like Otago students, discussed that there was little respect for employees in the industry, in particular housekeeping staff. Participant V said _when I was in housekeeping [there was] no respect, you don’t get any as a housekeeper._ A lengthy discussion was held on team work and team dynamics. As students have worked in the industry through an internship they hold a strong opinion in this area. Some argued that a good team with a good manager is very important, Participant R expressed this idea by saying _if you have a strong team and there are good people in the team_ then the job experience will be positive. Further to this, staying on the good side of the manager is seen to be very important; Participant S summed this up by saying

_ it is on a very personal basis, manager to lower staff I thought. In my first placement there was a guy [and] they were just waiting for him to quit so like he got 2 hours a week. If he was on they would send him home first, like he was useless but he was trying. For me like I made an effort to get_
on with the manager but then if I would not take on an extra shift or come in early or stay later then she would get angry with me and would like, she would put me on the gay shift and I would not get the hours that I needed, so like you have kind of got to always be pleasing them I felt.

Students reflected on personality as being a significant aspect in achieving in the industry. As this quote alludes to personality is the key to getting good shifts, enough hours and to potentially grow a career. There is also concerns raised here about the ‘right people’ being employed in the industry but this quote suggests that it might not be the employee that is not the right person instead it could be that the employer has not utilised a successful management technique.

Students at PIHMS were also very opinionated regarding wages. Students had undertaken placements in both New Zealand and Australia and compared the two at length, concluding that New Zealand has considerable work to do to retain employees as wages in Australia are much superior. Participant R said some people [who went to Australia on placement] came back with $10000 and I was pretty much in the negative after having undertaken work experience in New Zealand. The group were impressed with Australian placements where overtime and weekend wage rates were paid which led them to want to work in the weekends etc. Whereas, they discussed, that in New Zealand this does not happen and overtime does not get paid. Respondent R summed wages in New Zealand up by saying for the work that we are doing as well and the hours we do in hospitality we are not getting paid well, like it is shit. The reason for this was suggested to be because businesses can get away with it. In a tough job market the power lies with the employers because to get and retain any job is very important for graduates. With an oversupply of graduates it is imperative that people take any job no matter the wage to ensure they are getting some income.

This led the students to discussing working hours, where the group relived their internships and remembered the long exhausting hours that they had done. Participant R said that her internships involved late shifts, late hours and [was] so tiring, like I nearly collapsed, they had to cut down my hours while Participant Q mentioned she had a break down in the middle of the restaurant, I ended up crying.
Relating this back to wages a couple of students had experienced inconsistent hours up to the point where in a low period they did not get enough to pay the bills they had. Participant U said it changes from one week to the other which is why they needed to work all the hours offered in busy times to financially compensate for the times when there was little work. These perceptions students have identified are important to recognise and will be incorporated into the discussion in Chapter Six to support the quantitative findings.

5.4 Where students' perceptions are formed?
When asked about where the students’ perceptions come from and what influences their perceptions there are two distinct themes that emerged; work experience/internships and what is being taught in the classroom. As shown in the previous section the perceptions of students are similar despite the different teaching style of each institution. This section also suggests that the type of teaching employed at each institution has little bearing on where students' perceptions are formed. Students particularly from PIHMS had clearly formed their opinions from the work experience they undertook. As third year students they had all completed two rotations of 800 hours of placement. Those students from SIT and Otago that had work experience had also begun to form an opinion from this.

Students noted that their teachers/lecturers and what they had learnt in class had a significant impact. Participant R said some of what the teachers have told us, like their experiences have affected me. Participant D specifically picked out two lecturers that had shared their work experiences with the class which she said they have quite interesting ideas about how it is to work in these industries. Work experience and classroom teaching is highly important in forming the perceptions of students. Students become motivated by the stories and believe that working in that type of environment would suit them. Participant S noted that our event manager owned twelve night clubs in Europe and all this amazing stuff.

Combining the two themes, Participant B discussed how work experience made me more aware of the industry because beforehand I hadn't any experience I only knew what we learnt at Uni and now I have seen for myself....before I didn't know but now I
know I don’t want to do certain things. This idea was prevalent amongst students in each of the groups. Participant R was talking about her work experience and said I worked in Europe at a Marriott hotel which put me absolutely off working in a business hotel. Work experience has been very important in forming the perceptions of students potential future careers in the tourism and/or hospitality industry.

The three institutions were researched to highlight any similarities and differences between them. Section 2.7 mentioned the differences in the institutions are that they all use different teaching methods. By looking at all three institutions it could have been hypothesised that based on different teaching methods, differences in where perceptions are formed would have been evident. However, this section has shown, similar to that of section 5.3, that students are not influenced by institutional factors, such as the teaching method. Instead students have been influenced more by external factors, such as the work experience they have undertaken and the teachers/lecturers that education them.

