ORIENTATION TO STUDY: A LONGITUDINAL INVESTIGATION OF TWO
DEGREE COURSES IN ONE UNIVERSITY.

by

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"Of course one should bring order into history, --- Every science is, among other things, a method of ordering, simplifying, making the indigestible, digestible for the mind. We think we have recognized a few laws in history and try to apply them to our investigations of historical truth. Suppose an anatomist is dissecting a body. He does not confront wholly surprising discoveries. Rather, he finds beneath the epidermis a congeries of organs, muscles, tendons and bones which generally conform to a pattern he has brought to his work. But if the anatomist sees nothing but this pattern, and ignores the unique, individual reality of his object, then he is a Castilian, a Glass Bead Game player, he is using mathematics on the least appropriate object. I have no quarrel with the student of history who brings to his work a touchingly childish, innocent faith in the power of our methods to order reality; but first and foremost he must respect the incomprehensible truth, reality and the uniqueness of events. Studying history, my friend, is no joke and no irresponsible game. To study history one must know in advance that one is attempting something fundamentally impossible, yet necessary and highly important."

from *The Glass Bead Game*

Hermann Hesse
ACKNOWLEDGEMENTS

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ABSTRACT
This thesis uses longitudinal interview techniques to follow a small group of students through their university courses to discover the relationship between their aims and their study patterns from their own perspective. From the results of an initial study, there appeared to be a conscious link between students' aims and attitudes towards study, or their ORIENTATION, and their study patterns. The link was described as a STUDY CONTRACT where students make decisions about how to study in order to fulfil their aims. The larger three year study was set up to investigate these concepts further.

Through analysis of the individual case studies of students working through their courses, and by comparisons between them, the concept of orientation was elaborated and a typology was described which distinguished seven types of orientation. Students with different orientations were seen to have different concerns in studying and how far their concerns were met by the course and university affected their level of satisfaction with the course. Some students were found to have a good fit between their orientation and the course and were able to find a study contract which fulfilled both the aims in their orientation and the demands of the course. Other students found that they had to compromise with the system and still others found a complete mismatch between their aims and the demands of the course and had to decide whether to change their aims or to leave university. The thesis argues that students' study patterns are a result of a complex negotiation between their orientation and their perception of the situational context within which they must work.
SUMMARY

This thesis is based on a three year longitudinal investigation of students on two courses in the area of Human Studies at Surrey University 1976-1979. The courses were: 'Hotel and Catering Administration', and 'Philosophy, Psychology and Sociology'. The purpose of the research was to investigate the relationship between students' aims and their study patterns. The research was conducted largely through interviews within a phenomenological or second order research perspective, which leads to a description of the relationship from within the student's own perspective. The results show that there are important differences between students' aims in studying and that these differences have consequences for the ways students go about studying. The importance of the students' perception of their environment is also shown to be crucial in understanding their different study patterns and university careers.

Chapter 1 provides the introduction to the thesis by discussing the results from an initial set of interviews with fourth year students on the Hotel and Catering Administration course. This study showed a relationship between the students' aims, their study patterns and what they felt they had achieved from their time at the university. The concepts of 'orientation' and 'study contract', are defined and described in hypothesis form, to make sense of these initial findings. They were to be investigated further in the three year longitudinal interview study which formed the basis of the main investigation. The guide lines for
the main investigation came directly from this initial study and are as follows:

1. To illuminate the relationship between students' aims and study patterns.
2. To look at change over time in this relationship.
3. To investigate further the ideas of orientation and study contract.

Chapter 2 takes the form of a background literature review and shows that much previous research on students' study patterns has found little in the way of useful relationships. A discussion of the distinction between first and second order research perspectives is used to show why the questions asked by this previous research are inappropriate to illuminate the relationship between aims and study patterns and gains found in the initial study. The second order perspective is described. This accepts the intentionality of action and requires investigations to take account of it in both method and analysis of findings. The chapter goes on to describe some research studies on student learning which have been conducted within this second order perspective. Some of these studies were being undertaken at the same time as the research presented here and therefore did not influence the original design or methods used in this thesis.

Chapter 3 describes the design and methods used in the research in two parts. Part 1 describes the progress of the research through different design and method stages. Problems particular to this study are described and discussed. Part 2 provides a
more theoretical discussion of the main design features of the research and links the choice of methods to the second order research perspective, discussed in chapter 2, and to other research using similar design features.

Chapter 4 discusses the context within which the research was conducted. The university, the departments and the courses involved are described using information gathered from the prospectus and other University publications, and from my experience of the context over the three years of the research. This account is provided as a backdrop to the remaining chapters which discuss the results of the research, and should not be considered as part of the results itself. The chapter is important, however, in that it provides a contextual background which should be used to situate the findings. All universities are not alike, and departments differ from each other in many of their features which impinge on students' lives. The economic and political climate of the late 1970's also has features which must affect the feeling of being a student at this time. The findings of the research must be evaluated for their significance with an appreciation of the context in which they were discovered.

These four chapters provide the contexts of aims, background literature, methods, and place/time of the present investigation. The following five chapters describe the results of the research.

Chapter 5 describes the different orientations that students on the two courses had. Differences in orientation are described
between students on the different and also within the same course. The differences are then discussed in terms of a typology of orientation which included four distinct types of orientation; Academic, Vocational, Personal and Social. A further distinction is made between orientations where there is intrinsic interest in the subjects covered by a course and orientations where there is extrinsic interest in the subjects covered by a course. The social orientation is described as purely extrinsic whereas students with the other three types of orientation can be either intrinsically or extrinsically interested in the subjects covered by their course. There are therefore seven different types of orientation. Students, however, may have more than one type of orientation making up their own particular orientation and the typology therefore, does not describe types of students.

Chapter 6 goes on to discuss the significance of these different orientational types by describing the different concerns that go along with the different orientational types. Students are seen to have different concerns in studying and, how far the course and university fits with their particular concerns is important in understanding their satisfaction or dissatisfaction with their situation.

Chapter 7 uses quotations from three students to describe the relationship between the student and their study over time. The previous two chapters used quotations mainly in order to describe differences between students' orientations, this chapter is mainly concerned with showing the implications of these
differences for a student's university career. The three case studies in this chapter describe different levels of student satisfaction with the course and university as they find it. The students respond in different ways to the fit or mismatch between their orientation and the situational context of university and course. The relationship between orientation and study patterns is seen to depend on the student's definition of the situational context and on their willingness to adapt or compromise with the requirements of the course.

Chapter 8 introduces new information from an additional study of first year students. This additional study was undertaken in order to investigate further the relationship between students' initial orientation and eventual study patterns. The chapter describes the searching process that students undergo as they try to make sense of their new environment and their negotiation between their own aims and their perception of the possibilities open to them from the situational context. Two students are more fully described to illustrate further the difference between a student who finds a fit between his orientation and the possibilities of the situation and one who finds a mismatch and thereby suffers a crisis in deciding whether to leave the university or to stay with more restricted aims.

Whereas the previous four chapters have essentially been reports of the results using extensive quotations, Chapter 9 is a more theoretical chapter which draws together the links between the findings from the previous chapters. The chapter returns to the concept of 'study contract' raised in chapter 1 to interrogate
the results, and describe more accurately and fully how the concept can help us to understand the importance of the personal context of student learning. The results are drawn together into a model of the relationship between orientation and study patterns.

Chapter 10 reviews the thesis and discusses the implications of the results. The research emphasises the different aims that students have in coming to the university and shows that the concerns that go along with these different orientations can help us to understand the satisfaction or dissatisfaction that students experience. Teaching staff need to be more alert to these important differences and to consider their own aims in providing courses in order to facilitate the learning of students with differently valued orientations. Students should however, be the main audience for the present research, since the results show that many students experience difficulty in resolving conflicts between their own aims and the possibilities open to them in the situation of the course and university. More and better information is required on the basis of which they can make their choices, as is better counselling to aid the development of useful strategies in order that students may more easily fulfil their own aims.

The chapter goes on to discuss the implications for future research. The results of the research can be fitted into a new pattern of research into student learning. Yet, there are still many gaps in our knowledge about how these different research findings fit together. A start has been made to integrate the
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CHAPTER 1

THE FOCUS OF THE RESEARCH

1.1 Introduction

This thesis is based on a longitudinal interview study with students at Surrey University between 1976 and 1979, who were taking either a degree in Hotel and Catering Administration or a degree in Philosophy, Psychology and Sociology. The aim of the thesis is to draw out from these interview data ideas which relate primarily to the experience of being a student on these courses, at this university, at this time. The thesis therefore concentrates on the student's view of the situation and looks at how their university career develops and changes over their three or four years of study.

It is possible to consider the whole of a person's formal education (or schooling) as an educational career, in which case the university experience would be seen as part of a greater whole. On the other hand, university has an important feature which is missing from the earlier years which I believe to be crucial to our understanding of the students' experience of it. This feature is the voluntary nature of the education and the fact that it is the first time that the student is really in control of their own education to quite a large degree. For one thing, there are many alternative choices available to the student considering further education, quite apart from the decision to carry on in the educational system rather than to
take up employment. There is the choice between university and polytechnic for example and then there are the numerous different universities and different courses to choose from.

For most students then, the decision to come to a particular university to study a particular course has involved them in taking important choices, not just to do with the next three or four years, but also to do with their future working life. It is a decision which is tied up with their aims for the future. It also draws to a close much of their dependence on their parents, if not financially, then certainly in the providing of a permanent home.

So it is the individual student and his or her particular choices that concerns us in this study. What is important is what the student says is important. The thesis is essentially about a subjective reality; the students' own sense of purpose. So that, what is being followed through the three year study, is how individual students make sense of their own university careers, how they relate to the course and to university life, and what they feel they are achieving or missing from spending three or four years of their life in this way. This concentration on the student's view of their university career is not merely for its own sake, rather, it is expected that this will enhance our understanding of how students work on their courses and why some students do better in terms of grades than others although their ability would appear to be similar.

In giving primacy to the student's view of the situation, I do not
intend to argue that a more sociological perspective is not valid. Clearly an individual does not 'know' all that influences him. Similarly however, it is not within our power as objective observers to 'know' the significance of events for the participants. The only way to find out about a person's experience, is to ask him or her about it. This also is not perfect as a way of finding out about subjective reality, since a person will be distorting their experience through language and through interpretation while they tell you about it. But this is not merely a problem for subjective reality, since objective reality too must be thematized and discussed through language which has subjective meaning. These issues will be addressed further in chapters two and three.

I have said that the thesis is about the students' experience of their university careers and how this changes over three or four years of degree level study. This focus however, was not there at the very beginning of the study, in fact the focus was intended to be very different. The remainder of this chapter will describe how the focus on students' experience of their university careers evolved from an initial study with a small number of students studying the Hotel and Catering Administration course.

1.2 The Historical Development of the Study

The project I began in 1976 was to be a study of student needs in relation to the library. An earlier study (Roy 1974) had shown
that students, librarians and academic staff all appeared to have different ideas about what students library needs were. His two main conclusions were i) that staff, students and librarians differed in their attitude to the importance of the library to undergraduate study, and ii) that staff and students on different courses have different views about the extent of library use necessary for their particular course.

Corresponding to this, two possible reasons were suggested. Firstly, that there is a communication problem; that staff do not communicate with students well enough to ensure that students realise the importance of the library to their courses. Secondly, that there is something essentially individual about different disciplines which makes the library of varying importance.

I decided to follow up the first of these two aspects of the study and to try to find out more about students ideas about the importance of the library, and how and possibly why, this differed from the views of the staff and librarians responsible for their course.

I was extremely fortunate to be presented with an opportunity to begin the study by a member of the Hotel and Catering Management (H&C) department, who was interested in students' use of the library. He told me that he was rather disappointed with the way his final year students were making use of the library facilities, and that he had arranged for a voluntary library tour and lecture from the departmental librarian for them. He invited
me to attend this session and said that I should be able to have time to speak to the students afterwards.

There were 15 students on the tour and I had the opportunity to talk to them later in the day. I asked three of them (who volunteered) to come to talk to me later in the week, and from that discussion I went on to interview 14 of their year group individually. This formed the initial part of my study.

1.3 The Initial Study

The first interview with the three students was an informal discussion about their course and their use of the library. The discussion lasted for about an hour, and took place in my campus study bedroom. The students were eager to talk about their experiences. They were very frank about their likes and dislikes about the course and talked at length about how the course was highly structured, how they felt constrained by the assessment system, how the continuous assessment overloaded them and affected the type and amount of use they made of the library and also their enjoyment of the course.

From this discussion, I learnt that the library was not an important focus of their attention as students. My attempts to ask about their use of the library brought out their feelings about the course and its assessment system, their views of the staff and how they thought the staff viewed them, about how the structure of the course affected their work and the reading they did. In brief, attempts to talk exclusively about library use
were thwarted by the obvious and overriding importance of the course, its structure and assessment system. The students' library use was only one aspect of their relationship with the course and could not (it seemed) be isolated from it.

This discussion was not tape recorded and I made only brief notes immediately afterwards. I had wanted to gain an impression of their views on their needs from the library and had intended to construct an interview schedule or questionnaire from these impressions to use as a pilot study. My overriding impression, however, was that it did not make sense to ask students to discuss their needs in relation to the library in isolation from an understanding of how this fitted in with their overall relationship with the course. I therefore decided to use the 14 individual interviews I had arranged, to explore the students' relationship with the course and by doing this to gain some understanding of the place of the library in this relationship.

My guiding question in this was "What do students' needs in relation to the library depend on?" Instead of starting by asking students about their library use and moving on to discuss other aspects of their study on the course, I decided as a result of the ideas gained from the discussion, to begin by asking students about their study of the course and, out of that, to look for indications to suggest the place of the library in this. I hoped that this initial study would provide an answer to the above question, which would give me ideas about how to continue with the study. In fact what happened as a result of the interviews was quite a dramatic change of direction for the study
itself, from a focus on students' needs in relation to the library, to a focus on the more basic question of students' individual relationships to their studying in general.

1.4 The Interviews

The interviews with the 14 individual students (the three from the first interview were interviewed again separately, plus 11 others from their year group; not necessarily those who had taken part in the library tour), were fairly informal conversations which were tape recorded and later fully transcribed. They lasted from 20 - 40 minutes and were held in my campus study bedroom in the two weeks at the end of the Autumn term 1976. The students were all final year Hotel and Catering Administration (H&CA) students.

I asked general questions at the beginning of the interviews about why they had come to university and what they felt they had gained from the experience. This was intended mainly to 'break the ice' and to get the students at ease and talking in an introspective way. I then went on to ask them about their study and the assessment system and how well they thought they were doing in terms of grades. These questions had been decided on the basis of the first group discussion, where I had taken notes on the links the students made between the library and other aspects of the course and their study. The main questions asked are listed in Appendix A.
1.5 Results from the Interviews

There were many passages in the students' interview transcripts which show relationships between their library use and other aspects of the course. Here are just a few examples:

No. 1
"All our sort of reading is directed towards the specific assignments so that any reading outside the course we're not given the time or the encouragement to do."

No. 2
"You read a little bit - You read round the subject to try to find a little bit, you know, what you're writing about. You read a little bit but not an awful lot. You tend to spend more time on things you have to do."

No. 5
"It's merely a case of reading the things they say."

