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TOURISM AND HOSPITALITY EMPLOYMENT AND CAREER PERCEPTIONS AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

Five hundred and ninety-four students enrolled in Years 11 and 12 in five state high schools from the Far North Queensland area were surveyed so as to ascertain tourism and hospitality industry work interest and post-secondary school education intention. Many students expressed a desire for employment in tourism and hospitality industry management, particularly within hotels, resorts, transportation and entertainment contexts. Most expressed a preparedness to seek post-secondary school education, with TAFE the favoured mode. Older students expressed a preference for TAFE whereas those with tourism and hospitality industry work experience preferred in-house training and a management work context. Finally Technical and Further education was generally revealed to be the preferred mode of management education for tourism and hospitality industry employment among students. The implications of these findings for students, career counsellors, various education bodies such as universities and for the tourism and hospitality industry are examined.

INTRODUCTION

The tourism and hospitality industry is now regarded as being among the major providers of jobs and careers for Australian school leavers. Indeed few industries in Australia have in recent times demonstrated employment growth potential to the level of the tourism and hospitality industry (5). There is now accumulating a body of literature on work in this industry, though mostly from perspectives such as labour demand, industrial issues and training inadequacies (6, 2). Thus far, relatively little has been completed in regard to the motivations, the perceptions, the aspirations and the evaluations of potential employees of this industry.

Deciding on a preferred career or employment context is generally viewed by many school counsellors and educational psychologists as a developmental task of mid- to late adolescence (1, 14). It is during this period that many students, particularly Year 11 and Year 12, give serious thought to preferred employment and the means by which this is attained. The traditional view has been that career choice is a single event

or terminal process (9). However more recent research indicates that career choice involves both the choice of an occupation (which can occur and recur at various points in one's life), and any choice affecting one's career (4, 3 8).

Schein (12, 13) has argued that there are several stages in the career cycle, including the first stage of growth, fantasy and exploration which is said to occur from ages 0-21. Schein maintains that during this period the person attempts to develop a realistic vocational choice by executing several tasks including the exploration of needs, interests, abilities and talents. The individual is said to be in the process of developing realistic role models, amassing occupational information, developing values and abilities, making sound educational decisions, and finding opportunities for self-testing. This understanding of career decision-making is basically one of adaption. At any point, the compromise between the individual's needs and the requirements of the environment is fluid and tentative. The development of occupational aspirations by young people not only involves adaption but is a major part of adapting to the broader culture. Moreover, occupational aspirations held by individual students constitute a working hypothesis about the optimal outcome of the compromise between his/her interests, desires and aptitudes on the one hand, and his/her conception of the needs and demands of the larger family, community, and socio-economic system. In such a context, expressions of occupational goals may be regarded as current estimates of the probable outcomes of his/her overall adaption.

Motivation is another area which may shed light on the understanding of vocational intention within the tourism and hospitality industry. Zacarelli (15) has made the point

that an understanding of employee motivation among tourism and hospitality industry workers is of major importance for the stability of the industry. He has argued that many supervisors simply accept high levels of employee turnover, accidents and absenteeism as the norm within this industry, when in fact these problems are often the result of poor motivation. Zacarelli supports a call for a greater emphasis on the understanding of employee motivation on the part of supervisors and employers by citing a study in the hospitality industry wherein employees ranked what they wanted from a hospitality industry job, and also ranked what they believed employers wanted. He notes that there is a very clear difference in the two lists, with employers ranking highly factors such as appreciation for work well done and some shared decision-making, whereas the employees were seen as valuing most highly factors such as higher wages and promotional opportunities, and not the more intangible factors. Zacarelli makes the point that until supervisors and employers in the tourism and hospitality industry gain a clearer understanding of all of the major work goals of their employees, labour instability will continue to characterize this field to a greater degree than is necessary. Zacarelli's point may be applicable not only to the tourism and hospitality industry's employees but also for potential employees. Yet relatively little is known regarding the attitudes or vocational intentions of groups such as secondary school students who may be faced with the option of employment and possibly a career in the tourism and hospitality industry. Both personality and socio-demographic variables have received relatively little attention in this context, despite the rapidly growing importance of this industry to the economies of many countries as well as to individual school leavers as a potential career source.