5.5 Job aspirations of bachelor level students

As a final series of questions, students discussed what job they would like when they leave their institution and which country they would like to work in. This section, like section 4.5, is relevant to objective three which is discussed in section 6.3. PIHMS students had the desire to go to Australia as they have experienced better wages there, while only two of the seven would like to remain in New Zealand in the short term. Students believe there are better opportunities for them in Australia where transferring between hotels within a hotel chain is possible. Participant U said you can transfer from hotel to hotel, and do different things around Australia. PIHMS students thought they should be going into duty manager positions Participant S noted that she thinks we [the group of students] should be going into duty manager’s positions, but no one [employer] is going to hire us if we haven’t been one before. Students did not allude any further to what they wanted to do but recognised it would be somewhere at the bottom of the rankings. Participant S asked the group what they would do given any choice, they all agreed working in the front office and reinforced they did not want to go into food and beverage as their internships had showed them this was not what they wanted to do. This was stated by Participant R who said food
and beverage…was just slave driving. Event management was also mentioned by a few where they said that the last six months of their course had particular focus on events.

SIT students wanted to work in Queenstown, Auckland, Invercargill or the USA when they were finished and a few thought they would return home to China to work. Students agreed they would like to return to their home countries eventually but would like to gain experience in New Zealand first. Participant M said that she would like to get a job…in New Zealand, in any place that I can get a new job and get some experience and then go back to China. All were reasonably happy to take any job they could get with Participant H specifically identifying wanting to work as a waiter and Participant G wanting to work on a cruise ship.

Otago students had fewer ideas about where they would like to work. There was no consensus as to what they would like to do, one said shipping, another events planning or travel agent, another wanted to travel, one to the Disney internship programme and the remaining were unsure. Otago students mentioned that they had a degree which was broad that could take them anywhere. Participant C said with a tourism degree you can pretty much do anything within the tourism and hospitality industry, there is no specific role and Participant S said it is so broad um tourism and hospitality so and it is the biggest industry it is all over the world, it is not specified…we can do anything we want really. Along a similar track Participant B mentioned that just because someone has a degree there is no automatic entry into jobs in hospitality such as working in hotels. This is important to note because this idea links back to suggestions in Chapter Two where soft skills not qualifications are the desired attribute employers seek.

Students have a range of job aspirations for when they leave the education system. There is no consensus that students from particular institutions will work in similar positions. As recognised by the students jobs in this industry are wide ranging and the opportunity exists to work in many positions. This links back to the reasons why people choose to study tourism/hospitality where there are many job opportunities.
5.6 Chapter Summary

This chapter has presented the findings of the qualitative section of the research. It has shown that there is more to choosing a course of study than simply picking a subject, the institution is important also. The perceptions of the tourism/hospitality industry that students discussed in the focus groups have presented a variety of ideas, some of which have been identified earlier in Chapter Four. Following triangulation as a method, Chapters Four and Five will be discussed in Chapter Six which will begin to allow conclusions to be drawn.
Chapter Six: Discussion

As the discussion chapter of this thesis the focus is to present the findings from Chapters Four and Five while utilising triangulation. While the previous chapters have given findings there has been some attempt to draw themes that have begun to emerge. This chapter will build on these ideas and refer to the literature from Chapter Two and beyond to discuss the objectives identified in Chapters One and Three. At the conclusion of this chapter an understanding of the differences in students’ perceptions from the tertiary institutions studied in New Zealand should exist.

6.1 Objective One: Why do young people choose to study tourism and hospitality in their given setting?
This objective set out to assist in defining this thesis by providing an understanding of why students choose their given tourism/hospitality course. In addition to this the respondents provided further information on this topic and expressed why they chose their tertiary institution.

6.11 Choosing an institution
Looking at the overall picture the reason students chose their institution can be attributed to three factors. These were the type of education they will get, reputation and geographic location. The type of education is important because students recognise that experience is the key to gaining employment. Hence, students at PIHMS and SIT chose their institute because of the internships that are available which develop practical skills that are required in the industry. This was also a major influence found by O’Mahony, McWilliams and Whitelaw (2001). Furthermore, they found that the decision making process of going onto tertiary education involves firstly deciding where to study (53% of respondents) and secondly which course of study (O’Mahony, et al., 2001). This was not sought after in this thesis but is interesting to note because initially the research objective was to only seek out why students chose tourism/hospitality. It is therefore important to consider the education institution as it could be found that this influences the course of study also.
Students who consider themselves practical learners prefer a practical course where they can learn hands on. This idea was supported by those students who are in a practical learning environment, PIHMS and SIT. However, the opposite was not indicated by university students, where no-one identified going to university to get a theoretical education. For those that chose a university education, which is seen as more theoretical (see section 2.4 and 2.71), reputation and geographic location are more influential factors as opposed to the type of education.

Reputation was indicated by all students researched in the focus groups and therefore, it can be conclusively said to be an influential factor in choosing an institution. Students seek institutions with an international reputation which will aid in employment attainment during their career. By attending an internationally renowned education institution students have the belief that it will be easier for them to get a job. This could be a pre-conceived idea as a result of the institutions promotion and marketing where the institution is recognised. This in itself could still be influential in attaining a job but would require further research on a global scale to conclusively suggest this.

Finally, for some the geographic location is important where they are close to their home or friends/relatives. Students mainly from Otago and PIHMS noted that as they live in the area/region of their institution it made sense for them to enrol there instead of looking elsewhere. While it could have made sense for students to stay near home this may not have been the most successful choice for students because the provider at which they will study at may not be suited to their learning style or provide a course that the student is interested in. The students that were researched as part of this thesis, however, chose to stay near home in conjunction with other reasons such as reputation or learning style which could prove successful for their career opportunities. On the counter side to this some SIT students who were a long way from home as they were international students indicated the location was also an important factor. This was more related to the place attributes where some participants enjoyed the lifestyle, most notably Invercargill.