No. 9
"I read alot - all sorts of things unrelated to the course - general reading ----Anything I can get hold of in the library and basically, I would have liked to do an English degree so I get hold of anything I can read, so that it takes me all my time."

No. 10
"I do work on other topics out of interest - This means that I branch out and narrow down, which doesn't help because it's a wide course and you have to read widely. So if I'm interested I'll pursue it but I'll have a great lacking of knowledge in other parts."

From these few comments, one can see a marked difference between students in the relationship between what they read and the course. Some students felt constrained by the course requirements, but stuck to what was required, while other students seem to be, to some extent, ignoring the course requirements in order to follow up their own interests. This one fact from the interviews meant that I could not talk about a or the relationship between the course and students library use, since this relationship would appear to differ between...
individuals. This had not been anticipated before the individual interviews.

More marked still were other parts of the transcripts which showed these divergences in more depth. Firstly, the students expressed different reasons for coming to the university to study H&C. Although it is not unexpected that students have different backgrounds to their decision to study the course and to come to the university, the range of these differences did surprise me. I had assumed for example, that since the course is obviously a vocational type of degree, that all the students would have come with the intention of working in the H&C industry. This was quite simply not the case. The following quotes illustrate the range of reasons for studying the course, going from those who did come expecting to work in the industry, through to those who seemed hardly to have thought about this possibility:

No.8

"The industry seemed successful - Well coming from a developing country and we have just had independence. This industry was dominated by foreigners and it seemed like an opportunity for me, if I'm successful, to displace some of those people see - I mean it is the reason. I didn't want to come to university at all if I could get the knowledge any other way to enable me to run a hotel in my own country. But some people - without a university education they are not recognised so they have to come to university."

No.12

"Well basically because I've been interested in catering - food and drink since sixth form and the actual degree course included alot of areas that I was interested in. My A levels were Economics, Political History, French and General Studies and this course seemed to include alot of areas like that in some detail. Obviously it was related to the industry but I was interested in it anyway. You could apply your A levels to the degree. If I had thought I could do it in any better way then I would have done it differently. I wasn't motivated just to come to university. I suppose it was the thing to do after college but if I'd thought I could do it better by going straight into the industry I think I would have done that."
No.5
"I wanted first of all to go into an industry that was meeting people. My father is in catering - well pubs, so I decided in the end to do H&C and I tried to get straight into the industry or to get the industry to sponsor me but none of the hotel companies would so I thought - well if I'm going to do an HND or ONC I may as well try for the top, so I applied to Surrey."

No.9
"I had worked in a hotel for a couple of years following an abortive year at Leeds University and I decided that I would go back to university and I had heard about here. I was quite interested in hotels having worked in one. I wanted something more useful than English or French so eh - that was the basis of the decision. I was under the impression that I might get a good job when I left. If I did something nebulous it would take me longer to get established in a job when I left."

No.7
"Ah well I was doing A levels and I didn't know what to do. I got fed up with people asking me and so I decided that I would wait until I'd done the A levels and then decide. I did Biology, English and Home Economics. Once I'd finished and passed with my grades I started looking around at places that I could go and careers that I could follow and I put it all together all the things that I was good at and all the things that I was interested in and came up with this - catering. Then I looked to see if I could do a catering course and I discovered that there was a degree course at Surrey. My A levels were good enough so I applied. I came to university I suppose because they said at school that I was the university type and I thought well if I could get a degree I might as well. So here I am."

No.2
"Starting off at school, lots of people were doing university courses. I wanted to do some further education - and I chose - I didn't want - I wanted something specific which would lead me to a career rather than doing Economics or English to teach so that there was something specific in mind. The subjects sounded quite interesting and the type of work involved so I applied to polytechnics and to Surrey and I chose Surrey because it's within 100 miles from home."

No.1
"Well I knew someone who was studying here and I liked the university so I decided to look for a course at Surrey which combined something to do with catering because that was my interest. I was very lucky that there was this course here. I looked at the structure of the course and thought - yes, nice and varied - because I wasn't sure what I wanted to do with it. But it included Economics and Law and things that I was interested in and various things that appealed. Nice and broad. And also I wanted a vocational degree rather than doing English like all my friends were doing.
They pushed us to come to university from school so it was one university or another, sort of thing."

No. 4

"Now I come to look at it I'm not quite sure why I came. I seemed to look into it and I couldn't see an logical reason that I wanted to do H&C you know. I wanted to come to university and I thought well I'd like to do H&C and I found that there was a university that did it and that was it. When I started thinking about it five years ago it seemed like a good idea - plenty of variety and opportunities. But - put it this way, I would have come to university anyway it was irrelevant whether it was doing H&C."

One can see from these quotes, that the students are expressing various degrees of interest in university life and in the course. Some students, e.g. No. 4, are clearly interested in the experience of university for its own sake, whereas others are not at all interested in university as such, but see it as a necessary evil, e.g. No. 8. Similarly, if one looks at the interest in the course, some students see it as a training for a particular career that they have chosen, e.g. No. 8, while other students are interested in it because of the subjects it covers, and others seem to be interested in the variety it offers rather than in its specific content, e.g. No. 1, and as a way of avoiding specialities which seem irrelevant to the world of work. All the students have taken into account in some way their future lives and careers, but while for some of them the degree is a step towards a career already chosen, for others it is rather a step between school and work which leaves a variety of opportunities open to them.

While the university experience was defined in several ways, the transcripts also revealed different attitudes towards study, different levels of commitment to academic goals and different concerns, both in relation to the course, and to university life
generally. The next set of quotations show these differences and illustrates the fact that students can make different choices about how to study, even within a fairly tightly structured course:

No.3

"Most of the work I do is to get marks and that's it - It's to get marks. It shouldn't be like that but it is. I do some background reading which is still for assessment because you hope to get more marks. I'm in for a third at the moment, I think I'm better than a third but I'm not all that bothered because I don't think that our degree is recognised that much by industry, and so you could say that it is not that important. As long as I'm getting a pass mark or reasonably above then good, I'm not the sort of person to go all out to do the best I can. I go out to try to get a reasonable mark."

No.6

"I can't possibly just go out to work for assessment. If I did I would just get hold of a person in the year above who got a very high mark and copy it, so I suppose I can't possibly use that as a motive, not purely. Anyway, obviously it's some kind of motive and I get very upset when I don't get good marks so it's a reflection - but I think the reason I get so upset is because I do work off my own bat so it reflects on my standard of ability in that area, either in understanding or ability to put it over in assessment form. It can't be a case of marks for marks sake otherwise as I said, I could do better by copying. --- I suppose I'm fortunate in that I don't usually find that I can't get anything out of a subject. I can usually find some interest in it. It's all relevant. I don't mind working on it."

No.10

"There's one thing about the course that makes me work only for assessment - they don't motivate you. --- I came here with great encouragement so I performed quite well in part one's and quite well last year but it's completely gone because it's useless now you know. The course as a whole is not - not what it's like in industry so I've lost all motivation."

No.11

"I mean - there are lots of books and that you have to read. I try to get through them if I can during the holidays. Really, to get on, you've got to spend most of your time doing the course work. If it is reading that hasn't to be done for course work I usually leave it to the end of term. I'll buy the book and read it through the holidays. --- In the back of my mind I suppose the finals are there so that I think this may be useful - that's the reason I do it. But I can't think of anything of great importance that I don't
think will be of use to me in the finals. Certainly I don't get round to reading fiction or anything like that. --- I'm working for a first - it's a question of a first or an upper second and obviously I can't afford to spend too much time not working. --- I think it's just instilled into me, I went to a very competitive grammar school and eh - I've just worked harder than anyone else. I'm not saying I'm particularly brilliant. I just do work hard."

No. 13
"My attitude to work is well - I've got an open mind on work. I mean, I'll do the work that's set at my level and in my style. Now whether that comes up to their expectations or the style that is wanted or required doesn't bother me. If I get a low mark - it's annoying if I've put a lot of effort in but I don't go back and say "Look I think I deserve a better mark than this" I expect that you know - they are going to mark it for what they want in it and if I've missed it out then okay. I expect a little comment on the end you know, " I think this should have been in" So I wouldn't say that I work for assessment purposes although assessment is a very important part of the course."

No. 12
"When you come back from the industrial year you begin to question the use of university. You used to take it for granted that this was the right thing to do, the right course and you were doing the right thing everything was tinky boo. But after coming back and seeing things - not able to relate things to the industry and being overshadowed by people from the top telling you how to approach it from a practical point of view rather than theoretically, you know, people in the industry - how they have done it for the last 20 years is better than the theory that is new. And it makes you unsure whether you are right to read all the books to apply to practice. Whether you should have gone straight into the industry right away instead of spending four years at university."

No. 7
"I'm very naughty these days I used to be a good student and do all the background reading but I've got so busy, so now - Well there are three assignments to do this week which is you know a lot. And I will just have to get them over with and do very little because I know at the end of the week I'm going out three nights running. But things will have to change next term. I would prefer to do more work because I get more interested in it but I don't know, circumstances have been against me. I worked on a project during the summer which broke me financially but I suppose it will be okay if I get a job out of it. - I suppose I learned a lot and I needn't have done it because it didn't count towards assessment. It's just something that I've done for myself. So now I tend to do my assignments - but it's not the way I like to work, those assignment pieces, because they bear little relevance to the things that will be useful."
No. 1

"I much prefer to read around and actually understand. I mean you don't get much enjoyment out of a topic when it is just lectured to you and you take down the notes so quickly. I don't enjoy it at all. It's absolutely exhausting just to get all the notes down let alone to understand it or enjoy it. I can only get those two things the understanding and the enjoyment if I can go back and do my own reading, which I haven't been able to do lately because of all the assignments."

No. 4

"I do quite a few extra curricula activities. I'm chairman of the Oscar film unit and it's quite important to me - there's lots to do outside. In some respects I do tend to put off work because of it. If there's something to be done I'd rather do that than something else. Then I try to keep it balanced - from the point of view of university education this side is as important as the academic side and if not, more important I suppose because you can always study on some correspondence course or something like that but you can't get this kind of social thing and development anywhere else."

In these quotations one can see varying degrees of involvement with the course and different concerns about university life. The amount of effort put into studying on the course, varies from student No. 3, who appears to be making the minimum amount of effort, to No. 11, who is working hard and whose interest is exclusively course based. Again there are a variety of concerns with the material covered by the course itself. Some students wanting to be trained as hotel managers, are concerned with the relevance of the course (eg. No. 12). Others are interested in gaining a broad education (No. 1), and others seem more concerned with interests outside the course than with the course itself (No. 4).

The different aims and reasons for coming to the university together with the different concerns and attitudes to studying the course, seemed to form a coherent picture within each student's interview. What they said in answer to a question
about studying, seemed quite reasonable and sensible, in the light of what they told me about how they came to be studying the course in the first place. Each student's story was consistent within itself. It seemed that there was a strong coherence between aims and attitudes to study, which formed a strategic link.

I called this link a STUDY CONTRACT, and the description which follows is my hypothesis based on my analysis of these 14 interviews.

1.6 Orientation and Study Contract

Students come to university for different reasons, pressure from home and school, interest in a particular subject or vocational ambition etc. They also have different aspirations and aims, e.g. to achieve academic success in the form of a high degree class; to get a qualification for a job; personal growth and enrichment etc. These different backgrounds, attitudes and aims are what I shall refer to from now on as ORIENTATION.

The orientation a student has will affect his or her attitude to what they find at the university and will affect their attitude to studying on the course. The students will try to gain satisfaction in the situation, and will therefore be strategic in efforts to study and to do other things at university according to the orientation. I call this strategic link between orientation and strategy, a PERSONAL STUDY CONTRACT. This contract is not explicit in the sense that it is written down, nor is it binding.
in the sense of a legal contract. It is rather, a commitment on
the part of a student to work in certain ways, in order to
achieve certain ends. The contract is made by the student with
him or herself. It is not like the study contract which is an
agreement between the student and teacher, rather it is personal.
Why then have I coined the term contract at all? The word
conveys the idea of an agreement which orientates behaviour in
certain ways, when there are alternatives from which to choose.
The student's study behaviour is contractual in the sense that
the strategy is formed around the intended goals, and the student
must keep to these strategies in order to achieve the goals.

The idea of a study contract therefore, involves the possibility
of success and failure. If the study strategy is appropriate in
the circumstances, and the student keeps to the contract by
carrying out the strategy, then the contract should succeed and
the intended goals be achieved. If on the other hand, the
strategy is inappropriate, or the student fails to keep to the
strategy, then the contract will fail and the goals will not be
likely to be achieved.

A successful study contract, is one where the student makes
choices that have the anticipated effect. This means that a
successful study contract is not defined by a high grade, but by
the student achieving all he or she set out to achieve at
university. This may well include getting a good grade but, it
may just as easily mean meeting interesting people, winning a
sports trophy, or following up a particular interest in a subject
independently from the course.
Similarly, an unsuccessful study contract, is one which does not bring the expected results. Here a student might have set a target that is too high or too broad to achieve, or the strategy adopted may not have been appropriate in the circumstances, e.g. when a student misinterpretes what is required by the assessment system or overestimates ability. The student may also be unaware of possibilities for choosing how to study, i.e. be unstrategic, and this may mean that some students do not make study contracts. Rather, they drift through the system without making choices and, in this way, will be outmanoeuvred and manipulated by the system.

I can best illustrate what I mean by orientation and personal study contract, by outlining the story of four of the students I interviewed in the form of four case studies. (All names used throughout the thesis are pseudonyms).

1.7 The Case Studies

Student No 11 GARY

Gary came over in the interview as shy and brainy. He had decided at school that he wanted to go into the H&C industry but had been persuaded by his parents to go to university.

"I was fairly good at mathematics and my parents persuaded me that I couldn't just go in as a chef, you know. And with the school where I was, it was just accepted that you went to university if you were any good."

He described his work on the course as thorough and of overriding
importance, although he did play bridge and read books on that subject. (See also quote on page 12).

His orientation could be described as 'academic'. Since he was in the habit of being competitive he was "after a first". It seemed as though his idea to go into the H&C industry had been the reason for choosing the course but that all thought of the actual work in the industry had been shelved until he finished his education. His concerns were not with the relevance of his studies to the job but with 'doing' the course to the best of his ability.

"I don't find much that is boring but certainly some of the topics we do this year in a certain amount of depth aren't as interesting as they might be. It's got to be done and that's it."

He was conscientious about his studies, getting the work in on time and always up to a high standard. He seemed to manage this partly through a scheme of self-disciplined habit:

"It's really a matter of getting one assignment done a week."

And he was, as has already been mentioned, competitive in his approach:

"I'm working for a first. it's a question of a first or an upper second, my tutor told me, and so obviously I can't afford to spend too much time not working."

So Gary's orientation was towards academic success in terms of a high grade and his study contract therefore involved working consistently hard on the course material, whatever that material was, in order to get high marks and ultimately a first class
degree. This meant that his study was well organised, routine and very well balanced. His study involved coverage of all the course material specified by the staff, including what the students referred to as 'extra reading' or 'reading round', i.e. reading that was not specifically for assignments but was relevant to the course. He did most of this reading during the holidays. Even this extra reading shows up his extrinsic relationship with the course:

"I suppose in the back of my mind the finals are always there so I think this may be useful - that's the reason I do it."