Murphy (7) has found that certain groups of people appear to develop much more positive attitudes to the tourism industry in any tourism related community. Residents with a commercial or vocational investment in tourism were found more likely to be favourably disposed to the industry than were other community members. Those who own or operate businesses, as well as those who work in those businesses have been found to be more likely to have a positive attitude to the industry than those who have no direct involvement or perceive that they derive no benefit from tourism. Murphy has made the point that familiarity with this industry leads in many instances to more favourable overall evaluations. Ross (11) has found that there is generally a high level of interest among secondary school students in tourism and hospitality industry management work, with many students being prepared to undergo university/college level training to achieve these vocational goals. Ross (10) has also found that school leavers interested in tourism and hospitality industry management work are generally higher on particular personality dimensions such as the Protestant Work Ethic and have a high need for achievement within their work life. This study has sought to explore specific vocational intentions and predilections as well as post-secondary school education preferences in respect of tourism and hospitality industry employment and career paths among secondary school students in a major Australian tourist community.

METHOD

(i) Subjects

Five hundred and ninety-four students enrolled in Years 11 and 12 in five state high schools from the Far North Queensland

area were sampled. This is one of Australia's fastest-growing tourist areas. Ross (11) has found that many school leavers in this region do evince a clear work interest in the tourism and hospitality industry. Students were surveyed during August and September, when most were considering post-high school study or employment options.

(ii) Apparatus

Students were asked to nominate their preferred tourism and hospitality industry job and tourism and hospitality industry context. Students were also asked to rate the following sets of tourism and hospitality industry employment occupations and contexts:

A. Which area(s) of tourism and hospitality industry work would you prefer? Please rate each work area on the following scale:

Highly preferred 5 4 3 2 1 Not preferred at all

Skilled trades
 Scientific occup.
 Musical occup.
 Social Services occup.
 Clerical occup.
 Technical trades
 Professional occup.
 Literary occup.
 Management
 Public relations
 Service occupations
 Artistic occupations
 Educational occup.
 Sales occupations
 Office occupations

B. Could you now rate each tourism and hospitality industry work content using the same scale:

Highly preferred 5 4 3 2 1 Not preferred at all

- Hotels
- Motels
- Specialty shops
- Tourist attractions
- Cafes/Fast food
- Entertainment
- Charter boats/launches
- Souvenir shops
- Travel agencies
- Tour operations
- Resorts
- Restaurants
- Bars/Clubs
- Caravan parks
- Transportation
- Service industries

Students were further asked if they would consider post-secondary school training for employment in the tourism and hospitality industry, and if so, were asked to rate each of the following post-secondary school educational modes:

C. Could you please rate each type of further training on how suitable you think it would be for you:

Suitable 5 4 3 2 1 Unsuitable

- University
- TAFE
- Private institution
- On-the-job training

Finally a range of socio-demographic measures was also recorded, including age, sex, number of friends/relatives working in the tourism and hospitality industry, previous tourism and hospitality industry work experience and length of time spent working in the tourism and hospitality industry.

(iii) Procedure

The survey was distributed among the major state high schools in the Cairns area, and administered to students during class hours by a careers counsellor in each school. The non-response rate was less than 9%.

RESULTS

Table 1 contains descriptive statistics for the major socio-demographic variables included in this study. From this table it can be seen that whilst ages ranged from 15 to 34, most respondents were in the 16-17 years age range, which is the typical age group for Australian students in the final years of high school. Many students also had friends/relatives working in the tourism and hospitality industry, and over 30% of the sample had some previous (part-time) work experience in the tourism and hospitality industry. Some respondents had considerable part-time industry work experience. Approximately 53% of the sample were males and 47% females, reflecting similar figures in this segment of the high school population of northern Australia.

Table 2 contains frequency measures for various tourism and hospitality industry job preferences. From this table it can be seen that the most nominated occupation was that of manager, being recorded by over 30% of the sample. Other prominent occupational types were salespersons and service workers. Over 10% of the sample nominated a preference for a semi-professional occupation, and approximately 9% demonstrated a preference for professional employment within the tourism and hospitality industry.

Table 3 contains frequency measures for a range of tourism and hospitality industry employment contexts. It can be seen from this table that resorts and hotels were the most highly preferred contexts. Also preferred were bars/clubs, charter boats, transportation and travel agency work. It is perhaps worth noting that contexts such as restaurants, which do in fact employ many school leavers, were not among the more highly preferred areas.

Table 4 contains responses to a question concerning preparedness to consider post-secondary school training so as to acquire tourism and hospitality industry employment. Approximately three-quarters of these school leavers indicated a preparedness to consider post-secondary school training of some type. However, over 20% indicated no interest in such a course of action.