These three factors are all major contributors to students' decision in choosing an institution. Although O'Mahony et. al., (2001) found that the decision making process
in regards to tertiary education involves first choosing the institution and then the course of study this thesis is unable to comment on this idea. However, considerable research was undertaken into why students chose their tourism/hospitality course.

6.12 Choosing tourism/hospitality as a first choice course of study.

Students studying tourism and/or hospitality choose such a course as their first choice. This thesis has found that generally students do not choose tourism/hospitality courses because they have been rejected from restricted entry courses as the literature suggests (Harkison, et al., 2011). Instead there is a vast range of reasons why students choose such courses. The questionnaire revealed these reasons are because it is interesting (21.9%), students want to work or gain a career in the industry (13.5%) or would like to travel (12.5%).

The focus groups do not reflect these reasons where students have identified other reasons including being able to work with people and considerable employment opportunities in the industry. It is important to note here that respondents could have answered the question differently in the questionnaire than in the focus group because of the different environment in which the question was asked. The focus groups allow for probing of information and ideas, whereas the questionnaire only required an answer. The probing could have encouraged participants to think deeper into the reasons why they chose such courses. In addition to this the answers presented in the questionnaire are short which took less typing time than what they indicated in the focus groups. Therefore, while the findings do not support each other it could be suggested instead that there are a multitude of reasons for wanting to study tourism/hospitality which vary based on who is being spoken to and the environment in which the question is asked.

Despite no corroboration, on this particular aspect, between the reasons they are supported by the literature. The literature suggests opportunities to travel, working with people, ample job opportunities and previous work experience (Hjalager, 2003; Kim, et al., 2010; Myong Jae, et al., 2010; Petrova & Mason, 2004) as being reasons students choose these courses. Therefore, some conclusions on this objective can be drawn as the current research is corroborated by the literature. In addition to
these findings the top ranked questionnaire reason is new to the body of literature; because it is interesting.

There are a number of reasons why this may not be presented in the literature. Firstly, it could be related to the suggestions why the qualitative and quantitative findings do not corroborate each other. This is where the answer was to be written in and writing interesting was short and easy, it could also be because they did not take the time to consider their real reason and therefore went with a short easy explanation. Secondly, this response could also be linked to the idea that any degree is better than no degree. Therefore, students again went with an explanation that was short and easy to write. Thirdly, it may not have been represented in the quantitative literature because it was not given as a choice of responses due to the research focussing on the economic aspects and soft skills relative to the industry.

These conclusions suggest that there is a vast range of reasons why students choose their course and choose their tertiary institution. Like previous research the institution is chosen for its teaching method, i.e. practical internships/learning (O'Mahony, et al., 2001). However, this thesis concludes there are strong links between the reputation and the geographic location of the institution which influences student's decisions. Further research into whether or not students are at an education provider which has graduate outcomes that meet the needs of the type of position the student wants would be beneficial.

6.2 Objective Two- are there differences in higher education institutions of students’ perceptions of their future careers in tourism and hospitality.

As the first study of its kind, this research has little literature to draw on when looking to define whether the type of institution students study at leads to different perceptions. It was assumed, prior to beginning the research, that there would be differences in students' perceptions based on their institution because the institutions utilise different teaching methods. Surprisingly, minute differences have been found despite the different teaching methods that the institutions offer. Furthermore, with the assumption disproven it is highlighted that often assumptions are made about
what the types of education mean to students and the industry. The suggestion that
despite different teaching methods, students’ perceptions are similar has been
informed by section’s 4.3 and 5.3 findings.

For the most part the quantitative research was corroborated by the qualitative
research findings. A difference occurred where Otago students from the
questionnaire revealed that they were unsure about working hours being too long or
not. SIT and PIHMS students as well as Otago focus group students all felt that they
were too long. The suggested reason for this difference could be that students at
Otago have no compulsory requirement to complete work experience which means
they have little to base a perception on. The perception is held that working hours are
too long which the literature also suggests (Aksu & Köksal, 2005; Chellen & Nunkoo,
2010; Kim, et al., 2010; Kusluvan & Kusluvan, 2000; Richardson, 2009b; Roney &
Öztin, 2007).

This difference is important because differences in perceptions were expected due to
the teaching methods of the institutions. This difference highlights that students
without work experience have less knowledge to form a perception with. Therefore, in
making career decisions students without work experience might not have a well-
rounded understanding of the reality of working in the industry. These results show
Otago students are unsure about working hours which may suggest that they are not
well-equipped to make career decisions. But could this mean they are naïve? With
the possibility of students not being fully-equipped to make career decisions further
issues could arise for the shortage of skilled labour where the industry is unable to
retain employees, which currently has tourism/hospitality graduates exiting the
industry within five years of graduation (King, 2011).

There were also perception differences from the SIT questionnaire results where it
was found that students were split between unsure and agree about making friends
easily in the industry. The other methods of research concluded that it is easy to
make friends in the industry. The difference here could be suggested to exist
because there was a low response rate. As a result there were not enough
responses to provide a conclusive finding on this aspect. With the response rate low
it is challenging to understand the importance of this finding except to suggest that this finding is inconclusive.