He summed up his university experience like this:

"Well, from the point of view that I came here to learn so that I could get a better job it's obviously been useful. But eh - I think the course has given me - I don't know if it has been better than a college experience would have been or even starting straight off in the industry and working your way up. But as far as your personal development is concerned - I'm very glad I chose it. I've always enjoyed sort of intellectual stimulation. I think it was the right thing for me to do. The industrial year helped me a great deal too - brought me out of my shell."

Student No 12 JOHN

John came over in the interview as sociable but reasonably hard working. He came to Surrey to study H&C out of his interest in the job, but also interest in the subjects covered by the course (see quotation on page 9). He described his study on the course as "a fair coverage", although he did work harder on some areas than others out of interest and also because he saw them as of greater relevance:

"I like to get assignments out of the way then I'll start on
something else. There have been no assignments in the last two weeks and I have started to read round the subjects more. We seem to spend a lot of time just looking for things that are directly relevant rather than for general interest. At the moment I'm reading a lot of books on food - partly because we've got to do a sort of study for food technology on something that interests us. I'm reading a lot of books that do interest me to try to help me decide what to do for it. I don't know, I'm not doing it directly because of this report - it interests me in itself. I'm reading all about vegetarianism and alternative living. I'm quite interested in that kind of thing. You sometimes find when you are doing an assignment, some things that interest you - so you read it up afterwards. Food technology is an area that interests me and I do read books that are related to it to a certain extent also Human Resource Management and Catering Management [two final year options] require a lot of reading but eh - certainly Environmental Studies - I just do what's absolutely necessary for the assignments and that's it."

John was fairly conscientious about getting the assigned work in on time but he did not work evenly on all the subjects. He did extra study on subjects that interested him and less on those that did not. Those subjects he worked harder on were generally areas where he could see the relevance of the subject to the industry (see quotation on page 13).

He also enjoyed the social side of university life, had many friends, and was involved in organising events for his residences, plus many sporting activities.

"They are important [these other activities]. If I didn't have sport I don't know what I'd do really. Without the other activities -- I need a break from university every now and then. I like a break from thinking too much. It fuses the brain I think."

John's orientation could be described as vocational. His main concerns were with the job he would be doing in future, it was mainly for this reason that he was interested in the course. From his point of view it was not merely the qualification that was
important, but also the knowledge that would be of use to him in his chosen career. He was not the kind of student, like Gary, who was single minded about his studies and he clearly involved himself in many outside activities with the purpose of variety and enjoyment throughout the course. He seemed to make a great effort to get the most out of his university experience, whether it was the course, or the social and sporting activities. His confidence in his choice of career and in his own ability to carry it out, was obvious throughout the interview.

John's study contract involved gaining the right kind of knowledge and training, as well as having a good time in general and being involved in all aspects of university life. He worked reasonably hard but was careful to make room for things he thought to be important; either course work or other activities. He allowed himself a great deal of choice as to how he spent study time, with the result that he worked harder on those aspects of the course that interested him.

At the end of the course John had reservations about the relevance to the industry but on the whole seemed to be happy with his university experience:

"I've probably benefitted from a career point of view, possibly - but people who went into the industry straight from school could well be in a similar position as you when you go in or possibly even higher. As far as promotion prospects are concerned, with the backing up you've got from management practice you probably stand a better chance. So you benefit industrially. Socially you've learnt to get on with people - many different people. It's been a good time I've enjoyed it, I've enjoyed it just for itself. Whether it has to have repercussions - I expect it's important. I've enjoyed it, so it must be important. If it does carry on when I leave, you know, benefit career wise because of the people I've met then fair enough, but I think the main benefit has been within myself."
Mike came over in the interview as easy going and not very hard working. He described the influence from school to come to university, and said that his interest in the course began when his brother had done an HND in Catering.

"I came mainly for the course, but when you go through school all schools push you towards university regardless. Alternatives to higher education weren't mentioned - it was 6 months before A levels they came round with the UCCA forms, you fill it in and the whole thing starts. They don't sort of say "you may be interested in working on an oil rig." As far as they are concerned it's their records - the more people they get to go to university the better the school is. I came here to do this course mainly - it wasn't a case of any university will do."

Mike was not particularly interested in the subjects covered by the course and seemed to have taken a strategic decision to do the minimum required by the system (see quotation page 12). He worked to get marks, but only marks necessary to pass. He was not, like Gary, aiming for a high grade.

When Mike did work on top of this minimum it was out of interest in the subject, but this was spurious interest aroused by a passing curiosity, rather than the interest in gaining relevant knowledge which had characterised John's strategy.

"I rarely do work that's not for assessment but I do sometimes do things that are not all that relevant. I make extra notes sometimes because I'm interested. I just read on things like food technology and it goes on to world feeding problems and you sort of read on a chapter and you may find that the next chapter is on cannibalism - it isn't all that important but it's something that I'm interested in."

Mike's study might appear rather undisciplined. He even admitted
that he occasionally avoided working on things.

"Yes I suppose I do actually. Again I shouldn't -- I'm happier working on things that I do understand than somethings that I don't. Obviously you try to understand but if after a certain amount of time you still don't understand it then throw it down and that's it. I can get defeated by work and avoid it sometimes."

Mike's orientation could be said to be vocational, but unlike John's, concerned merely with the qualification rather than a training. His understanding of how the qualification would help him is revealing (see quotation on page 12). He went on to explain:

"I was talking to my tutor last term and he said - "You're your usual self, steadily going along - no problems getting a 3rd. If you try hard you may get a lower second." And I said 'well what's the point?' and he looked at me and said "Well I can see your point, there isn't one really." And if your tutor can say that - what's the incentive."

This student's study contract, involved getting a qualification for a job he wanted. He did not think that he needed more than a 3rd class degree and he was not concerned to get a training since this would be provided by his employer. University was merely a means to an end. Mike therefore worked steadily but without much effort.

He was very satisfied with the experience and obviously thought his time at university had been spent sucessfully:

"What are the benefits? Primarily BSc Hons. - Secondly, well I won't be living at home any more and I'll be able to cope with the situation. I can't see any problems with moving away now - homesickness or anything like that. I think my ability to get on with people is a lot better now, you could say it's broken down the barriers of shyness. But personally the most important thing I've gained is the degree - simple as that really."
Jane appeared in the interview to be confident but critical of
the course. She had come to the university to study H&C out of
an interest in domestic science and having heard about the
university from a friend (see quotation on page 10). She had
been attracted to the course because it was "nice and varied" and
would not therefore tie her down to a particular career.

She worked to cover the course as it was set down by the staff
and she was aiming to get a 2i grade. She felt that marks were
important, and that "doing what they [the staff] say" was
important. Her orientation could be described as both personal
and academic, in that she was concerned to do the course
thoroughly, and yet she also wanted her university experience to
broaden her horizons, and wanted to be involved in university
life generally. These two parts to her orientation seemed,
however to be in conflict. Looking back at her university
career, she said that she felt cheated, because the course
assignments took up so much of her time and she did not feel that
she had been able to take advantage of being at the university as
she had wished. She did not feel that she was getting all she
could out of the course either; and again she blamed the set work
for being responsible for restricting her reading:

"All our extra reading is directed towards specific
assignments so that any reading outside the course we're not
given the time nor the encouragement to do. I mean, even if
you come across a bit of reading that you're interested in,
instead of being able to relax and read it and understand
something, most of us are inclined to put the book away and
do some reading that's relevant to the next assignment.
Which is not a good way to get anything out of university
life or education as a whole."

Jane felt that her knowledge of related things was very limited and would have preferred time to read round subjects instead of having to keep pace with the work that had to be handed in — "schoolified".

"I can only get those things — the understanding and the enjoyment if I can go back [after a lecture] and do my own reading. ——- I mean that's what they wanted, — they wanted us to do that between lectures — to go away and read up, which is, I mean, I'd really like to do but I don't."

She told me about how this affected her use of the library:

"You just flick through a book and if it has a paragraph that is relevant to the assignment, you copy it out and put the book back and it's all sort of — channelled for that assignment. One assignment per week, so that the books we get are just for the assignment and then they all go back and the next week you start with a new lot."

Jane's orientation is clear enough, but her study contract is at best confused. She worked hard and thoroughly on the course but, although this was consistent with her wish to get a high grade, it made it impossible for her to realise her other wish i.e. to get a broad education and to be involved in other university activities. It was as if her academic ambitions had taken over, although this was not her conscious wish. In fact she was in no danger of slipping down a grade to a 2ii, and could have worked less hard on the assignments and still achieved the 2i degree class.

Jane is clearly unhappy with her university career, she blames the course and its structure, which she sees as being unnecessarily strict, but unlike Mike and John, she is unwilling
to work less hard than she is capable of. Although she regards parts of the course as "schoolified"; she does not decide to work harder on things she likes and less hard on other things, and she is not willing to try less hard in order to find time for other university activities. It is not even clear that Jane was doing all the work in order to get the highest grade possible, it seemed that she took it for granted that you had to work as hard as possible on the course, and the course was structured for you by the assessment system. In this sense her study is less strategic than any of the other three students described above. Her studying was not dictated by her aims, and this is perhaps why she expressed great disappointment with the experience:

"Well at the moment I think it's been limited, very, very limited. I think the educational experience has been average but the social experience has been marginal because of the way the course is structured. We are continually assessed and they give us far too many assignments and particularly in the final year. They all count for assessment. Everything is narrowed down to the few assignments for the term and everything outside the course, any sporting activities, well for myself anyway, I find time is so short because of the assignments that I can't take advantage. And consequently, I haven't joined any societies, I don't do any sports and so I feel that the university experience in total, has been very limited. And even educationally I think now I might have benefited from doing any other course where I might have had time to follow other interests at the same time, rather than such a narrow one."

1.8 Implications of the Initial Study

The results of the initial study show that there are differences between student's study strategies, and differences between student's aims, and there appears to be a relationship between the two. The case studies above show that not only do the four students differ according to their study strategies but that
there are sensible reasons for why they should. When we look at their orientations to the course and to university, we can see that their different aims would make it likely that success would require different strategies in studying the course. The first implication of the study is then, that students' study habits will differ according to their individual orientations to the course. This implies that in order to understand the needs of a student in relation to the library, one needs to understand his or her orientation to the course.

The results also imply that success and failure must be seen from the student's point of view. Mike seemed to be as satisfied with the results of his four years of study as Gary was, although from their expected grades, one might assume a different picture. But from the student's point of view, a high grade may not be an important aim in coming to university; in this case, for Gary the grade was important whereas for Mike it was not. Seeing the whole context of a student's study in the light of their orientation, shows the logic of their interpretation of the situation; one is able to understand their joint feelings of success. The implication of seeing success and failure from the student's angle, is that 'strategy' must become a focus of attention for those wishing to understand student needs. Study habits, from this perspective are not 'good' or 'bad' but more or less appropriate to the student's own particular goals. Given that students have strategies, one must study these strategies in order to understand the student's needs. Another major implication of this study is that students' needs come, not from the course alone, but from their own individual relationship with
the course.

To investigate student needs in relation to the library or more widely, study habits, one needs to be able to see things from the student's point of view. This does not mean taking a students' views into account alongside those of the staff (as in the Roy study), rather, one needs to investigate the needs of individual students. In other words, there is no such thing as a general students' view.

As well as these broad issues, the initial study also raised the ideas of orientation and study contract. These concepts themselves raise questions which require further investigation. Firstly, given that the students were all in their final year and nearing the end of their university career, is it merely hindsight which gives order to their stories and draws out the relationship between aims and study. Is what appears as strategy merely a rationalisation? How is the study contract formed? Is it there from the beginning of a student's university career, or can it adapt and change? What about orientation; is that static from the very beginning or can that be changed too? Are there recognizable forms of orientation, and, if there are, do students with similar orientations react in a similar way by forming similar study contracts? There is also the issue of awareness. Are all students really conscious of the choices they have, and do they all make conscious decisions about how to work? There are certain clues about some of these issues in the initial study data, but each of these questions requires further research.
1.9 New Aims for the Research

The initial study detailed above, showed that the original aims of the study were too narrow and that it is important to consider the whole context within which a student makes use of the library. The initial study also concentrated on individual differences in students' relationships with their course, and showed that these differences would be important in identifying students' needs. If students are organising their study around their own personal aims, trying to discover students' needs in relation to the library, in a general sense, would appear to have grave disadvantages. Looking from the students' point of view opened up new avenues for the research which cannot be seen from any other direction. The important questions therefore, became ones that entailed looking at students from their own perspective, to investigate the following three areas which were raised by the initial study:

1. To illuminate the relationship between students' aims and study patterns.

2. To look at change over time in this relationship.

3. To investigate further the ideas of orientation and study contract.
CHAPTER 2
A BACKGROUND LITERATURE REVIEW

2.1 Introduction

In chapter 1, we saw how the focus of the study changed from being about student needs in relation to the library, to the broader question of the personal context of study that forms the basis of where these needs come from. We saw how the new aim for the research became to illuminate the link between a student's aims and study patterns over time. This change was influenced as much by reading, as it was by the results of the initial study described in chapter 1. This chapter will describe some of the literature which had an influence on the change in direction of the study and which has influenced the sense I have made of the findings subsequently. As such, it should, in part, be viewed as a parallel to chapter 1, rather than a logical progression from it.

2.2 Students' use of Libraries

The literature on academic library use is vast, and since students are by far the largest group involved, it is not surprising to find that much effort has been put into studying their use of academic libraries, (Ford, 1977). Many surveys of students' use of libraries show a similar depressing picture of low or of non-use of the library by large minorities of students in further education establishments, (e.g. Line, and Tidmarsh, 1966; Lubana, 1969; and Mann, 1974).
Along with these findings, there has been a growth of concern among librarians about the inefficient and even inept use of libraries among the college student population. Although more effort has been put into signposting libraries and providing trained librarians on each floor to help the user, the suspicion remains that the basic fault lies not with the library but with the lack of knowledge of the user. Consequently there has been a marked growth of concern about the teaching function of the library and in particular teaching students how to make use of library facilities in their studies, (Ford, 1977). Many efforts have been made to provide better instruction for students with much of the effort going on induction programmes like the tape slide guides (Hills, 1976), but also on larger programmes of instruction, (Fjallbrant, 1974; Stevenson 1976). In parallel with this there has been a new enthusiasm among librarians to be associated with academic departments and to take an active rather than a passive role in students' introduction to the literature in their subject areas, (Fox, 1973).

One of the most influential of the surveys of students library use was undertaken by Mann, (1974) at Sheffield University. This survey unlike many others, attempted to investigate the wider problems involved in students use of the library. Mann suggested that the problem of the lack of use of library facilities by students is not just a problem involving students and librarians, but that it also involves the lecturing staff on the courses the students are taking. Indeed, the lecturer, as the agent who sets the students their reading tasks, is a key figure in the communication network involved in students use of books. (Notice
that already the net has widened to include all text use by students, rather than just use made of library facilities).

Lecturer <------------------------> Library
        |
        |
Bookshop <------------------------> Student

(Reproduced from Figure 1 'Communications Diagram' in Mann 1974 p.5)

Mann's simple diagram is effective in drawing our attention to the fact that the library is not an isolated part of study but rather an integral part of a student's study on the course. Mann points to the communications diagram to show difficulties that may arise for the student in using the library. Since it is essentially in the lecturer's power to make sure that provision of the necessary books for the course is made by library and bookshop, if this is not done effectively then the student may find that needs are not met.