Table 5 contains Friedman analyses of variance statistics for ratings of a set of tourism and hospitality industry employment types. From this table it can be seen that the most highly ranked of the set was management. Other occupational types ranked highly were professional occupations and public relations positions.

Table 6 contains Friedman analyses of variance statistics for ratings of a set of tourism and hospitality industry employment arenas. It can be seen that resorts and hotels were rated most highly in this set, as were entertainment contexts and charter boats. For this analysis service industries were not rated highly when compared with other work contexts.

Table 7 contains Friedman analyses of variance statistics for preference ratings of various post-secondary school educational modes. From this table it can be seen that

TAFE training was the most highly rated. The next highest rating was for in-house training, followed by university training. The least preferred mode of post-secondary training was private institutions.

Linear relationships between preferred post-secondary school educational modes and a range of socio-demographic measures have also been investigated. Table 8 reveals that older students (i.e., those in Year 12 and about to leave the school system) preferred TAFE as the post-secondary school education type, whereas those students who had spent longer working in the tourism and hospitality industry were more likely to rate in-house training as the preferred post-secondary school educational type. No association was found between sex of respondent or number of tourism and hospitality industry associations and any of the educational modes.

Cross-tabulations have also been computed in order to explore non-linear relationships among major variables. Standardized residuals from Table 9 indicate that those with a high preference for tourism and hospitality industry management employment were more likely to have industry experience and less likely to be neutral, whereas those without tourism and hospitality industry experience were more likely to be neutral and less likely to demonstrate a high preference for this type of work.

Table 10 indicates that those who would not consider post-secondary school education were more likely to be neutral or prefer not to be in tourism and hospitality industry management employment, whereas those who demonstrate a preference for this type of position are clearly less likely to terminate their education on leaving secondary school.

Kruskal-Wallis analyses of variance procedures have also been employed in this study so as to examine the various post-secondary school educational modes as they may be associated with a preference for post-secondary school education and with an interest in tourism and hospitality industry management employment. Table 11 contains indices associated with preparedness to consider post-secondary school education. An inspection of frequencies from this table indicates that many of the students would see university, TAFE and in-house training as suitable modes. A comparison of these three revealed TAFE to be the most favoured and university the least favoured. Private institutions were generally regarded as unsuitable. An inspection of mean ranking indices, however, revealed few if any differences among groups in respect of university, in-house and private institution training. TAFE, though, was ranked differently by individuals in the three groups. These students who rated TAFE as unsuitable training were more likely to indicate no intention to consider post-secondary school education, whereas those who rated TAFE as suitable were more likely to indicate a preparedness to consider post-secondary school education.

Table 12 contains indices associated with a preference for tourism and hospitality industry management employment. An inspection of frequencies in each cell reveals a similar pattern to that in previous analyses: university, TAFE, and in-house training modes were all generally regarded as suitable, though private institutions were not. TAFE was again regarded as suitable by more students than either university or in-house modes for those with a preference for tourism and hospitality industry management employment. University was the least favoured as a suitable mode among

these three education types. This analysis also revealed that the private institution was generally not regarded as a suitable education mode. An inspection of mean ranking indices revealed that TAFE, university and private institution were all more likely to be ranked suitable as a post-secondary school education mode by individuals with a preference for tourism/hospitality industry management employment. In contrast, no clear differences in suitability rankings were noted for in-house training among individuals with an interest in tourism/hospitality management positions.

DISCUSSION

This study has investigated tourism and hospitality industry work and education preferences among high school students from a major Australian tourism community. The study has found that many of the students had friends and relatives working in the tourism and hospitality industry, and some had actual work experience (part-time) in the industry. When asked to nominate a preferred position within the industry, management emerged as the most popular type of job. Other types of preferred employment included professional and semi-professional positions as well as salespersons and service workers. Preferred tourism and hospitality industry work contexts were also nominated. The most favoured context was that of resort, followed by hotels and bars/clubs. Employment in the fields of transportation, charter boats/launches and tour operators were also nominated by many. Restaurants, motels, tourist attractions and specialty shops were not as popular, notwithstanding that these contexts are also among the major employers of labour, particularly younger people, in many tourist areas. It may be that

such contexts need to examine why it is that they are not apparently regarded highly by many who will soon seek employment in this industry.