The focus groups reiterated some of the perceptions that students had written in as other perceptions in the questionnaire. As a result, the industry being a people industry, economically important to New Zealand and will continue for a long time into the future were perceptions that emerged but were not evident in the literature reviewed. These perceptions go beyond just employment related perceptions which were specifically tested in the questionnaire. This is significant to recognise because students’ perceptions of the industry are shown to be more than just about working in the industry but about the industry as a whole. This finding further reiterates the suggestion that there are little differences in student perceptions of working in the tourism and hospitality industry based on the institution they study at. This could mean that, despite different teaching methods, institutions are exposing their students to similar experiences/information enabling their perception to be formed. This highlights the limited diversity of the tertiary institutions studied, which was unexpected because as reiterated they all differ in teaching methods.

As the perceptions of students have been found to be no different based on institution type it can be suggested that institutional factors are not considered to be an issue. Instead there are external factors that need be addressed in order to assist in perception changes of students from what can be concluded as a mixture of positive and negative perceptions. Perceptions of a career in the industry are important to consider as they have been suggested to be an indication of whether students will enter the industry upon graduation or not.

This thesis questioned students’ intention of entering the industry upon graduation. The questionnaire outcome was that students will still enter the industry upon graduation. There was 32% that would definitely enter and 40% that were more than likely to. Focus groups revealed that students were still enthusiastic about their study and career choice and were happy about the choice they had made. Interestingly, in Richardson’s (2009b) study he found that a majority of students with work experience (42.4%) had no intention of entering the industry whereas, Roney and Öztin’s (2007) study revealed that 65.6% of students did have the intention to enter the industry.
These studies reveal contradictory results in comparison with each other and the current thesis finding but this could reinforce the idea that students are influenced by external factors in making career decisions.

This thesis is a study of three institutions and offers opportunities for further research to occur surrounding this topic (see section 7.1). This is a starting point for research on tourism/hospitality education and students perceptions which differs to previous studies. There are some interesting questions that have been raised throughout this thesis that could be corroborated by future research. The career decisions and impact of education on perceptions is a topic that can be explored in the future as what has been suggested is only an introduction into a sizeable topic.

With the perceptions of students researched in this thesis similar regardless of the institution they study at it could be suggested that these institutions are exposing their students to comparable information and experiences, despite different teaching styles. The results of this research also hold many similarities to the comparative studies which could therefore suggest that perceptions of the tourism and hospitality industry have similarities despite geographic location. This must be treated with caution as only two cases have been compared. With perceptions found to be similar across the institutions the question lies in what influences students’ perceptions?

6.3 Objective Three- has either formal or informally organised work experience impacted on students’ perceptions of the tourism and hospitality industry.

The literature reviewed reveals that almost all of the perceptions that students hold are formed from working in the industry either as part of formal work experience which is compulsory to meet course requirements or informal work experience which is gained voluntarily (Chellen & Nunkoo, 2010; Kusluvan & Kusluvan, 2000; Purcell & Quinn, 1996; Richardson, 2009a). This is interesting to note because Objective Two discusses the negative perceptions students hold which have not been informed by studying in a tertiary institution but instead have been the result of individual institutions course structure. There is also some impact of what is taught in class and the impact of the lecturers that also influences the students. Almost all of the
students who undertook a focus group had work experience, either formal or informal, in the industry and they discussed their experience which portrayed their perception (as discussed in Objective Two). This objective argues that work experience is the most influential factor in students’ perceptions of the tourism and hospitality industry.

To illustrate the impact of practical work two examples will be given. At PIHMS students discussed their internships where one mentioned how she had a breakdown in the restaurant and another mentioned that she had to have her hours cut back as she was working very long hours under stress. This discussion began when being probed about working hours. In the second example an Otago student discussed her work experience where she was yelled at by customers who were grumpy. As stated in Chapter Five she said that working with grumpy customers makes you think that like a few people can ruin you know like your perception of the industry.

Of the questionnaire participants 66.2% attributed work related factors to their decision to enter the industry or not. This highlights that work experience is influential in forming students’ perceptions. As a result it was interesting to seek out if these perceptions had an effect on students’ intention of entering the industry upon graduation. As mentioned in section 4.4 there is still a considerable percentage of students wanting to enter the industry. Yet research shows that between 35 and 50% of students who undertake work based training do not want to work in the industry after graduation (Purcell & Quinn, 1996; Richardson, 2010b) but as shown from this research this is not true in all cases (King, et al., 2003; McKercher, et al., 1995).

Further to this point sections 4.5 and 5.5 identified that students expressed interest in working in the industry upon graduation. There were a range of positions that students wanted to work in within ten years of graduating. Many of these were tourism/hospitality specific positions such a chef, on a cruise ship, as an air hostess and outdoor recreation. In addition, students were interested in working in a variety of countries in the world including, New Zealand, Australia, USA, and China. This further reiterates that while work experience is influential upon student0s’ perceptions (which can sometimes be a negative influence) they hold the intention to enter the industry.
Work based placements have been blamed by researchers for being a form of cheap labour and deterring students from entering the industry which already has a negative image (Barron, et al., 2007; Baum, 2006; Getz, 1994; Roney & Öztin, 2007). The students from the institutions that were interviewed for this research have not been deterred by this. However, some of them, mostly from PIHMS, do recognise that they were a cheap, short term form of labour while they were on their placements. Students have been deterred from working in particular jobs, citing housekeeping and food and beverage positions as jobs they would not like to work in again.