Mann also points out that since the students' library use is an integral part of their study on a particular course, we need to take into account the kind of course that students are taking, in order to assess needs in relation to the library. His example of the differences inherent in History and Mathematics, serves to point out why student needs may vary with respect to use of library facilities, and may in some part be responsible for different levels of use by different students. He also points a finger at the academic staff, by suggesting that it may be their
lack of understanding of library resources which enhances the possibility of inefficient use by students.

It is clear from Mann's work, that to understand students' use of the library we need to see this use in the context of a particular course of study. It would appear that if we wish to investigate further the relationships that Mann has found, then we need to focus on a wider context than that offered by the library in isolation. We need to see the students' use of the library as part of their study habits on a particular course. So how can the literature on students' study habits help us?

2.3 Students' Study Habits

Study habits have been a focus of attention for Educational Technologists for many decades. Study habits were seen as an area where Educational Technology could help to improve students' performance in a fairly straightforward and direct way, and one result of this is the impressive range of books which purport to teach students how to study, (e.g. Rowntree, 1970; Hills, 1973).

These books are based on the idea that there are good and bad study habits, and that, if a student changes bad habits for good ones, they will thereby be more successful in studying. Both these assumptions have been questioned: Firstly, on the grounds that people differ with respect to what they find to be useful study habits, and therefore particular techniques cannot be said to be objectively 'good'. Secondly, on the grounds that success in study is dependent on and can be improved simply by rather gross behavioural changes, (Gibbs, Morgan & Taylor, 1982; Main, 1980). Nevertheless, there has been a lot of effort put
into research studies which try to assess the relationship between study habits and success. So what evidence is there to support such a link?

A review of the literature on the link between study habits and success, (Entwistle and Wilson, 1977) found contradictory evidence about the relationship in different research studies. For example, studies using the Brown and Holzman "Survey of Study Habits and Attitudes", implied that it was indeed possible to generalise about effective study methods, (Brown and Holzman, 1955; Cowell and Entwistle, 1971), but this was challenged by Newman (1957). A study by Small (1966), showed that, although systematic study methods did correlate with success, what this meant in terms of actual study methods varied between individuals. Where there has been a lack of correlation between measurements of study habits and success, there has been a growth of interest in the relationship between study habits and personality variables, (e.g. Entwistle & Entwistle 1970). There seems to have been more success in relating study habits to different personality measures, than with finding correlations between these factors and success and failure. From the Entwistle and Wilson review (ibid), the only clear relationship was found between organised study methods and success but what counted as organised study methods was hard to define.

There seemed to be little in the literature on study habits to encourage the view that therein may lie the way forward in understanding students' library use. Much of the literature on good or bad habits has little research evidence to back it up,
and the research on study habits appears to be preoccupied with
correlational studies between variables which have found little
evidence of relationship with success, and the movement seems to be
towards research which looks at study habits in relation to
other characteristics of the student. One of the concepts that
has been looked at closely with study habits and is often
referred to in books on effective study habits, is motivation.
Perhaps in widening the focus again to include the idea of
motivation, we will be better able to understand why students
make different use of library facilities?

2.4 Motivation

The literature on motivation is large and confusing. In education
circles, motivation has been used in different ways, and there is
much evidence to suggest that what it purports to measure is not
at all clear, (Peters, 1958; Parlett, 1980). In the psychological
literature, motivation seems to be seen as a force; a driver of
behaviour, (Bindra and Stewart, 1966). As well as having force,
motivation also has goal direction; behaviour is directed towards
some specific outcome. Entwistle and Wilson (1977), argue that
the literature on motivation becomes more intelligible if it is
divided into two types of theories: 'push' theories and 'pull'
theories, but suggest that the current state of uncertainty about
the concept is reflected in attempts to measure motivation
together with other aspects of student's study attitudes and
methods. They argue that this may mean that correlations exist
between the motivational factors and success, but that the
explanatory value of such correlations is thereby considerably
weakened.
Both push and pull theories of motivation however, look at the student from the outside. To see motivation as a drive, is to see the student as mainly passive, being driven by factors essentially out of their control. Similarly, goal direction theories tend to see the student as responding to stimuli rather than constructing their own behaviour. This distinction is clearly outlined in the following passage, introducing a section on goal direction in an introductory psychological text:

"Common sense considers 'purpose' to be an entirely subjective concept. For the layman, purpose is synonymous with the experience of intent or a preconceived plan to do something. Defined in these subjective terms, it is of little value in the explanation of behaviour. Therefore, psychologists have been concerned with finding some concrete and reliable operations for defining this intuitive concept. They have adopted the term goal direction to refer to the observable purposive aspects of behaviour, leaving the terms such as 'purpose' and 'intention' for the common-sense notion of consciousness of some aim. One of the central problems of the study of motivation is the way in which behaviour becomes organized in relation to goals. The view now generally held is that goals are reinforcers which, through response shaping, direct the flow of actions towards themselves."

(Bindra, and Stewart, eds. 1966)

The study of motivation, then is seen as the study of objective rather than of subjective factors, whereas in the initial study, what had appeared to be important to follow up was precisely those subjective aspects of the students' experiences, i.e. what they saw as the reason for their study, and the relationship between these and the feelings of success and failure that the students had at the end of the course. The initial study therefore, showed two subjective aspects which appeared to be linked, while the research on motivation and study habits seems to be trying to identify relationships between objective factors. It is clear that there is a mismatch between this type of
literature and the ideas that were interesting in the initial study. Are the questions brought up by the initial study simply inappropriate ones, or is there another quite different research area which is more appropriate to investigate? The next section of this chapter will consider this question from the point of view of there being opposing research paradigms.

More recent research in this area has, however, broadened to looking more at the study processes involved in learning. The methodology and perspective remain the same but this research looks more closely at the interrelationships involved in students approaches to studying including contextual factors. John Biggs in Australia has used inventories to investigate the variety of study processes adopted by students. Through factor analysis he identified three dimensions: Instrumental; Internalizing; and Achieving which each included a motivational component and a cognitive strategy (Biggs 1978). He also described a model of Study Processes which included aspects of personal and situational contexts:

**General Model of Study Processes** (from Biggs 1978b)

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<tr>
<th>Presage Variables</th>
<th>Processes</th>
<th>Product</th>
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<tbody>
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<td>Personal</td>
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<tr>
<td>Intellectual Skills</td>
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<tr>
<td>Cognitive Styles</td>
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<td>Personality</td>
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<td>Home Background</td>
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<td>Institutional</td>
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<td>Subject Area</td>
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<td>Course Structures</td>
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<td>Modes of Assessment</td>
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<td>Methods of Teaching</td>
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Values ➔ Motives ➔ Strategies ➔ Performance ➔ Academic ➔ Performance
This work is very close to the work carried out at Lancaster where an inventory and factor analysis was used to look at the general tendencies of students to adopt different approaches to learning. Here again the constructs; called 'study orientations'; included motivational and attitudinal components as well as approaches to study. Both these studies also used interviews with students to aid in the analysis of the inventory and to discover more clearly the meaning of the factors involved. This type of research is moving more towards gaining a view of the complexity of student learning and moving more closely to what will be described below as a second order research perspective. It could, in fact, be seen as an example of a mixed perspective.

2.5 Contrary Research Paradigms.

The social sciences (of which educational research is a part), has since its earliest beginnings, had a debate over methods. This methodological problem concerns how far the subject of social science is merely a sub-set of scientific problems and therefore can be studied in the same way and using the same techniques as the natural sciences, or whether the subject of the social sciences are qualitatively different to those of the natural sciences. The debate over methods is therefore fundamentally a philosophical one. It is, in the last analysis, a debate about the nature of man and only secondly a debate about how he can be studied.

The debate has polarized into two positions. One, called naturalism, believes social science to be part of natural science
and the other, which could loosely be termed phenomenological, argues that social phenomena are qualitatively distinct from natural scientific phenomena because of the intentional nature of man's consciousness:

"What is needed above all is a way of looking at social phenomena which takes into account the intentional structure of human consciousness, and which accordingly places major emphasis on the meaning social acts have for the actors who perform them and who live in a reality built out of their subjective interpretation." (Natanson, 1963).

Clearly it is a different enterprise from natural science to concentrate on social reality as it appears to social actors. As Schutz argues:

"All forms of naturalism and logical empiricism simply take for granted the social reality, which is the proper object of the social sciences." (Schutz, 1954)

These two strands of social scientific thinking have polarized until their views could be said to represent two different 'models of man'. For naturalism man is an object to be studied. One can analyse aspects of human behaviour, and this knowledge represents aspects of reality. Man is seen within a network of external relationships and his behaviour is primarily viewed as determined within the domain of cause and effect.

For the phenomenological view on the other hand, man is essentially a subject for study, acting within a social world of intersubjective meaning. His action represents his internal social reality as it appears to consciousness and can be interpreted within a meaning structure, which is to be 'understood' or subjectively interpreted. His action is
primarily viewed as intentional, i.e. as having purpose.

One can view this debate as a polarization of the freewill/determinism problem for philosophy or, more fruitfully, one can view the problem as one of perspective; as two distinct points of view from which two different aspects of reality are visible. This latter view is that of Ference Marton and, in his analysis of the different perspectives, he holds out a solution to the problem as far as the social sciences need to be concerned, (although the problem still remains for the philosopher). This solution also provides a framework to guide research within one perspective. The problem for the social scientist is not to resolve the debate, but rather to be consistent within one perspective. In other words, one must study man 'as if' he was determined, (which he appears to be from the outside perspective) or 'as if' he were free, (which he appears to be from the inside perspective).

2.6 First and Second Order Perspectives

In his paper "Conceptions of the World Around Us" (1978), Marton has provided a framework for resolving the debate over methods by making sense of the debate in terms of two autonomous perspectives. His first and second order perspectives are roughly equivalent to the naturalism and phenomenological stances outlined above.

"In the first .... perspective, the intention is to describe the world as it is. In the second, the intention is to describe the world as people experience it. We call the former, which is noumenal or matter-of-fact, a first order perspective, and the latter, which is phenomenal,
Marton views the two perspectives as complimentary in the sense that from each perspective, different aspects of the world are visible. He puts forward arguments in favour of the 2nd order perspective because "aspects of reality described at this level cannot be derived from aspects of reality derived at another level." (Marton, 1978).

The argument for the use of 2nd order perspective originated within a programme of research into student learning, (see Gibbs, Morgan and Taylor, 1982, for a review of this work). Marton argues that learning is especially amenable to research done from this 2nd order perspective because students' understandings of subject matter can only be seen from this point of view. He also holds the view that it is impossible to describe learning 'as such', since learning always has a content.

"It has been thought that learning a specific content should be described by means of a combination of matter of fact (1st order) statements about, on the one hand, learning and on the other, about content. This idea of learning is, however, based on the notion of the transfer of ready-made concepts or principles into the empty spaces in the student's heads. If we think instead of the content of learning in terms of what is in the students minds rather than of what is in the text book, it clearly seems preferable that the content of learning should be described on the second order (or experiential) level.... If we wish to find out about what it takes to learn or comprehend the concept ... our task is...to study specifically the learning and comprehending of the concept."

(Marton, 1978)

Learning is seen here as a relationship between the student and the content; between observer and observed. And since the
student's or observer's views are only visible from the 2nd order perspective; we need to use this perspective if we are to study that relationship.

But perspectives too are views of the world, and to make a distinction between 1st and 2nd order perspectives is to distinguish between two ways of viewing the world. So the debate over methods and models of man discussed previously is resolved (for the purpose of research) since:

"In the objectifying perspective (i.e. 1st order) acts appear as behaviour, while in the intentional perspective (i.e. 2nd order) behaviour appear as acts. And it is surely not possible to arrive at a decision as to whether what one is doing is an act or behaviour by carrying out a 'crucial experiment'. Rather one can choose to consider it as an act or as behaviour."

(Marton 1978)

The second order perspective has been outlined here in some detail, because the present thesis can be situated easily within this framework. Clearly, to ask questions such as - How do students experience their university career? How are they oriented towards it? What meaning does the course have for them? How do they decide how much work to do on the course? etc. one is asking 2nd order questions. The answers to these questions are to be found within the student's own view of the world and are therefore not visible from the 1st order perspective.

2.7 The Difference between the Two Perspectives

The differences between the perspectives have been discussed by Marton and the Gothenburg research group in some detail. They discuss the differences under the headings of description, conceptualisation, relations, comprehension and use.
The results of research done within the 2nd order perspective are described in terms of qualities rather than quantities. This is consistent with their aim, which is: "To find and systematize forms of thought in terms of which people interpret aspects of reality." (Marton 1978). For learning, we can see that a learner experiences content as well as process more as 'what' and 'how', than as 'how much'. The 'how much' question relates exclusively to the situation where the thing to be studied has already been defined. For the Gothenburg researchers, results are in terms of different conceptualisations of the world and these are essentially differences in kind, i.e. different qualities.

These descriptions in terms of kind are contextualised rather than generalised because they are related to particular situations and contexts, rather than to general rules. Similarly, concentration on the learner's experience of the content means that the descriptions of relations are internal rather than external because "The learner's experience of the world is a relation between him and his world." (Marton and Svensson ibid).

Since cause and effect are invisible from this perspective and the aims of the perspective is to describe learning from the
learner's point of view, the way the research is comprehended is in order to understand the experience of learning, rather than to explain it. The logic of the method is therefore consistent with the aim of the perspective, and this is drawn to its conclusion in the final distinction, where the use of the research is primarily seen as being to increase awareness of their position so as to provide opportunity for better decisions. Teaching and learning are:

"human acts conducted by people who have certain ideas about reality and who are situated in certain realities. In this perspective it is clearly desirable not to attempt to tell people what to do but rather to have regard to the world they perceive as well as to the way they perceive it."

(Marton and Svensson, ibid)

Although Marton's distinctions between the two perspectives and his arguments for the 2nd order perspective are in some respects novel, there is a long tradition in social science of research and theory in this tradition. Indeed Marton claims that the novelty lies in tying these often disparate traditions together within one perspective, (Marton, 1978).

Marton has not been the only writer in recent times to draw the distinction between the different research paradigms or to argue for research within the 2nd order or phenomenological tradition. Parlett and Hamilton for example, have been influential in arguing for educational evaluation which is eclectic in approach, and which takes account of the intentions of the actors and their interactions within the situation being studied. Their Illuminative Evaluation is in the tradition of Social Anthropology in contrast to usual kinds of evaluation, which they characterize as within the agricultural-botany paradigm:
"The theatre provides an analogy: to know whether a play 'works' one has to look not only at the manuscript but also at the performance; that is, at the interpretation of the play by the director and actors. It is this that is registered by the audience and appraised by the critics. Similarly, it is not an instructional system as such but its translation and enactment by teachers and students, that is of concern to the evaluator and other interested parties. There is no play that is 'director-proof'. Equally, there is no innovation that is 'teacher-proof' or 'student-proof'.

If this is acknowledged, it becomes imperative to study an innovation through the medium of its performance and to adopt a research style and methodology that is appropriate. This involves the investigator leaving his office and computer print-out to spend substantial periods in the field. the crucial figures in the working of an innovation - learners and teachers - become the chief preoccupation. The evaluator concentrates on 'process' within the learning milieu, rather than on 'outcomes' derived from a specification of the instructional system. Observation linked with discussion and background inquiry, enable him to develop an informed account of the innovation in operation."