Approximately three in four students would be prepared to undergo some post-secondary school training in their efforts to acquire tourism or hospitality industry employment. Only about one in four students declined to pursue such a vocational course. It may be that this group has either decided to avoid employment in the tourism and hospitality industry for some reason, or is confident of proceeding to some other type of post-secondary school education (e.g., medicine, law, etc.) that will obviate singular vocational involvement in the tourism and hospitality industry.

Students also classified a set of tourism and hospitality industry positions and also a set of tourism and hospitality industry work contexts. The most highly ranked position type was that of management, followed by professional occupations and public relations positions. The analysis involving work contexts revealed resorts, hotels, entertainment contexts and charter boats to be the most highly ranked. These comparative analyses of tourism and hospitality industry position type and work context have revealed results similar to those analyses involving the nomination of preferred tourism and hospitality industry position and context, and serves to confirm the generally low estimation which appears to be held by many students regarding contexts such as restaurants, service industries and specialty shops. Such contexts may eventually provide many students with employment, and may have important implications in regard to their eventual perceptions of vocational success, job satisfaction, as well as overall self-esteem and work productivity. Such issues

within a tourism and hospitality industry context would now seem worth investigating.

This study has also examined student preferences among a set of post-secondary school educational modes. Technical and Further education emerged as the most highly favoured. In-house training also emerged as popular. University level education as a preferred education mode for tourism and hospitality industry employment emerged as less popular than either Technical and Further education and in-house training. Tourism and hospitality industry employment education by way of private institution was not highly favoured in comparison with other modes.

Linear relationships between preferred post-secondary school education modes and socio-demographic measures revealed some important associations. Those students who are likely to leave school at the end of the year demonstrated a preference for Technical and Further education as their preferred type. This group appears to consider Technical and Further education as the superior education mode, preferring it to contexts such as university. Those students who had more tourism and hospitality industry work experience demonstrated a preference for in-house training rather than university or Technical and Further education.

An examination of non-linear relationships among preferences for management employment in the tourism and hospitality industry has found that those with some industry employment experience and those with a preparedness to consider post-secondary school education were the students most likely to evince a vocational interest in management employment. Thus both previous work experience and an

orientation toward further education were predictors of tourism and hospitality industry management interest.

This study has further examined various post-secondary school education modes as they may be associated with a preference for post-secondary school education and with an interest in tourism/hospitality industry management employment. Whilst most students regarded university, in-house and particularly Technical and Further education as suitable, there was a greater preparedness among students to consider some post-secondary school education for Technical and Further education modes, but not for other modes such as university, in-house or private institution. Thus it is Technical and Further education that appears to discriminate between those who would and those who would not be prepared to consider post-secondary school education.

Finally the analysis involving tourism and hospitality industry management employment revealed similar results. Those students demonstrating higher preferences for tourism and hospitality management employment were found to be associated

with the belief that Technical and Further education is a suitable mode. Again no similar pattern was evident for other institutions such as universities.

This study has found that many students wish to work in management, often within the hospitality context. Many are prepared for post secondary school education, regarding Technical and Further education as the most suitable mode. Such a perception should raise concerns for the university sector. A number of Australian universities are now actively providing specialized tourism and hospitality industry management courses which are, as yet, apparently unknown or not highly regarded by many students. It may be that institutions such as universities that are presently active and expanding in this education area need to more effectively disseminate information to careers counsellors, the tourism and hospitality industry and not least, to the students themselves. In such a way students will be more likely to arrive at a point that represents for them a realistic and useful vocational adaption.

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TABLE 1
 MEANS, STANDARD DEVIATIONS AND RANGES FOR MAJOR SOCIO-
 DEMOGRAPHIC VARIABLES

VARIABLES	MEAN	STANDARD DEVIATION	RANGE
Age	16.43	1.74	15-34
No. of friends/ relatives in t/h industry	3.2	4.87	0-50
Length of time working in t/h industry	16.17 wks	44.95	0-336
Sex			Male = 53.36% Female = 46.64%
Previous t/h work experience			Yes = 30.55% No = 69.45%

TABLE 2

TOURISM AND HOSPITALITY INDUSTRY JOB PREFERENCE FREQUENCIES

POSITION	NUMBER	PERCENTAGE
Manager	107	31.7
Tradesperson	11	3.2
Salesperson	54	15.9
Plant/Machine operator	1	0.3
Professional	30	8.9
Clerk	11	3.3
Office worker	21	6.2
Technician	0	0
Semi-professional	40	11.8
Labourer	3	0.9
Service worker	58	17.2
Administrator	2	0.6