Busby (2005) claims the placements influence career decisions of graduates but does not go into specifics on how they are influenced. The results of this research shows that students are both negatively and positively influenced, whereby work experience has shown students what type of work they do not want to do which can be seen as positive but by undertaking work placement they have formed some negative perceptions of particular positions. Students noted that work experience is good because it gives students a taste of different sectors and they know they are only there for a short period of time compared with entering the industry permanently.

Students from PIHMS, who were the only students to have completed a compulsory work based placement at the time of researching⁴², felt that by having undertaken an internship they have an advantage over those students who have no formal practical training. Research shows that work based placements should be compulsory in all tourism/hospitality courses (Busby, 2001) because if they are successful then students’ perceptions can be changed (Getz, 1994). However, this thesis shows that most placements are unsuccessful as students identify their perception, mainly negative, as being a result of work experience. However, caution must be exercised because success can be measured using many indicators. It can therefore be concluded that work experience has a considerable impact upon students’ perceptions of a career in tourism and hospitality most significantly a positive impact. Students have become better equipped with knowledge and skills about the industry which they can take into their future career.

⁴² SIT students will complete a placement during the third year of the degree. Those researched in the focus group were only first year students.
Chapter Seven: Conclusions

Tourism and hospitality education is distinctive as teaching can often be a mix of practical and/or theoretical. This thesis has answered three research objectives which pertain to tourism education in New Zealand. Firstly, it has been concluded that despite the different types of education that are available for tourism and hospitality students, many students form similar perceptions of working in the tourism and hospitality industry. While there are many negative perceptions, including, low pay, long working hours, little respect and needing a degree is unnecessary, students in this research recognise some positives where physical working conditions are good and it is easy to make friends with work colleagues. These conclusions are very similar to those found in previous studies (Richardson, 2009b; Roney & Öztin, 2007).

These results have been built on to answer another objective which has been concluded to suggest that work experience, either formal or informal, influences students’ perceptions of the tourism and hospitality industry. Unlike reports from around the world that suggest graduates are not entering the industry, mainly because of poor work experience (see section 2.25, also Kusluvan & Kusluvan, 2000) this thesis shows that students are willing to enter the industry. The question then rises; will they be hired when they apply for work after graduation? Unfortunately for New Zealand the respondents did not indicate that New Zealand would be where they would look for work. However, this is correlated with answering another objective which suggests students choose tourism/ hospitality because they want to travel. This shows that the tourism and hospitality industry, in particular the labour, are globally mobile where employees seek employment throughout the world. Therefore, it could be concluded that whilst students currently do not want to work in New Zealand this could be in part because of the opportunities available globally.

In answer to why student’s choose tourism/ hospitality courses students’ indicated a variety of reasons which suggests that there is an individualistic approach taken to career decisions. There are common themes, however, which suggest interest, travel, working with people and career options as being prominent. Although the results also show that students perceive a degree as unnecessary to work in the
industry they recognise they need a degree to move in the industry to a position above an entry level job. Therefore, although students do not choose tourism/hospitality courses solely to gain work in the industry they choose it also for the ability to move into management positions. There are concerns however, that the industry does not recognise the importance of a degree, overtime as recent graduates gain management positions a degree is likely to become more recognised (Becton & Graetz, 2001; Costley, 2011; Harkison, et al., 2011; Richardson, 2011). This thesis has formed some conclusions regarding tourism/hospitality education however there are still areas of research that could be explored.

7.1 Where to next?
A recommendation for educators, both tertiary and secondary level endeavours to encourage them to look to develop career advice. As young people, students need assistance in making the right decisions for their future and career advice can contribute to this by encouraging students in a direction that will benefit them. The author recalls her own course selection process which provided little guidance from a secondary school level. By providing better guidance students will be better equipped to further understand what career options they have and this may stop students (and their parents) forming a negative perception of an industry they know little about and thus thinking it is not the right industry for them.

As a result of the 5th The-ICE conference in 2011 it is clear that education institutions teach in multiple manners. For this reason it is important to ensure that education institutions work together to create a core curriculum to better the graduates and allow for their outcomes to be easily understood by the industry. While going to the extreme and standardising education is not the intention, there is the ability to teach core concepts in innovative ways differentiating the institutions. Having a core set of concepts underlying each degree could benefit the industry’s understanding of what a degree enables the graduate to be capable of. This will minimise the confusion by industry about what each graduate has been educated/trained in and better understand their ability to work in the tourism and hospitality industry. Calls for this have been made in the past (Dredge, 2011; Karageorgou & Lazari, n.d.) and with the ever-changing industry needs and little changes in curriculum this recommendation
would need considerable regulation. In addition the recommendation is of considerable scale, nationally and globally, and therefore would need to be an on-going process over a significant time period.

As the final recommendation, this thesis reiterates (Richardson, 2010b; Ross, 1992b; Wang, et al., 2010) calls for increased communication between industry and educators to provide graduates that are employable and will get employed. As this thesis has shown students are keen on entering the industry but without better communication the industry is not getting what they want and educators are producing graduates unwanted by the industry. For the benefit of graduates and the industry increased communication could enable courses to be developed with the needs of the industry as well as meeting the institution aims. This will be challenging as the industry changes very regularly and the industry also needs to know what it wants.