(Parlett and Hamilton, 1972)

Illuminative evaluation with its concentration on field work through observation, is very close to the methods employed by sociologists working within the symbolic interactionist tradition. Here participant observation and interviewing are the main methods used and the emphasis on social interaction. Herbert Blumer in his book on Symbolic Interactionism (1969), outlines the position of this theoretical framework based on the work of George Herbert Mead (e.g. Mead, 1934):

"Symbolic Interactionism rests in the last analysis on three simple premises. The first is that human beings act towards things on the basis of the meanings that the things have for them. --- The second premise is that the meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellows. The third premise is that these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he encounters..."

(Blumer 1969)

In a recent review of educational research studies, Magoon (1979)
has characterised studies in these traditions as 'constructivist' and argues that they all have certain features in common:

"The constructivist perspective holds as a chief assumption about much complex behaviour that the "subjects" being studied must at a minimum be considered knowing beings, and that this knowledge they possess has important consequences for how behaviour or actions are interpreted... A second assumption... is that the locus of control over much so-called intelligent behaviour resides initially within the subjects themselves, although this capacity for autonomous action is often severely constrained, for example, either by explicit or tacit recognition of social norms. The important implication here is that much behaviour must be understood as purposive...[thirdly] The prime phenomena for the educational researcher may well be at their most basic level unavoidably sophisticated and highly organized... A constructivist approach, in brief, amounts to a refocusing of educational research on another part of the schooling phenomena and consequently taking an approach to it that is ethnographic; that is, an extensive descriptive and interpretive effort at explaining the complexity."

The essential point, is that all these different theoretical and methodological stances see the importance of taking into account the actors point of view as a starting point and believe that action is essentially 'intentional'.

This different research paradigm obviously requires new methods and new ways of describing validity and reliability of the research. These issues will be further discussed in chapter 3. For now I want to turn to look at a number of studies, of relevance to the present thesis, that have been conducted within this second order tradition.

Marton and Svensson (ibid) talk of three aspects of 2nd order research as being to do with the content of learning, the context of learning, and the awareness that the learner has of the
learning. With the questions that the initial study brought out for the research, it is clear that the present research is primarily concerned with the context of learning. So what literature is there within the second order research perspective that can inform the research about the context of learning?

2.8 The Context of Learning

If we look at the literature that exists to do with the context of learning that has been conducted within what could be described as second order perspective, there are many ideas that can inform the present thesis. We can think of context as being the surroundings in which the student finds him or herself, or we can think of context as the groups that the student belongs to, or we can think of context in terms of the personal maturity interests etc that the student has. In other words we can think of the context of learning as the situational context of the academic environment, or as the interpersonal context of other students and groups, or as the personal context of the students own biography, attitudes and aims. Of course, these different aspects of context overlap and they are often difficult to separate out, yet research studies have tended to concentrate on one of the aspects of context as a starting point.

A recent study concentrating on what I have called the situational context, is a study of the educational environments that different academic departments offered, undertaken by Ramsden (1979). Through in-depth interviews with students, Ramsden was able to identify a number of different
characteristics of departments, which went together with students satisfaction or dissatisfaction with their courses. Expanding the study to many different departments and using factor analysis, Ramsden was able to show that different departments facilitated different approaches to study (Ramsden 1979, Ramsden and Entwistle 1981).

In a paper entitled 'The Department as a Learning Milieu' (1977), Parlett discussed the power of 'ideas in currency'. He argues that departments have a flavour or ethos which all the students have to learn, and which dictated acceptable behaviour. These ideas in currency provide the background within which the students and staff interact in the department and produce their own expectations. The power of these ideas can be explained by the famous Thomas Dictum (1928) about the 'definition of the situation', which states that if something is thought of as being real, it becomes real in its consequences. The ideas in currency that pervade a particular department will be shared and discussed among the students of that department, will serve to describe the department, and will produce behaviour which takes them as given.

A study by Snyder of the 'Hidden Curriculum' (1971), pointed to the effects of these ideas. Snyder argued that alongside the formal curriculum, there was an informal (hidden) curriculum which students had to take account of. An example of this would be where a lecturer said to the students that what was required in his course was that they should read widely and think about the broad issues involved in the subject, but the assessment system
was frequent multiple choice tests which required rote learning of facts. The formal, spoken curriculum was in this instance actually sabotaged by the Hidden Curriculum, which through the assessment system required students to spend a good deal of their time in rote learning of facts.

The interpersonal context becomes the focus in another study of the assessment system and its affects, in a famous study by Becker Geer and Hughes - 'Making the Grade' (1968). This was a participant observation study of Kansas university, undertaken over three years in the tradition of Symbolic Interactionist theory. Becker et.al. discovered what they call a 'perspective of the grade point average', which pervaded the whole experience that students had at the college.

A perspective is "the complex of ideas and activities, taken together," that students develop through their interaction, which creates patterns of everyday experience, provides meaning and shows what is appropriate in a given situation. Perspectives include: a 'definition of the situation' which is "a set of ideas describing the character of the situation; a specification of the kinds of activities one can sensibly engage in"; and they contain a "criteria of judgement", standards of value against which people may be judged".

The grade point average perspective defines success in college in terms of the grade point average. Students see themselves and others as primarily engaged in the activity of pursuing grades, and the grade point average serves to identify those who are
succeeding and those who are not. As such, the perspective provides a powerful framework which serves to make sense of the college experience of students, but it also emphasises a restricted and instrumental attitude to it and one which not all students gladly adhere to.

The authors point out that a perspective emphasises collective action. It emphasises the organisational pressure that students are under in the college situation. It is in this sense different from orientation as defined in the initial study as:

"We have already said that perspectives are modes of collective action groups developed under the conditions set by the situations in which they have to act. The thrust of our analysis is largely situational, emphasizing the constraints and opportunities of the situation and minimizing the influence of ideas and perspectives that students bring with them to college. Yet students do bring with them some notions about college and what they are going to do there, and these have a bearing on what actually happens, even though they are transformed in the student's later experience."

Furthermore, the authors say that although the grade point average perspective pervades the whole college experience for the students, it is not lived up to in the same way by each individual. The aim of the students is to get 'good' or 'adequate' grades, but what is 'good' or 'adequate' will be different for different individuals.

"To say that student perspectives emphasize grades does not mean that there is a unitary standard for all students. What is considered 'good' may vary considerably among groups on the campus. An average of B may be considered adequate in one fraternity house but substandard in another. The grade point average that will satisfy an engineering student may not satisfy a business student or vice versa. The definition of 'good' grades depends, as well, on the student's aspirations in other spheres of campus life. Failing grades are satisfactory to no one, but any other set of grades may be acceptable"
to some student. although the acceptable level of grades varies from group to group and person to person, the perspective directs students to orient their activities towards getting 'good' grades."

The importance of this study, is in alerting us to the pressure that a given organizational structure gives to students. Although it would presumably not be lecturers' main intention that students become instrumentally geared towards grades in this way, this is one consequence of frequent testing, where grades become the "currency of the campus". This dominant perspective, if it exists for students in the British university setting, would obviously interact with and possibly counteract any individual student's orientation. We can already see evidence of this in the initial study, where all the students talk about grades although as Becker et al. suggest, the kind of grades that are seen as adequate vary for each individual. It would appear that an individual student's orientation would have to work within the dominant perspective of the pursuing of grades. But this needs further investigation in the main research study.

As well as the context of department and university, there is also the interpersonal context of student peer groups. One study that has great relevance to the present thesis, is a study by Clark and Trow (1966), which looks at students' orientation to college in terms of subcultures. From research based primarily on survey data, they describe four subcultures based on an analysis of the students' identification with the university and involvement with ideas:
<table>
<thead>
<tr>
<th>Identification with college</th>
<th>Much</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACADEMIC</td>
<td>COLLEGIATE</td>
</tr>
<tr>
<td></td>
<td>NONCONFORMIST</td>
<td>VOCATIONAL</td>
</tr>
</tbody>
</table>

Chart 2.1 Types of Orientations of Four Most Distinguishable Student Subcultures
(Reproduced from Clark & Trow, 1966)

The Academic subculture is concerned with serious academic effort. In this subculture, knowledge is seen as the legitimate goal of a university education. The Collegiate subculture on the other hand, emphasises the fun side of university life, the sport and social events. The Vocational subculture emphasises the instrumental aspects of the college experience in its ability to provide a better future, career wise. Finally, the Nonconformist subculture emphasises the search for identity. Those students adhering to this subculture are of many different types, and therefore it may be seen as a residual category in some sense, although what they have in common is a certain rebellion against the dominant societal values.

Clark and Trow argue that these subcultures are related to the social class background of the students, and to the ethos of the college. Lower class students are more likely to be involved with a vocational subculture and less likely to have collegiate ones. Colleges with a high proportion of liberal arts courses are more likely to foster the collegiate type of subculture. Moreover, the dominance of different subcultures change as the climate of
university education is influenced by economic realities in the wider society.

The authors emphasize that their analysis is of types of subculture and not types of students, and that individual students may well participate in more than one subculture. The importance of the subcultures, however, is that they help to reinforce ideas about what goals are important in a student's university career and they serve to identify these different goals and to produce a group cohesion, which helps individual students to identify with college in particular ways and to make sense of their own experience of it.

Whereas the idea of subculture is based on the social context of a student's university experience, from a counselling role Perry has emphasized the personal maturity aspects of a student's experience (Perry, 1968). Perry's longitudinal interview study provides rich data on students' levels of intellectual development. He describes a scheme of development which runs through nine developmental stages. A briefer account of these stages appears in a later paper (Perry 1975):

"Position 1: The student sees the world in polar terms of we-right-good vs. other-wrong-bad. Right answers for everything exist in the Absolute, known to Authority whose role is to mediate (teach) them. Knowledge and goodness are perceived as quantitative accretions of discrete rightness to be collected by hard work and obedience (paradigm: a spelling test).

Position 2: The student perceives diversity of opinion, and uncertainty, and accounts for them as unwarranted confusion in poorly qualified Authorities or as mere exercises set by Authority "so we can learn to find The Answer for ourselves".
Position 3: The student accepts diversity and uncertainty as legitimate but still temporary on areas where Authority "hasn't found the Answer yet." He supposes Authority grades him in these areas on "good expression" but remains puzzled as to standards.

Position 4: (a) The student perceives legitimate uncertainty (and therefore diversity of opinion) to be extensive and raises it to the status of an unstructured epistemological realm of its own in which "anyone has a right to his own opinion," a realm which he sets over against Authority's realm where right-wrong still prevails, or (b) the student discovers qualitative contextual relativistic reasoning as a special case of "what they want" within Authority's realm.

Position 5: The student perceives all knowledge and values (including authority's) as contextual and relativistic and subordinates dualistic right-wrong functions to the status of a special case, in context.

Position 6: The student apprehends the necessity of orienting himself in a relativistic world through some form of personal Commitment (as distinct from unquestioning or unconsidered commitment to simple belief in certainty).

Position 7: The student makes an initial Commitment in some area.

Position 8: The student experiences the implications of Commitment, and explores the subjective and stylistic issues of responsibility.

Position 9: The student experiences the affirmation of identity among multiple responsibilities and realizes Commitment as an ongoing, unfolding activity through which he expresses his life style.

Perry's nine developmental stages describe changes through which students move during their university career. These stages have consequences for the way a student understands his or her experiences at college, since at each stage, the student understands knowledge in a different way. What the student believes to be his or her task as a student, will be very different for students who are in the black-white ideas contained in the early stage of the scheme from those who are further on in the scheme, and see knowledge as relative and needing personal
Furthermore Perry describes the confidence that is necessary in order for the student to progress from one stage to a higher one, and describes conditions where students delay their own development or regress to earlier stages. According to Perry, development can be fostered by constant challenge to the earlier stages in teaching style, but must also be fostered by a more caring and understanding community of scholars. At this late stage of maturity, he argues that students need more support rather than less.

The importance of this work to the present thesis, is mainly in methodology, (which will be discussed further in the following chapter). The scheme of intellectual and ethical development, however, does show us that students' experience of university and their ability to cope with their studies, is dependent not only on the external context, but on the personal context of their own stage of maturity.

The focus on how students perceive their studies has also been a focus for a study by Miller and Parlett (1974), which concentrated on how students dealt with their examinations and revision. The research, which was of the illuminative type mentioned earlier, brought out a distinction between those students who appeared to be conscious of cues about the examinations given by the staff, and those who were not conscious of such cues. Some students appeared to actively seek these hints about the examinations:
"One group of students talked about a need to be perceptive and receptive to 'cues' sent out by staff-things like picking up hints about the exam topics, noticing which aspects of the subject the staff favoured, noticing whether they were making a good impression in a tutorial and so on. These students seemed to believe that these factors were terribly important in what their final degree marks would be based on.

There was another, smaller group of students who were further distinguished by having, over and above this receptiveness or perceptiveness towards cues, an active component. Unlike the first group, they were not just content to pick up hints and to wonder if they were making a good impression. Instead they deliberately interacted with the system: they button-holed the staff about the exam questions; sought them out over coffee; made a point of discovering who their oral examiner was, what his interests were and, most of all, deliberately attempted to make a good impression on the staff. This for them seemed to constitute a large part of what the exams were all about. We have called these people, who are characterized by their dynamic interacting way of behaving, 'cue-seekers'. The first group, who were perceptive without the activity component, we have called 'cue-conscious'.

The third group, and the largest, had neither perceptive nor active components - we labelled them, perhaps rather unkindly, 'cue-deaf'. For them, it seemed that working as hard as you could was the ingredient for success. They believed that the impression they made on the staff - if they made one - would not affect the way in which they were marked. Nor did they speak of picking up hints."

The difference between these students seems to be on the level of awareness. Miller and Parlett themselves suggest that the differences may well be on the level of intellectual development, because in talking to the students they were impressed by the confidence and sophistication of the cue-seeking students. It seemed to the authors that these students had actually perceived an aspect of the hidden curriculum which other students were ignorant of. When they looked at the aggregate final examination marks, the authors found that the marks of the cue-deaf students were significantly lower than those of the cue-conscious and cue-seeking students (sample of 30). They make no claim about the
significance of this result, but the study would appear to imply that some students are more able to use the system than others, through their perception of aspects of the hidden curriculum.

Apart from intellectual development and maturity, students have particular interests that they bring with them to the university. We could consider these interests to be a part of the personal context for study, and this is clearly the level at which orientation can be discussed. A longitudinal study by Mathias (1980) at Sussex university, found an interesting distinction between course-focussed and interest-focussed students which draws out the different relationships that students have with the subject material of their chosen courses. The distinction draws out the degree of independence that students have in relation to their learning objectives. Course-focussed behaviour is where the student is interested in a subject through his or her ability in it. Interest-focussed behaviour is where the student's interest in the subject produces the ability to do it:

"If IF and CF behaviours are considered as ideal types or models of behaviour then CF behaviour could be characterised by the student defining his work priorities and learning objectives in terms of the course framework; and IF behaviour by the student defining his work priorities and learning objectives in terms of his own personal interests and preferences. In the former case the student would tend to respond to the course pattern while in the latter case he would be more likely to impose his own pattern onto that of the course."