TABLE 3

TOURISM AND HOSPITALITY INDUSTRY CONTEXT PREFERENCE FREQUENCIES

TOURISM/HOSPITALITY WORK CONTEXT	NUMBER	PERCENTAGE
Hotels	38	12.8
Tourist attractions	4	1.3
Restaurants	20	6.7
Cafes/Fast food	3	1.0
Specialty shops	4	1.3
Entertainment	17	5.7
Caravan Parks	0	0
Charter boats/Launches	29	9.8
Transportation	29	9.8
Bars/Clubs	35	11.8
Service industries	8	2.7
Interpreting	3	1.0
Motels	2	0.7
Tour operators	29	9.8
Souvenir shops	1	0.3
Resorts	49	16.5
Travel agencies	26	8.8
Markets	0	0

TABLE 4

PREPAREDNESS TO CONSIDER POST-SECONDARY SCHOOL TRAINING IN ORDER
TO ACQUIRE TOURISM AND HOSPITALITY INDUSTRY EMPLOYMENT

RESPONSE	NUMBER	PERCENTAGE
Yes	436	77.9
No	124	22.1

TABLE 5

FRIEDMAN ANALYSIS OF VARIANCE (BY RANKS) STATISTICS FOR TOURISM AND
HOSPITALITY INDUSTRY EMPLOYMENT TYPE

EMPLOYMENT TYPE	MEAN RANK
Skilled trades	8.789
Scientific occupations	6.869
Musical occupations	6.367
Social science occupations	7.332
Clerical occupations	6.375
Technical trades	8.234
Professional occupations	9.889
Literary occupations	6.47
Management occupations	10.827
Public relations	9.673
Service occupations	7.651
Artistic occupations	7.887
Education occupations	7.781
Sales occupations	8.236
Office occupations	7.619
<u>Summary statistics</u>	
DF	= 14
Sample	= 15
Cases	= 489
Chi-Sq. (cor. for ties)	= 692.81 p< .001

TABLE 6

FRIEDMAN ANALYSES OF VARIANCE (BY RANKS) FOR PREFERRED TOURISM AND
HOSPITALITY INDUSTRY WORK CONTEXT

PREFERRED WORK CONTEXT	MEAN RANK
Hotels	10.339
Motels	9.743
Charter boats	10.008
Restaurants	9.802
Souvenir shops	5.888
Bars/Clubs	9.898
Speciality shops	7.149
Travel agencies	8.534
Caravan parks	4.42
Tourist attractions	9.713
Tour operators	8.791
Transportation	6.656
Cafes/Fast food	5.7
Resorts	12.316
Service industries	6.903
Entertainment	10.14
Summary statistics	
DF	= 15
Sample	= 16
Cases	= 501
Chi-Sq. (cor. for ties)	= 1752.711 p< .001

TABLE 7

FRIEDMAN ANALYSES OF VARIANCE (BY RANKS) FOR PREFERRED TYPE OF
POST-SECONDARY SCHOOL EDUCATION

EDUCATION TYPE	MEAN RANK
University	2.544
TAFE	2.87
In-house training	2.778
Private institution	1.808
<u>Summary statistics</u>	
DF	= 3
Sample	= 4
Cases	= 424
Chi-Sq. (cor. for ties)	= 206.593 p< .001

TABLE 8

SPEANNAN RHO RANK ORDER CORRELATION (CORRECTED FOR TIES) BETWEEN
POST-SECONDARY EDUCATION TYPE AND SOCIO-DEMOGRAPHIC VARIABLES

SOCIO- DEMOGRAPHICS	UNIVERSITY	TAFE	IN-HOUSE	PRIVATE
Age	-.028	.117*	.06	.005
Sex	.081	.008	.032	.031
Years of formal education	.021	.11*	.009	-.004
No. of friends/relatives working in t/h industry	.017	.024	-.01	.049
Length of time spent working in t/h industry	.139	-.076	.192*	-.045

* $p < .05$

TABLE 9

CROSS-TABULATIONS OF PREVIOUS TOURISM AND HOSPITALITY INDUSTRY
 WORK EXPERIENCE BY PREFERENCE FOR TOURISM AND HOSPITALITY
 MANAGEMENT EMPLOYMENT

MANAGEMENT EMPLOYMENT	T/H WORK EXPERIENCE	
	YES	NO
Not preferred at all	15 ¹	44
	18.85 ²	40.15
	-.89 ³	.61
to	14	32
	14.7	31.3
	-.18	.13
Highly preferred	17	81
	31.32	66.68
	-2.56	1.75
	53	110
	52.09	110.91
	.13	--
	71	95
	53.05	12.95
	2.46	-1.69

¹ Observed frequency ² Expected frequency ³ Standardized residual

NOTE: Standardized residuals are the difference between the observed and expected frequencies divided by the square root of the expected frequencies. The overall Chi Sq statistic represents the sum of squares of these standardized residuals, and each standardized residual represents the degree of fit for the no-effects model for each cell.