7.2 Limitations
Within the research process there were some limitations that were encountered. Using Survey Monkey was an asset however, due to students using web kiosks and computer labs the questionnaire was unable to be set so that they can save the incomplete questionnaire and come back to it. While the questionnaire was purposively designed to be short to enable students to complete it in one sitting, using web kiosks and computer labs would not have allowed this.

The University of Otago Blackboard\textsuperscript{43} system allows emails to be sent to all student users of each paper. This meant that students that were enrolled in more than one tourism paper for the semester would have received the email more than once and could have consequently completed the survey more than once. Whilst doubtful because getting people to undertake a questionnaire can be challenging, this may have inflated the response rate and allow people to enter the prize draw more than once. This could also skew the results in favour of their opinions but a check was

\textsuperscript{43} Blackboard is an online teaching tool that is used in many universities around the world, including University of Otago, University of Cornell, University of Reading. It enables staff to reach all students enrolled in their course to provide teaching information, assessment and announcements.
completed on the email addresses students supplied for the prize draw and further research questions which allowed for some duplicates to be identified\textsuperscript{44}.

Research was initially going to be conducted at the Otago Polytechnic due to the close proximity of this institution. However, the timing of the research was not compatible to the polytechnic’s schedule. Students were either on practical placements or recently returned from overseas where they had taken part in work experience and despite repeat invitations sent to students no responses were ever received. The invitations were sent through a gatekeeper at the polytechnic which could also be attributed to the non-response. Students may not have been responsive to the gatekeeper, or the gatekeeper may not have forwarded on the request for students to take part in the research.

This is the reason that SIT was introduced. However, SIT held its own limitations as the course had fewer students and many were on internships thus a low response rate was obtained. This presented challenges for forming conclusions based on the few responses. However, whilst it could be suggested that the results are not fully representational of the student body at SIT, the findings from SIT corroborated the results from Otago and PIHMS. Therefore, whilst there was a low response rate from SIT, the overall results from all three institutions illustrate the validity of the findings.

This thesis studied three institutions which could limit the generalisability of the conclusions to the wider New Zealand context. However, section 7.3 will suggest, further research that covers a wider range of institutions would be beneficial. Another study could also allow the current findings to be corroborated strengthening the conclusions that have been offered.

\textbf{7.3 Further Research}

One element of further research is to do a wider study similar to this one which compares the different institutions as well as different countries. A contrast and comparison across a wider context assist in forming generalisations on a global scale.

\textsuperscript{44} It is recognised that some student’s may have been able to fill it out twice and not be identified as they may not have provided their email address.
scale. Such a similar study would also benefit from looking at the industry’s perception of graduates. This would enable the industry and educators to clearly define whether expectations match, further enabling stakeholders to manage the situation that becomes evident.

Further opportunities could also be recognised by conducting a longitudinal study of students looking at their intentions and perceptions of the industry at an entry level and follow this through to graduation and beyond. This would enable conclusions to be drawn on the impact of the course, where students obtain work on graduation and how long they stay working in the industry, if at all. Finally, research could be completed in looking at perceptions from a secondary school level which would be able to explore if these perceptions of the industry are held before a student enrols in tertiary education. This would also give further insight into the ideas presented in section 2.25 which suggest the secondary school education has influence on the perceptions of students.

7.4 Conclusion
This thesis has investigated tertiary students’ perceptions of a career in the tourism and hospitality industry. The overall perception that respondents from this thesis have indicated are of low wages, good working conditions, long working hours, a degree being unnecessary to gain work in the industry and colleagues being easy to make friends with. The perceptions of students have been found to be influenced by work experience in the first instance. This is an interesting conclusion as students perceptions barely differ based on the type of institution they study at, some of which do not include compulsory work experience.
Chapter Eight: References


Evans, D. (2011, 21 June). [Student enrolment in tourism at the University of Otago ].


Low, W. (2011, 12 August). [Discussion- approval to study SIT students].


137


Richardson, S. (2009b). *Used and Unappreciated: Exploring the role work experience plays in shaping undergraduate tourism and hospitality students' attitude towards a career in the industry.* Doctor of Philosophy PhD, Griffith University.


### Chapter Nine: Appendices

**Appendix 1- Characteristics of Selected Generations**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Baby Boomer</th>
<th>Generation X</th>
<th>Generation Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs and values</td>
<td>Work ethic, security</td>
<td>Variety, freedom</td>
<td>Lifestyle, Fun</td>
</tr>
<tr>
<td>Motivations</td>
<td>Advancement, responsibility</td>
<td>Individuality</td>
<td>Self-discovery, relational</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Authority, brand loyalty</td>
<td>Experts, information, brand switchers</td>
<td>Friends, little brand loyalty</td>
</tr>
<tr>
<td>Earning and spending</td>
<td>Conservative, pay upfront</td>
<td>Credit savvy, confident, investors</td>
<td>Uncertain spenders, short-term wants, credit-dependent</td>
</tr>
<tr>
<td>Learning styles</td>
<td>Auditory, content-driven, monologue</td>
<td>Auditory or visual dialogue</td>
<td>Visual, kinaesthetic, multi-sensory</td>
</tr>
<tr>
<td>Marketing and Communication</td>
<td>Mass</td>
<td>Descriptive, direct</td>
<td>Participative, viral, through friends</td>
</tr>
<tr>
<td>Training environment</td>
<td>Classroom style, formal, quiet atmosphere</td>
<td>Round-table style, planed, relaxed ambience</td>
<td>Unstructured, interactive</td>
</tr>
<tr>
<td>Management and leadership</td>
<td>Control, authority, analyzers</td>
<td>Cooperation, competency, doers</td>
<td>Consensus, creativity, feelers</td>
</tr>
</tbody>
</table>

(Adapted from Pendergast, 2009 as cited in Pendergast 2010)
Appendix 2- Online questionnaire

Respondents were not required to answer all these questions. Skip logic was developed into the questionnaire hence respondents only answered questions based on their previous answers.