Mathias' longitudinal interview data showed different patterns of study, where some students moved from interest focus to course focus and vice versa over their years at the university. The picture is one of development and adaptation where:

"The student tries to get what he sees as the best deal from the system. He attempts to reconcile his
preferences with those of the system and adapts to cope with the system in his terms."

The study suggests that students develop their own strategy to cope with the system within the framework of their own preferences. However, Mathias points out that awareness of how the system operates is important to this process of adaptation. Particularly, with interest focus, students need to understand the system in order to avoid penalties for ignoring its requirements.

Mathias' study takes a broad look at how students go about their study. A study by Laurillard (1978) has taken a much narrower look at students' problem-solving behaviour. When discussing their approach to specific study tasks, students often pointed to their own interests in the work and in their aims in doing it. This prompted Laurillard to describe students' orientations to study as part of her model for students' approach to specific tasks. In this model we see the closest resemblance to the idea of orientation as described in the initial study of the present research.

(Final draft of a model of student learning - from Laurillard, 1978)
Laurillard describes the model as follows:

"A student's overall orientation to his course influences the nature of his response to the requirements of the task which, together with his perception of what these are, determines his approach to the learning task. This in turn, together with teaching and nature of the learning task, influences the student's learning style."

Laurillard's model is a description of the relationship between the cognitive and contextual factors involved in the student's learning on a particular task. Orientation is seen as the influence on the student's response to the requirements of the task, and Laurillard discusses the difference between three types of orientation; Academic, Vocational and Social as well as a distinction between intrinsic and extrinsic reasons for study. The academic orientation is to do with the student's interest in the subjects of the course, and work is therefore done for intrinsic reasons. The vocational orientation is to do with the interest in a future job and work is therefore done for extrinsic reasons. The social orientation is not concerned with the course so much as with other aspects of university life, and therefore the work students with this orientation do, tends to be less than for students who have the other orientations, and can be done for intrinsic or extrinsic reasons according to their secondary orientations.

2.9 Conclusions

This background literature review shows that the questions generated by the initial study, are questions which cannot be answered by research in the first order perspective (naturalism). The type of research findings on library use, study habits, and
motivation, most common in the literature, are of this first order type and therefore do not contribute to an understanding of the types of ideas generated by the initial study, which concentrated on the students' own views of their university life.

The contrast between two research perspectives has been described, and research which is within the second order, or phenomenological perspective, and which is within the realm of the context of learning has been selectively reviewed. These research studies indicate that the context of learning is important to how students go about their study. Firstly, the general framework of the campus and the curriculum including the hidden curriculum, has a bearing on the possibilities that students can see offered to them. Secondly, the interpersonal networks of other students with their beliefs and student culture, is the framework within which the individual comes to understand the world of the university. Thirdly, the individual student's own personal context; their own aims or orientations and their own degree of awareness of the situation around them, affects their relationship with the course. The significance of these three aspects of context are best understood from the second order perspective, since it is the individual student's own view of the situation which produces the different effects of those contexts.

The present thesis therefore, begins with the premise that its findings will be located within the students' view of their situation. The research aims to understand the importance of the personal context of the student's own orientation to their study patterns and university careers.
CHAPTER 3

DESIGN AND METHODS OF THE RESEARCH

"The student of human behaviour must get inside the actors world and must see the world as the actor sees it, for the actor's behaviour takes place on the basis of his own particular meanings. Through systematic introspection, the student takes the standpoint of the acting unit whose behaviour he is studying and attempts to use each actor's own categories in capturing his world of meaning."
(from - "Symbolic Interactionism", Herbert Blumer, 1969)

3.1 Introduction

As the previous chapters have shown, the research was designed as a qualitative investigation of students' orientation to university. The research was to investigate how this orientation affected the students' study patterns, and how this changed over time. The main features of the research are therefore: a small sample of students; interviewing as the main method; longitudinal design; open inductive analysis; and descriptive reporting of findings.

These features of the design were fixed as a consequence of a) the philosophy guiding the research, and b) my interest in following up ideas from the initial study interviews: that students' different aims in coming to university seemed to affect their study patterns; how they used the library and so on. These two points have been discussed in chapters 1 and 2. The purpose of this chapter is therefore to show how the research was carried out and to explain how the methods worked in practice.

3.2, describes the design and methods of the research
chronologically and 3.3, considers further, the main features of
the research design and methods, together with the consequences
for the results of this research.

3.2 Description of the design and methods

Choice of the Courses to be Studied

Having found goodwill in the H&C department, and being interested
in the unusual degree structure and milieu in that department, I
decided to continue to study students taking their degree. In
order not to appear too particular in my study of the students'
orientation and study patterns and also to provide a comparison
of students' experiences, I wanted to find another suitable
course from which to select a sample of students for the main
study.

I considered a number of courses including Mathematics and
Linguistics/International Studies before I eventually chose the
Human Studies degree - now called Philosophy, Psychology and
Sociology degree (P.P.S.). There were a number of reasons for
this choice. Firstly, the two degree courses were similar in
important respects. They are both described as human studies,
(being in the same faculty), and they cover similar subject
areas. Indeed, the H&C degree course includes aspects of
sociology and psychology which, although not taught by discipline
specialists and being related to the industry, nevertheless means
that the students are covering similar subject areas,
particularly with regard to things like their use of the library.
Both degree courses cover more than one subject, although
Obviously the H&C students cover a larger variety than the P.P.S. students.

Secondly, the two sets of students promised to be different in important orientational respects which I hoped to compare. The H&C course, for example, is extremely vocational; whereas the P.P.S. course is much less obviously so; and perhaps the least vocational; (at least as far as obvious features such as industrial year training is concerned); of all the courses at Surrey University. Although some students could be expected to be doing the P.P.S. degree in order to become social workers, they would need to take a further year of training after the degree to do this, and the teaching staff of the three departments involved did not regard the degree as a training for a job, whereas the H&C staff did.

A third set of reasons for the choice of these two courses was my own competence with regard to the subject matter of the courses. I felt that I would need to be able to understand the subjects the students would be taking throughout their courses, in order to make sense of what they were saying about their study of them, and to be able to ask the appropriate kinds of questions in the interviews. I did my first degree in Sociology and am fairly conversant with Economics and Psychology. I felt therefore that the H&C and P.P.S. courses were the best choice in this respect rather than Mathematics, where I would soon be out of my depth with regard to the subject matter, and much less able to understand what it was like to study this kind of subject at university level. This last point is important when one is
considering the context of learning where details of study tasks may produce important consequences for how students go about their study.

A further consideration was that I had to have access to certain information from members of staff, e.g. examination results, course grades, names and addresses of students and various odd bits of information, like the set books for a particular lecture course etc. I therefore wanted to choose a course where I felt the staff would welcome my study. I did not feel that I needed permission from the staff, as I was much more concerned to have that permission directly from the students, and it was important that my study should be independant of the department. I did however visit the heads of department and various other interested staff members, to explain what I intended to do, to answer their questions about the project, and to ask for their cooperation. Throughout the three years, I had good contact with many staff members from both departments and they often helped me by arranging interviews with elusive students. The departments, therefore had to be at least mildly interested and positive towards the project. To be fair, it must be said that the other departments mentioned above were equally welcoming and were not dismissed on this ground.

Selecting the Students

After deciding that I wished to study students on two different degree courses and that I wished to follow them through their courses at university. I then had to decide how many students to choose. I had to balance the problem of possible drop-out,
either from university or the project, against the time factor of how many I could cope with in the time I had available. It is a very different matter having a research project where perhaps three people are involved over five years, and where there are funds for such things as transcribing tapes and secretarial assistance, and my case where I was very much alone.

Another problem was that, as I have said, the H&C degree course is of four years duration. This meant that I had to choose to study either years 1, 2 and 3, or 2, 3 and 4, or else to have two groups of students for this course to enable me to study their four year course in my three years of study time. I chose this second alternative, because I felt that it was important in studying orientation that the first and final part of the students' university careers, were part of the study.

Knowing that I therefore had to have three groups of students for the research, I decided to have equal numbers in each group and to have a total number of around 40 students. This number was arrived at on the basis of the number of interviews that I could realistically cope with, given the type of data analysis involved, and the number that would also give me adequate data for comparative purposes allowing for possible dropout.

I ended up with a sample of 15 H&C first year students (Group A), 15 H&C second year students (Group B), and 15 P.P.S. first year students (Group C). The rationale behind these numbers being that 10 full, three year protocols from each group would be necessary in order to have sufficient data for a longitudinal and
comparative analysis. I projected that the following dropout was likely, (I was helped in these estimates by other postgraduate students in the department who had undertaken similar kinds of work):

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2nd Year</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3rd Year</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

There were about 60 students in each year group in both courses. This meant that my sample was in each case about one quarter of the students in the year group.

The method for choosing the sample was as follows: I asked the department for a list of the students in each year group from which the sample was to come. Treating each group separately, I ordered their names in alphabetical order. I then asked a computer programmer to provide me with three sets of 15 numbers out of 60, (or 62, whatever was the total of each year group), such that each number could only appear once, and each had an equal chance of being chosen. I numbered each group of students according to their alphabetical placings and chose the students according to the computer samples. I call the samples random on this basis.

**Timing of the Interviews**

I decided that I would interview the students towards the end of each academic year. I wanted to find out what each year had been like for each student, and to compare this with previous or later
years. I would have liked to have interviewed the students for the first time at the beginning of the first year, and so to interview four times in all, but this was impossible due to the planning of the study having taken up half of my first year. I tried to make up for this lack of information about the early months at university in my final year when I interviewed ten first year H&C students (in 1978), three times throughout their first year (see later page 80). So to begin with, the aim was to interview each sample student three times: once at the end of each academic year for three years.

There were practical difficulties here with the two H&C groups. These students have an industrial stage which runs from April to April in their 2nd/3rd years. This meant that I had to interview the second year students, (Group B), just before they went away in March. This problem was further aggravated by their stage 2 examinations which were held just before they left for the industrial stage. Similarly, the following year this happened for the other group of H&C students, (Group A).

I had made the decision not to interview students too close to their final examinations. This was for obvious reasons of not wanting to overload students at these times, but it was also so that the examinations did not figure artificially strongly in the interviews in what students told me about their study patterns. When asking students about how they studied and how they felt about their courses, I was fairly sure that examinations would matter a great deal, but I did not wish to interview when the students would have been unlikely to talk about other aspects of
their study. There is never a typical week in a student's university career, since it is either exam time, or just after holidays or leading up to holidays, but the examination period is certainly more atypical than most. This also meant that I had to interview group C in April/May of their final year.

There was another practical limit that had to be set on the interview schedule for all the students, and that was the number that I could interview in one day. After the pilot study I decided that I could only interview three students in one day, that I had to have at least one hour between interviews, and that there must be at least half an hour available before each interview in which to prepare the room, the tape recorder, and myself mentally for the interview. It is arguable that any interview is exhausting, but those interviews that are not fully structured and therefore need the interviewer to respond and to probe in a spontaneous way, are very taxing and require the full undivided concentration of the interviewer.

All these limitations on the interview timing must have had their effect on the data. One big disadvantage, for example, is that the students in the different groups were interviewed sometimes as much as two months apart. This must be taken into account in assessing the results of the study.
### Longitudinal Study Timetable

<table>
<thead>
<tr>
<th>TERM</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTUMN 76</td>
<td>Stage 1 *</td>
<td>Stage 2</td>
<td>Year 1</td>
</tr>
<tr>
<td>SPRING 77</td>
<td>Stage 1</td>
<td>Stage 2 *</td>
<td>Year 1</td>
</tr>
<tr>
<td>SUMMER 77</td>
<td>Stage 1 *</td>
<td>Industrial Stage</td>
<td>Year 1 *</td>
</tr>
<tr>
<td>VACATION 77</td>
<td>H&amp;C work</td>
<td>Industrial Stage</td>
<td></td>
</tr>
<tr>
<td>AUTUMN 77</td>
<td>Stage 2</td>
<td>Industrial Stage</td>
<td>Year 2</td>
</tr>
<tr>
<td>SPRING 78</td>
<td>Stage 2 *</td>
<td>Industrial Stage</td>
<td>Year 2</td>
</tr>
<tr>
<td>SUMMER 78</td>
<td>Industrial Stage</td>
<td>Stage 3</td>
<td>Year 2 *</td>
</tr>
<tr>
<td>VACATION 78</td>
<td>Industrial Stage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTUMN 78</td>
<td>Industrial Stage</td>
<td>Stage 3</td>
<td>Year 3</td>
</tr>
<tr>
<td>SPRING 79</td>
<td>Industrial Stage</td>
<td>Stage 3</td>
<td>Year 3</td>
</tr>
<tr>
<td>SUMMER 79</td>
<td>Stage 3</td>
<td>Project</td>
<td>Year 3 *</td>
</tr>
<tr>
<td>VACATION 79</td>
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</table>

Key - * Examinations
  ○ Interviews
As soon as the sample had been selected, I wrote to each student in Group B introducing the project and asking for their cooperation for the interviews. This was the first group scheduled for interview and the timing was very tight because of the examinations and the imminent industrial stage. The letters went out in week 5 (of a ten week term). I therefore arranged to talk to the students after a lecture, in order to arrange the interviews quickly and avoid the use of the postal system. I spoke to the sample students about the project, and asked them to sign up on their notice board for an interview time suitable to them. By the end of the week I had completed or arranged 6 interviews.

For later interview sets I tried other techniques of arranging the interviews. The students always had a letter introducing the research, and I used a lecture when I could, to talk to the students, but the method of asking students to sign up for an interview time proved to be inefficient. In subsequent years, I found that the best way to contact students was to write them a letter with an enclosed reply slip. The students were asked to put the reply with an interview time back into their pigeon holes under my initials. This worked well because it encouraged the students to reply immediately without much effort on their part.

Although this method is good from the students point of view and it did achieve the quickest and largest reply rate, nevertheless, it involved me in much rushing round campus to various internal
mail points. It also caused the occasional double booking. I often had to suggest alternative times which meant I had to become familiar with their time-tables. But on the whole, I feel this was worth it. The system is laborious and clumsy, but the student was not required to make much effort in organizing the interview. Other methods were either too slow or unreliable; (not all students have telephones and the internal mail system was very slow). There also proved to be a useful side effect of this system in that it involved me being in the departments fairly frequently. Just looking at noticeboards and hearing local gossip gives one an insight into the department milieu. Bits of odd information picked up this way helped me to put into context some of the things students talked about in the interviews.

The Interview Setting

During the pilot stage I had used four areas for the interviewing to try out different settings. These were:

i. My own study/bedroom on campus.
ii. The student’s study/bedroom on campus.
iii. The union lounge area.
iv. A small room near my office on campus.