Summary statistics:

DF	=	4	
Total Chi-Square	=	19.779	p < .0006
Contingency Coefficient	=	.189	
Cramer's V	=	.193	

TABLE 10

CROSS TABULATIONS OF PREPAREDNESS TO CONSIDER SPECIALIZED POST-SECONDARY SCHOOL TRAINING BY PREFERENCE FOR TOURISM AND HOSPITALITY INDUSTRY MANAGEMENT EMPLOYMENT

TOURISM/HOSPITALITY INDUSTRY POST-SECONDARY EDUCATION MANAGEMENT EMPLOYMENT YES NO

Not preferred at all	36 ¹	22
	45 ²	13
	-1.34 ³	2.5
	26	16
	32.58	9.42
	-1.15	2.14
to	64	27
	70.6	20.4
	-.79	1.46
Highly preferred	128	29
	121.81	35.19
	.56	-1.04
	144	21
	128.01	36.99
	1.41	-2.63

¹ Observed frequency ² Expected frequency ³ Standardized residual

NOTE: Standardized residuals are the difference between the observed and expected frequencies divided by the square root of the expected frequencies. The overall Chi Sq statistic represents the sum of squares of these standardized residuals, and each standardized residual represents the degree of fit for the no-effects model for each cell.

Summary statistics:

DF	=	4	
Total Chi-Square	=	27.028	p < .0001
Contingency Coefficient	=	.224	
Cramer's V	=	.23	

TABLE 11

KRUSKAL-WALLIS ANALYSES OF VARIANCE STATISTICS FOR RATINGS OF POST-SECONDARY SCHOOL TRAINING MODES BY PREPAREDNESS TO CONSIDER SPECIALIZED POST-SECONDARY TRAINING

RATING	UNIVERSITY	TAFE	IN-HOUSE	PRIVATE INSTIT.
Unsuitable	225.480 ¹ (105) ²	237.48 (38)	207.36 (67)	222.85 (179)
Mid-Range	224.53 (80)	236.58 (69)	217.91 (63)	222.06 (126)
Suitable	224.96 (264)	225.27 (348)	213.95 (296)	220.84 (138)

¹Mean rank ²No. of cases

NOTE 1: Ratings of post-secondary training modes were recoded for this analysis, so that higher scores were represented as 'suitable', lower scores represented as 'unsuitable', and scores of 3 represented as 'mid-range'.

NOTE 2: Preparedness to consider post-secondary school training was scored thus: Yes = 1; No = 2. In the analysis a lower rank was given to "yes" and a higher rank to "no". Higher indices are therefore more indicative of a lack of willingness to consider post-secondary school training, and lower indices of a willingness to do so.

TABLE 12

KRUSKAL-WALLIS ANALYSIS OF VARIANCE STATISTICS FOR RATINGS OF POST-SECONDARY TRAINING MODES BY PREFERENCE FOR TOURISM AND HOSPITALITY INDUSTRY MANAGEMENT EMPLOYMENT

RATING	UNIVERSITY	TAFE	IN-HOUSE	PRIVATE INSTIT.
Unsuitable	188.8 ¹ (96) ²	171.97 (35)	200.53 (58)	196.87 (168)
Mid-Range	212.18 (73)	213.41 (65)	200.03 (60)	205.4 (114)
Suitable	217.49 (250)	214.77 (321)	197.75 (278)	221.38 (131)

¹Mean rank ²No. of cases

NOTE 1: Ratings of post-secondary training modes were recoded for this analysis, so that higher scores were represented as 'suitable', lower scores represented as 'unsuitable', and scores of 3 represented as 'mid-range'.

NOTE: Preference for tourism and hospitality industry management employment was scored thus: Highly preferred = 5, to Not preferred at all = 1. In this analysis the highest rank was given to '5', with lower ranks assigned to smaller numbers. Higher indices are therefore more indicative of a preference for tourism and hospitality industry management employment and lower indices of a lack of preference for such employment.