<table>
<thead>
<tr>
<th>Students Perceptions of a career in the tourism and hospitality industry in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
</tr>
<tr>
<td>Thank you for clicking on the link to this questionnaire. In the invitation email you were sent is an information sheet about this research, please take 5 minutes to read through this. This questionnaire will take between 10 and 15 minutes so please ensure you have enough time to complete it all at once. Thank you very much!</td>
</tr>
</tbody>
</table>

| 2. Age |
| **1. How old are you?** |
| ☐ Under 18 |
| ☐ 18-24 |
| ☐ 25-30 |
| ☐ 31-35 |
| ☐ 36-40 |
| ☐ 41-45 |
| ☐ 46-50 |
| ☐ 51+ |

| 3. Education Information |
| **2. Are you an undergraduate student?** |
| ☐ Yes |
| ☐ No |

| 4. |

| **3. Are you a full time or part time student?** |
| ☐ Full time |
| ☐ Part time |

| **4. Are you a domestic or international student?** |
| ☐ Domestic |
| ☐ International |

| 5. |
5. What is your country of origin?

6. Education Information

6. What was your first choice of study area?

7. Education Information

7. Why did you choose to study tourism/hospitality?

8. Education Information

8. Which institution do you study at?
- University of Otago
- Otago Polytechnic
- PIMMS
- Other (please specify)

9. Course Information

9. Is your major subject tourism?
- Yes
- No

10. Course Information

10. Is your minor subject tourism or hospitality?
- Tourism
- Hospitality
- Neither
### Students Perceptions of a career in the tourism and hospitality industry in

**5. What is your country of origin?**

**6. Education Information**

**6. What was your first choice of study area?**

**7. Education Information**

**7. Why did you choose to study tourism/hospitality?**

**8. Education Information**

**8. Which institution do you study at?**

- University of Otago
- Otago Polytechnic
- PIMMS
- Other (please specify)

**9. Course Information**

**9. Is your major subject tourism?**

- Yes
- No

**10. Course Information**

**10. Is your minor subject tourism or hospitality?**

- Tourism
- Hospitality
- Neither
11. What area have you specialised in within your course?
- Food and Beverage Management
- Tourism Management
- Hotel Management
- Strategic Management
- Human Resource Management
- None of the above

11. Perceptions of the Tourism and Hospitality industry in NZ

12. Rate each statement from strongly agree to strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the pay is low for most jobs in the tourism and hospitality industry in NZ</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tourism related jobs in NZ are more respected than the other jobs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Working hours are too long in the tourism and hospitality industry in NZ.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It is not necessary to have a degree to work in the tourism and hospitality industry in NZ.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I can make friends easily with people working in the tourism and hospitality industry in NZ.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Physical working conditions are generally good in the tourism and hospitality industry in NZ.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

13. What other perceptions of working in the tourism and hospitality industry in New Zealand do you have?

[Blank space for input]

12. Working in the industry
### Students Perceptions of a career in the tourism and hospitality industry

**14. Do you currently work in the tourism or hospitality industry?**
- [ ] Yes
- [ ] No

**13. Working in the industry**

**15. Have you ever worked in the tourism and hospitality industry?**
- [ ] Yes
- [ ] No

**14. Working in the industry**

**16. Has the work you have done in the tourism and hospitality industry been a practical work experience requirement for your course of study?**
- [ ] Yes
- [ ] No

**17. Is undertaking a practical work placement compulsory for your course?**
- [ ] Yes
- [ ] No

**15. Working in the industry**

**18. How many hours (in total) are you required to undertake practical work experience in the tourism and hospitality industry as part of your course?**

- [ ] Less than 6 months
- [ ] 6 to 12 months
- [ ] 12 months to 2 years
- [ ] 2 years to 5 years
- [ ] 5 years +

**19. How long have you worked in the industry?**
- [ ] Less than 6 months
- [ ] 6 to 12 months
- [ ] 12 months to 2 years
- [ ] 2 years to 5 years
- [ ] 5 years +
Students Perceptions of a career in the tourism and hospitality industry in

20. On average how many hours per week did you work in the tourism and hospitality industry?
   ○ 2-5
   ○ 6-10
   ○ 11-16
   ○ 16-20
   ○ 21-25
   ○ 26-30
   ○ 31-35
   ○ 36-40
   ○ 41+

21. On what basis were you employed?
   ○ Casual
   ○ Part-time
   ○ Full-time
   ○ Contract

22. Which sector have you worked in the longest?
   ○ Food and Beverage- Restaurants
   ○ Food and Beverage- Bars/Clubs/Pubs
   ○ Food and Beverage- Cafes
   ○ Travel Agent
   ○ Airline
   ○ Accommodation- Front Office/reception
   ○ Accommodation- Housekeeping
   ○ Other (please specify)
Students Perceptions of a career in the tourism and hospitality industry in

23. In what type of position were you employed in?
- Frontline participants
- Back of house participants
- Supervisor/Duty Manager
- Low level Manager
- Middle Manager
- Senior Manager
- Other (please specify)

16. Working in the industry

24. Is the work you are doing in the tourism and hospitality industry a practical work experience requirement for your course of study?
- Yes
- No

25. Is undertaking a practical work placement compulsory for your course?
- Yes
- No

17. Working in the industry

26. How many hours (in total) are you required to undertake practical work experience in the tourism and hospitality industry as a part of your course?