Each of these settings had advantages and disadvantages.

i. My study/bedroom was convenient for me and easily found by the students. It had the added advantage of informality but it was definately my territory. I felt the interviews were fairly informal but differed markedly from those conducted in the student's own room.
ii. In their own rooms, the students seemed very much at ease, although sometimes embarrassed and over apologetic about "the mess". I did not feel totally in control of the interview in this setting and sometimes even that I was intruding on their privacy. Both this setting and the previous one, suffer from the possibility of interruptions from visitors.

iii. The union lounge area was neutral territory, it was an easy place for both to find and did not make one feel awkward for being either early or late. It was easy to arrange and conveniently placed. It was occasionally difficult to recognize the prospective interviewee however. The worst aspect of this setting was the extra noise on the tape which made transcription very difficult. Also, in the pilot study students had been able to choose their own setting for the interview, and only one student had chosen this one. Apart from its obvious neutrality, this setting was the least successful one.

iv. The office setting was fairly easy to arrange. It was convenient for me, and fairly neutral if a little formal and bare. It was near to the H&C department, and so it was easy for these students to find it and its position on campus was fairly central and easy to describe to the P.P.S' students.

On balance, settings i and iv seemed to be the best alternatives. ii was rejected because of the lack of control that I felt, and iii because of the difficulty with the recordings. i. was also rejected because I moved off campus early in 1977, so all the main study interviews were conducted in the small room near to my office, (now called the interview room).
Due to time table difficulties and lack of funds, I was unable to arrange the setting as I would have liked; however, the room was available most of the times that I needed it. A couple of easy chairs and a bowl of potted plants helped to create a relaxing atmosphere, but the room remained an office, and so might have added somewhat to the formality of the interview. This however was better than the other extreme of informality, i.e. setting ii. as the students were more likely to take the interview seriously and thoughtfully.

All the interviews were tape recorded, and this was another problem for the informal approach. All the other indicators told the student that the interview was to be a relaxed, if one-sided conversation, but the tape recorder charged the atmosphere with a certain urgency and anxiety. I tried to mitigate this by using a small recorder with an inbuilt microphone, but there was no doubt that some students felt more tension as a result of being 'on tape'.

Nevertheless, for the type of information I wanted and the type of analysis I wished to do, I believe that the recorder was essential, and problems must, therefore, be assessed in this light. I only had one student who refused to be taped. This was in fact rather surprising, since it was in the second interview. He did, however, allow me to take notes, and we used the tape recorder for part of the interview after a rehearsal.

I believe strongly that people have every right to refuse to be tape recorded, and so the student's permission was always asked
for. I tried however to make light of it by saying rather flippantly - "You don't mind if I use the tape do you?" I made it clear that I would be the only person who would hear the tape recording, although some of the quotations from it would be used anonymously.

I think that it is important in all issues of an ethical nature, that one should not try to hide anything while making it easy for the interviewee to relax. I tried to react to the individual and talked about the study, and why I was doing it, at some length with one or two students who wanted to know, while saying hardly anything more than was in the introductory letter to others who did not appear to be curious. To go on at length with a prepared script about the research to an uninterested student would be as bad, in my view, as to deny information to one who wished to know. Some people might argue that to tell the interviewees why you are interviewing affects the results, but I would argue that to deny information to a student who is curious could have equally distorting effects. Because one cannot predict what individuals do with the information that they have, does not mean that denying information has no effects.

Studies by psychologists, appear to show that interviewees wish to help their interviewers by giving them the 'right' information, i.e. what they believe the interviewer expects (cf. discussion of various studies on interviewing in Cicourel, 1964). I made a point of being very candid with my interviewees, (without discussing any analysis or hypothesis that I had), about the motives for the study, and I believe this to be no
disadvantage. What I wanted to know about was the student's own subjective experience of being a student. I am not interested in objective measures of this, or what that experience means from any other point of view. In other words, it may be important to keep the aims of an interview secret if you are interested in your own measure of what is being said, but if you are interested in the student's measure you can hardly fail to get it. It is certainly true that the experience will be interpreted by the student for my consumption, as opposed to another person's consumption, but this can hardly be altered by pretending that I am trying to do something else or keeping the students guessing about what I am interested in.

The interviews began with three short questionnaires to be filled in by the students (see Appendix C). I introduced the interview and answered any questions that the student had, and then left him or her to fill in the questionnaires while I made tea. The tea and biscuits helped to establish an informal atmosphere and to build up rapport with the student. It was also useful in later years to allow the students time to read the transcripts of the previous year's interview (see later).

This build up of empathy and informality has been alluded to before. I feel it was a necessary part of the interview technique because I wanted to ask the students about what they were studying, how and why they were studying it, and what they felt about the experience of studying and being at the university. This kind of question requires the student to introspect about often quite personal issues in their lives. I
felt that if they associated me with the staff of their course, or felt that I couldn't understand, they would not tell me very much. I had a reasonable advantage here in being near to their ages and a recent graduate in a similar subject. I felt that I was regarded as a distant friend, not as a fellow student or as a member of staff. Evidence of this was that occasionally one of them would notice me in the union bar and come over to chat, rather than avoid me. Also when it came round to project time a number of them came to ask me questions about methodology for their projects where they thought my work was similar. Well over half of the students also came along to a feedback session held after the last of the interviews, where I gave them some of my ideas from early analysis of the data. Obviously the relationship I had with the students developed over the three years of the study, and I was careful not to become too close to them while having a genuine regard for them as individuals.

One important aspect of this relationship, and therefore the contract involved in the longitudinal interview situation, was that I was able to obtain a small amount of money with which to pay students for each interview, and also to allow me to travel to interview a number of drop-out students in the sample. This meant that the students were not so much 'doing me a favour' as otherwise might have been the case, and perhaps were not as reluctant to give up the time to come to see me. It also gave the research a more important air as far as the students were concerned. I believe this was important, particularly given the longitudinal nature of the design. I nevertheless feel that it was also important that the payment was small enough that
students would not come to talk for an hour on the strength of that alone - which might have added its own dangers.

The relaxed setting of the interview was complimented by the type of questioning in the interviews. This was slightly different in each year, and will be described in the next section more fully. There were in each set of interviews a number of basic questions which I asked each of the students, and these were followed up by probing questions where I felt I did not understand, or where I wanted further information. Sometimes these further questions led into areas that I had not anticipated, but while the line of discussion was following the students' study and university experiences, I tried as far as possible to allow the students to pick out what was and was not important. Thus each interview with each student was to a large extent idiosyncratic, and yet for each student there was a certain degree of coherence, provided by the fact that they reread the transcript from the last interview, and then talked about how things had altered or stayed the same.

Although I tried increasingly throughout the three years of the study to be open and to allow the student to draw out the significance of events, I was guilty many times of using leading questions, of closing of a conversation before I should have, and missing to probe important areas which would have been interesting for the analysis. This is perhaps, inevitable, but I feel that I did improve as an interviewer over the three years of the study, and that this was part of my post-graduate training in itself. In appendix D, I have reproduced the complete three year
interview transcripts for one student. This is in order that the reader of this thesis can see the type of information I had to analyse, as well as to see the difference between each year's interview, and also to notice my mistakes in interviewing.

The Data Collected

Three questionnaires were given to the students to fill in in each interview. One (see appendix C) was to collect factual information about the student's educational and home background, and their place of residence in the university. This was shortened for use in the 2nd and 3rd interviews.

The other two questionnaires (see appendix C), were administered in the 2nd and 3rd interview only, and together, where an attempt to operationalize early ideas about orientational types, derived from a collection of ideas about the purposes of university used by McConnell (1980) for another research project being conducted at Surrey at the time. This did not prove to be useful in the way expected, but it did serve to focus discussion on these ideas. I used the questions and the students' answers to discuss orientation fairly directly at the end of each interview.

As has been said earlier, each of the three interviews differed slightly in style. The first interview was conducted using a schedule of key questions that had been derived from the schedule used in the initial interview. My approach was to ask the students each of these questions in turn, and to follow up their answers with probing questions. The amount of probing was fairly
limited however in this first interview. I would describe the
interview as semi-structured.

The second interview was much more open in style, having an
introductory section where I asked - "well tell me how things have
gone since I saw you last?" Following from this conversation
which was punctuated by my probing and additional questions, we
had a break for tea, and the student was given the transcript of
the first interview to read. The second half of the interview
was based on the student looking back at this information, and
assessing the current state of affairs in the light of his or her
earlier comments. This served two quite different purposes.
Firstly, I wanted to see how far the students were surprised by
what they read, and how far they believed that this is how they
had in fact felt. Secondly, I wanted the student to assess the
changes that had taken place, and to talk about the same issues as
they had in the first year. The strategy proved to be quite
useful for both of these purposes, although the students were
often embarrassed by the incoherence of their written speech
patterns. If I were to use the technique again, I would edit the
transcripts, in order to get rid of pauses, and ums and ehs which I
had transcribed in order to help my own analysis of the
interviews. The quotations that appear in this thesis have been
edited in this way for similar reasons. It is not that the
students were incoherent or inarticulate, rather it was the
unusual pattern of spoken speech when seen written down. On the
tape itself, the conversation sounded perfectly normal. (The full
interview transcript in Appendix D has been 'tidied' in this
fashion).
The third interview was even more open, and was helped in this by the fact that by this time I knew the students reasonably well. I did not give them the previous years transcripts to read this time, because there was much to get through in the time available. I wanted to ask the students about their plans for the future, as well as their feelings about the past year. Instead, I made sure that I re-read the last two interview transcripts for the student immediately before the interview, in order to probe areas that I needed to follow up. I did this by waiting until the student mentioned a particular aspect of study I was interested in comparing to the previous year, and then saying, "Oh yes, I remember last year you told me ----", and then asking them to comment on the similarity or difference.

In the final year of the study, I decided to undertake a further study of some new H&C students in order to find out about the effects of the first few weeks at university on the orientation. This became necessary, as early analysis of the first two years interviews showed a much less clear picture of the relationship between orientation and study patterns than the initial had led me to expect. Also, the results of the first interviews showed that most students, by the end of the first year, were very much 'at home' at the university, while that others had already made the decision to leave. The implications were, that the first few months of life at university would be very important for students to find out about whether the university was or was not the right place for them to be. The first interview transcripts showed the results of these deliberations, but not the process. I
therefore, decided to do a small interview study with another
group of students, who I would follow through the first few
months at the university. I wanted to see if I could get any
clues as to how orientations were formed or changed by
interaction with the new experience of being at the university.
This study is reported in chapter 8.

Analysis

After each set of interviews I spent many weeks transcribing the
tapes. Along with reading, this activity took up most of my time
until the last of the interviews were completed. In fact, in the
final year of the study, I was unable to do any analysis because
of the further study of the new H&C students. This posed
problems for completing the research, and is partly responsible
for the late arrival of the completed thesis.

After a number of false starts where I tried to find a technique
of analysis which would formalize the procedures involved, I
eventually arrived at the procedures outlined here. At the stage
that this was undertaken however, I was already very familiar
with the interview material, and subconsciously at least I felt
that I knew 'what was there'.

The most formal part of the procedure of analysis was the first
part. Here, I transferred each of the interviews onto Cope Chat
cards, (an example is attached in appendix E ). This involved
cutting up the transcripts into sections on the basis of a unit
of conversation. For the first interview, this was normally the
answer to one question plus probes and responses, but in the later interviews I decided where a particular topic began and ended, and tried as far as possible to put each new topic on a new card. I numbered each card in order so that the interview could still be read straight through, and no part of any interview was missed out. The cards were also identified by student and by interview number and stored in order; as case studies.

The advantage of these cards is that they have numbered holes all round the edge, which allow one to identify a great number of aspects about each card and then to gather all cards with similar aspects together for analysis. I chose to use these to identify topics that the student was talking about, rather than to use them to identify aspects of the theory I was building up. They were thus used to gather together where one student or a group of students talked about this or that aspect of study etc., rather than to gather together all cards where - say orientation was shown. They were topic, as opposed to analytic categories.

When this had been done, I used these identifiers to gather together similar information in three ways. Firstly, by student, so that I could look at differences over time for each student and also identify all cards where the student talked about one topic to see how typical any particular comment had been. Secondly, I could identify these aspects for each group, and thirdly, for each year of the interviews.

Although this procedure was of great benefit to the analysis and
proved invaluable at the writing up stage to identify important quotations, it was not this that dictated how the analysis was carried out. I followed a very open course of analysis; in that I depended on reading and re-reading through the transcripts to become familiar with them. Next identifying ideas about the similarities and differences among the students, and between different years to do with orientation and study patterns. Thirdly, using the cards to gather these together, and to sort out each difference. Fourthly, deciding what these differences consisted of and how to describe them.

Briefly a number of stages of the analysis can be described:

i. Transcribing the tapes verbatim and reading and re-reading in order to become familiar with each student as a case study.

ii. Identifying differences between students in the area of orientation and study patterns.

iii. Describing these differences e.g. producing a typology of orientations.

iv. Interrogating the data with a view to identifying these orientations and study patterns for each student.

v. Interrogating the data to discover differences between groups.

vi. Interrogating the data to discover differences over time.

vii. Using judges to validate the typology and reliably judge the orientations of individual students.

(The judging procedure is described in chapter 6.)
3.3 Design features of the research

The most important feature of the present research study is that it has been undertaken within what Marton would call a second order perspective, (see chapter 2). This means that the adequacy of the method and analysis must be judged in accordance with the aims and abilities of this perspective. In particular, ideas about what counts as valid and reliable research methods will be different in this perspective from research undertaken within the first order perspective. It also means that claims about the findings must be consistent with the limitations of this perspective.

What is involved in Understanding within the 2nd Order Perspective?

There is a long tradition in sociological research which can be seen to be within this 2nd order perspective. Weber’s sociology, for example, was concerned primarily with subjective meaning. For Weber, most human action is understandable, and it is so because it is rational. Despite the fact that we are faced with a hopelessly complex network of facts, events and actions when we look at society, the fact that most human action is rational, i.e. oriented towards certain ends, and therefore understandable, helps us to cut our way through that complexity. Sociology therefore, has as its proper object of study, meaningful social action. It’s aim, according to Weber, is to achieve what he called interpretive understanding of such actions. (Meaningful social action is distinct from behaviour, which is those actions
such as sneezing which Weber argued did not have social meaning).

Schutz's conception of action owes more to phenomenology. Action moves from the primordial act of consciousness, constituting its objects from the stream of consciousness, to the more complex level of social action in the world. The most elementary act of consciousness is, according to Schutz, the first creation of meaning. When the reflective consciousness looks back on this stream and organizes it into discrete events, objects and so on, it is creating meaning. On this level, Weber's distinction between behaviour and action, is a distinction between experience which is undergone, and experience which is organized as meaningful by consciousness.

On the basis of this first creation of meaning, Schutz argues that we build up meaning contexts by a process known as typification. Each typification is a common or recurring phenomena we have observed through our process of reflective consciousness. Here, when talking of how we understand the action of others in everyday life he says:

"To a certain extent, sufficient for many purposes, I understand their behaviour, if I understand their motives, goals, choices and plans originating in their biographically determined circumstances. Yet only particular situations, and then only fragmentally, can I experience the Other's motives, goals, etc. - briefly, the subjective meanings they bestow upon their actions, in their uniqueness I can however, experience them in their typicality. In order to do so I construst typical patterns of the actors' motives and ends, even in their attitudes and personalities, of which their actual conduct is just an instance or example." (Schutz, 1954)

The total collection of these meaning contexts comprises what Schutz has called 'a stock of taken for granted knowledge' on
which all activity is based. As we move away from the more elementary acts of consciousness then, these contexts are socially created and socially maintained by repeated interaction. This is where Schutz comes closest to Symbolic Interactionist theory, and their focus on interaction as a process of creating meaning, and to Berger and Luckmann, who take this 'taken for granted knowledge' to be the central object of concern to sociology (Berger and Luckmann, 1971).