27. How long have you worked in the tourism and hospitality industry?
- Less than 6 months
- 6 to 12 months
- 12 months to 2 years
- 2 years to 5 years
- 5 years +
Students Perceptions of a career in the tourism and hospitality industry in

**28. On average how many hours per week do you work in the tourism and hospitality industry?**

- ☐ 3-5
- ☐ 5-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41+

**29. On what basis are you currently employed?**

- ☐ Casual
- ☐ Part-time
- ☐ Full-time
- ☐ Contract

**30. Which sector have you worked in the longest?**

- ☐ Food and Beverage - Restaurants
- ☐ Food and Beverage - Bars/Clubs/Pubs
- ☐ Food and Beverage - Cafes
- ☐ Travel Agent
- ☐ Airline
- ☐ Accommodation - Front Office/Reception
- ☐ Accommodation - Housekeeping

Other (please specify)
### Students Perceptions of a career in the tourism and hospitality industry in

**31. In what type of position are you employed in?**
- Frontline participants
- Back of House participants
- Supervisor/Duty Manager
- Low level Manager
- Middle Manager
- Senior Manager
- Other (please specify)

### 18. Working in the industry

**32. How has working in the industry influenced your decision about a career in the industry?**
- Positively
- Negatively
- Neither
- Uncertain

**33. Are you likely to work in the industry in the first year after you graduate?**
- Definitely
- More than likely
- Undecided
- Unlikely
- Definitely not

### 19. Working in the industry

**34. Has your experience working in the industry been the main factor in your certainty/uncertainty about pursuing a career in the tourism and hospitality industry?**
- Yes
- No
Students Perceptions of a career in the tourism and hospitality industry

35. What other factors have caused your certainty/uncertainty about pursuing a career in the tourism and hospitality industry?


21. Working in the industry

36. What aspects of working in the industry have caused your certainty/uncertainty in pursuing a career in the tourism and hospitality industry?


22. Working in the industry

37. Has your experience working in the industry been the main factor in your decision not to pursue a career in the tourism and hospitality industry?

  ○ Yes
  ○ No

23. Working in the industry

38. What other factors have been a part of your decision not to pursue a career in the tourism and hospitality industry?


24. Working in the industry

39. What aspects of working in the industry have caused you to decide not to pursue a career in the tourism and hospitality industry?


25. Future employment in the industry
*40. Do you believe you will be able to secure a position in the tourism and hospitality industry that will pay the salary that you expect upon graduation?

- Yes
- No
- Unsure

*41. What type of position would you like to secure in the tourism and hospitality industry within the next 10 years? For example CEO, self-employed chef, receptionist, air hostess etc.

*42. Do you expect to pursue a career in tourism and hospitality in New Zealand, Australia or another country?

- New Zealand
- Australia
- Other Country
- Unsure

26. Demographic

*43. Are you male or female?

- Male
- Female

27. Further research and prize draw

*44. Would you be willing to be a part of further research?

- Yes
- No

28.

*45. Please type your name, email address and the institution you study so it can be arranged for you to take part in further research.
### Students Perceptions of a career in the tourism and hospitality industry in

#### 29.

*46. Would you like to go in the draw to win either a $20 iTunes voucher or a $20 Telecom top up voucher?*

- [ ] Yes
- [ ] No

#### 30.

*47. Please type your name, email address and the institution you study so you will be entered into the prize draw*

[ ]

#### 31. Questionnaire completed thank you!!!

Thank you for completing the questionnaire, your responses are much appreciated
Appendix 3- Focus Group Questions

1. Why did you choose to study tourism and hospitality?

2. Why did you choose to study at the (pick one) University of Otago, Southern Institute of Technology, PIHMS?

3. What types of experience do you have working in the tourism and hospitality industry?
   a. What responsibilities did you have
   b. Probe regarding practical requirement for course of study
   c. Do you have a practicum element available to you in your course?
   d. Can you explain what this is and how it works?
   e. What are your perceptions of this part of the course?
   f. From your work experience what perceptions of the industry do you have?

4. What types of jobs do you think your degree will enable you to work in?

5. Where do you think you will work when you graduate from your course?
   a. Salary
   b. Type of position
   c. Location

6. What are your perceptions of the tourism and hospitality industry in New Zealand?
   a. More info on working hours (questionnaire at unsure)
   b. Wages
   c. Working condition
   d. Seasonal
   e. Respect
   f. Work Colleagues

7. What factors of the industry have contributed to your perceptions of the industry?

8. What factors non-industry related have contributed to your perceptions of the industry?