The importance of this outline of theory, is in its implications for the objectivity of 2nd order perspective research. From Schutz's angle on the creation of meaning we can see that:

"Strictly speaking, the actor and he alone knows what he does, why he does it and when and where his action starts and ends."

(Schutz, 1954)

And the problem is, given that we can only, as individuals experience the others' action in its typicality -

"How is it possible to form objective concepts and an objectively verifiable theory of subjective meaning structures."

(Schutz, 1954)

What is involved in being Objective within the 2nd Order Perspective?

Since for Weber we do not construct explanations by abstracting from reality, but rather by rationally reconstructing reality in our heads, we do not test our explanations by measuring them against reality. Rather, explanations are accepted or rejected according to what he calls their adequacy on the level of meaning and their adequacy on the level of cause. For example, the
Protestant Ethic thesis (Weber, 1930), is meaning adequate if it 'makes sense'; if it seems to be reasonable to suggest that certain elements in protestant beliefs encouraged the accumulation of capital and led to the development of what he calls the Capitalist Spirit. It is adequate on the level of cause if experience had taught us that, given the same conditions, the same result would occur. Weber seems to say that given shared meanings and shared rationality i.e. Verstehen, once we have chosen what use are to study (that choice inevitably being value laden), it is possible to present an objective understanding of it. Objectivity here is the rationality and reasonableness of our explanation.

If then, an interpretive understanding involves the existence of meanings and rationality shared by the social scientist and those he studies, the main tool of sociology becomes the ideal type. The ideal type is not ideal in the sense that it is something to aim for, neither is it the average of existing examples of a phenomenon. It is purely a mental construction of how an action would be carried out to achieve specific ends in a completely rational way. It is a model which can be used to throw light on what happens in the real world.

Schutz goes further in trying to explicate what objectivity within the 2nd order perspective involves. Firstly, it involves scientific constructs based on typifications of everyday life. For Schutz, scientific constructs are 2nd level constructs, i.e. they are constructs of the constructs of everyday life:

"The world of nature, as explored by the natural scientists
does not 'mean' anything to molecules, atoms and electrons. But the observational field of the social scientist - social reality - has a specific meaning and relevance structure for the human beings living, acting and thinking within it. By a series of common-sense constructs they have preselected and pre-interpreted this world which they experience as the reality of their daily lives. It is these thought objects of theirs which determine their behaviour by motivating it. The thought objects constructed by the social scientists in order to grasp this social reality, have to be founded upon the thought objects constructed by the common sense thinking of men living their daily lives within their social world. Thus, the constructs of the social scientist are, so to speak, constructs of the second degree, that is, constructs of the constructs made by actors on the social scene whose behaviour the social scientist has to observe and to explain in accordance with the procedural rules of his science."

(Schutz, 1954)

It must be pointed out, to avoid confusion, that these 1st and 2nd level constructs do not coincide with the 1st and 2nd order perspectives outlined by Marton. Rather, they exist within the 2nd order perspective. Many social scientific constructs however, do not take account of the 1st level constructs of everyday life in their explanations of that reality. What is special about the 2nd order perspective, is that within this perspective our constructs must be based on the constructs of everyday life and are therefore 2nd level. If our everyday knowledge of the world is in the form of typifications from the stream of consciousness, then scientific knowledge is in the form of typifications of typifications. The result is a highly rational set of constructs of courses of action, relationships and characteristics. The social scientist, according to Schutz, should aim to construct a set of rational puppets, which can then be manoeuvred in such a way as to throw light on what goes on in the real world. This is close to Weber's idea of how to use the ideal type mentioned earlier.

Secondly, objectivity in the 2nd order perspective is to do with
the intimate connection between the object of study and the way it is studied:

"The scientific problem, once established, alone determines what is relevant for the scientist as well as the conceptual frame of reference to be used by him." 
(Schutz, 1954)

The difference between the constructs of everyday life and those of the social scientist, is therefore to do with the 'attitude' of the researcher; their "detachement from the value patterns which govern the behaviour of the actors on the social scene." The aim of the social scientist is to construct rational, logical interpretations of action, and this distinguishes him from the layman insofar as the layman is concerned with understanding other people in the light of his own personal ends. It is this concern with rational interpretation which guarantees the social scientist value freedom. The social scientist:

"is not involved in the observed situation, which is to him not of personal but merely of cognitive interest --- The social scientist has replaced his personal biographical situation by ---a scientific situation."
(Schutz, 1954)

This attitude of the researcher guarantees objectivity, but the constructs which come out of the research have to have both validity and reliability as scientific ideas.

"--these constructs are by no means arbitrary. They are subject to the postulate of logical consistency and to the postulate of adequacy. The latter means that each term in such a scientific model of human action must be constructed in such a way that a human action performed within the real world by an individual actor as indicated by the typical construct, would be understandable to the actor himself as well as to his fellow-men in terms of common sense interpretations of everyday life. Compliance with the postulate of logical consistency warrants the objective validity of the thought objects constructed by the social scientist; compliance with the postulate of adequacy warrants their compatibility with the constructs of everyday life."
(Schutz, 1954)
This 2nd level construct therefore must be acceptable and understandable to the owner of the first level construct on which it was based. Verstehen is thus vital at both ends of the research programme.

The Longitudinal Design

Apart from the 2nd order perspective, one of the other important features of the research is the longitudinal nature of the design. The choice to follow a small group of students through their university careers was made because of the aim to understand how orientation to university and study patterns changed over time. One way to have dealt with this aim would have been to look at students at different stages of their university careers, and to compare larger groups of students at these different stages. This would have produced general comparative information, but would not have shown how development of these relationships took place.

The decision to look at a small number of students over time was influenced heavily by Perry's study of intellectual and ethical development, where he was able to describe the development of individual students throughout a college career, as well as to describe a more general scheme for that development (Perry 1968). I hoped that in a similar way, the follow up interviews would allow me to trace a scheme for the development of study patterns and their relationship to the students orientations.

Although follow up studies using surveys are fairly common, there
are very few examples of longitudinal data of a case study nature. There are studies such as Becker et. al. study of the University of Kansas, where participant observation takes place over a number of years, but these studies are based on organization and large groups of people, rather than of individuals. Perry's study is the nearest I have found to the methodology of the present research. The rare nature of the design is therefore perhaps one of the strengths of the thesis. As well as allowing me to compare groups of students and years of study, the longitudinal case study approach has allowed me to look at individual student development and change in orientation and career patterns.

The Interview Method

The exclusive use of the interview method of data collection is another feature of the present research. This method comes directly from the perspective being used for the research, and was chosen on the basis of the type of information needed. Since I am interested in the students' view of their own university careers and motives for study, I had no alternative but to ask students questions about these things. My constructs are therefore based exclusively on the students' own making sense of their situation at the university. My interpretations are based on their interpretations, and are therefore, as has been said earlier - second order.

If I had been interested in explaining reality, rather than in understanding the students' view of the world; I would have had
to use some sort of observational information gathering technique. Since I have not done so, the results of the research must be seen to have their self-imposed limitations, characteristic of 2nd order perspective research. This will be further brought out in chapters 9 and 10.

The interview techniques described earlier in this chapter were developed through practice and with the aid of ideas from other qualitative research using interviews. Of particular help was the description of interviews by Bliss and Ogborn (1977), where the different phases of the interview are described along with a description of problems that can occur. In fact this description is very rare in the literature. There is a host of articles that have been contributing to the debate about the use of interviews, (see for example, the debate between the interview methods and observation, Glaser, 1972). There are also books and articles which go through different approaches to interviewing and problems to be avoided by the interviewer (e.g. Merton, 1956; Cicourel 1964,). There is another set of articles that relate to ethical issues in the interview situation (e.g. Leslie, and Taylor, 1973), or to the need for the interviewer and interviewee to share basis social groups (Kuhn, 1962). Although all these contributions are helpful when considering how to interview as well as whether to interview, they are rather difficult to understand in isolation from actual concrete examples. After conducting a set of interviews, some of the issues become very much more relevant. It is easier to improve one's interviewing technique through a process of reading and critical review of interviews already conducted, than it is to produce foolproof
techniques through decisions taken on the basis of reading alone. Any interview is a social act and the features of this social act will have consequences for the process and outcome of the interview. It is unlikely to be the case that a foolproof set of criteria can be established for a 'good interview' rather there will be gains and losses from any choice as to how to proceed (Cicourel ibid) This is where I believe descriptions of actual research conducted using interviews is more helpful than the abstract discussion of problems with techniques out of context. And this is, in part, the reason for the lengthy description I have given in part 1 of this chapter.

**Inductive Analysis**

Because of the exploratory nature of the interviews, the analysis was necessarily inductive. I did not set out with specific hypotheses to test, nor did I have ready made constructs to use in making sense of the data. This means that the typology of orientation for example, (see chapter 5), is a result of interrogation of the information in the interviews. This typology has then been used to describe differences between students. Because the same data has been used both to arrive at the typology and to describe the differences between the students; the results of the analysis should be seen as description rather than as explanation. Other groups of students on other courses at other times may or may not conform to the typology presented in this thesis. The generalisability of the typology must be tested with reference to other groups of students outside the scope of the present study.
As with the interview technique, I found very few examples of qualitative research which take care to thoroughly discuss and describe the techniques used in the analysis. Again, analysis tends to be discussed in separate articles and books out of context of particular research programmes. Some of these have nevertheless been very useful, in particular Glaser and Strauss (1967). Bliss and Ogborn (ibid) provide a welcome change here, although their analysis was very unlike my own. Most of the ideas about how I should go about the analysis of my own data therefore, were picked up through conversations with other researchers working on similar data. Some of these were students, staff and visitors working alongside me in the I.E.T. at Surrey University, and are mentioned in the acknowledgements at the front of this thesis. Of particular importance which should be mentioned here was the influence of the Swedish researchers from Gothenburg, especially Ference Marton, who during a visit to England, had occasion to look at some analysis I was pursuing at the time and commented that I should not look for procedures first and interesting distinctions second, but should scrutinize the interview information in any way that produced interesting differences and distinctions, and then follow those ideas up by reading and re-reading the transcripts. This short conversation gave me the confidence to undertake a very open analysis, (at least in the first instance), where my procedure was based on reading and re-reading in order to discover interesting features of the data, followed by a more systematic scrutiny of the data to follow these ideas through and assess their significance.
The stages of the analysis have been described in Part 1 of this chapter. In many ways however, the description is inadequate because I cannot describe my thoughts at each of these stages, nor were they particularly separable in reality in the way described. Analysis of qualitative data is, in my view, the most problematic and undeveloped area of the research paradigm with regard to replicable procedures, and is an area requiring much more attention in the literature. In my view, this would be best served through accurate reporting by description, of individual research programmes. In order to do this, the researcher would need to carefully document each stage of analysis perhaps by keeping a diary similar to that suggested by Mills in "The Sociological Imagination" (1959). I regret very much that I did not heed the advice given in this book from the start of the research, as this would have made the writing of the thesis very much easier and inevitably more accurate.

Description as Reporting

Reporting of the results of the research in this thesis takes a number of different forms. In some cases, relationships, distinctions and differences are described using selected quotations, e.g. in chapter 1. In other cases, these distinctions are further analysed and described as a typology, e.g. in chapter 5. In this case, the typology is outlined and substantiated using quotations as illustration of the types involved. A third way the results are portrayed, is through the use of quotations in the form of a case study of individual students. Here, use is made of the longitudinal follow up nature
of the interview information. In all three cases the analysis is substantiated through selected quotation from the interview transcripts.

In this way the reporting can be described as descriptive. This in turn, is in line with the perspective being used, (see chapter 2). The aim of the report of this research is both to present an analysis of the findings, but also to reflect the complexity of the reality that the analysis attempts to describe. The description is, in one sense, only my description. I have attempted, through the quotations, to reproduce enough of the data so that the reader can gage for him or herself the validity of the claims I am making in the analysis, but it must be conceded that this is only partially successful because of the selection process itself. Because there are inevitably an infinity of ways of making sense of the world (Kelly, 1955), there is also, presumably, an infinite number of ways of describing the interview information that I have collected. However, in using judges, I have tried, in some small way, to find out how far these interpretations are likely to diverge from mine. I hope that the illustrations I have provided are adequate for the reader to see why I have come to the conclusions presented in the thesis, even if he or she finds other conclusions for him or herself. The conclusions themselves do not stand or fall according to whether someone else agrees with my interpretations, rather they stand or fall according to how far they are seen to be reasonable explanations given our own experience, and how far they are adequate in helping us to understand student behaviour in the future.
CHAPTER 4
DESCRIPTION OF THE CONTEXT OF THE RESEARCH

"The first basic tenet is that students are profoundly affected by the immediate environment in which they work. I do not mean their physical environment, though this is part of it. I refer to their academic context, to the whole network of beliefs and assumptions, organizational goals, rewards, constraints and penalties that form part of it. These may be laid out in black and white and made explicit, or they are subtly communicated in more latent or implied fashion. The context - or milieu - includes too, the pervasive ambience, ethos, atmosphere, call it what you will, that is often significant - though admittedly difficult to study systematically." (from "Conditions and Contexts for Academic Motivation", Malcolm Parlett, 1973)

4.1 Introduction

This chapter aims to introduce the reader to the context of the research. The importance of context has been found in many studies of university students, (e.g. Becker, Geer and Hughes, 1968, Snyder, 1971, and more recently in Britain; Ramsden and Entwistle, 1981). The chapter will describe fairly briefly the departments, the University, and the times that provided the context for the students who took part in the study. The previous chapter has described the research design and how the students were chosen for the study. In the main part of the study 30 students were in the H&C department and 15 were in the P.P.S. departments. In the further study of first year students, all were in the H&C department. The study took place between October 1976 and September 1979.

The evidence for this chapter comes partly from the university
prospects, and partly from my three years of being in and around the departments and talking to their staff and students. Much of what I say therefore is of an impressionistic nature. I do not therefore present this chapter as part of the results of the research, rather it is written to provide an impression of the context within which the study of students' experiences took place. I do not claim any great degree of objectivity for this report, except to say that I would expect most of the staff and students of the departments concerned to recognise and endorse my description, because it has been produced mainly as a result of conversations I have had with them.

4.2 The University

The University of Surrey was granted its charter in 1966 and grew out of Battersea Polytechnic. From Battersea it moved to its new site, a purpose built campus on a hill above the city of Guildford in Surrey. Each of the 'new' universities have their own distinctive flavour, and Surrey University is no exception. Built out of a polytechnic foundation, its aims were to do with having closer ties between academic training and the world of work; between university and industry:

"To describe in a word or two the university's guiding spirit or ethos, is not easy. Perhaps the word which best sums up the spirit we are trying to encourage is 'professionalism', that is, a real mastery of one's subject and its application, combined with the acceptance and practising of the highest standards of integrity, compassion and service to one's fellow men."

(University of Surrey Prospectus 1977/8 p.2)

Not surprisingly therefore, many of the courses at Surrey are vocational in that they explicitly relate to particular
professions, or even to particular jobs. Many of these courses are four year degrees of the sandwich type, where students spend one year working in industry as part of their university training. This means that, on the whole, the bias of courses at Surrey is towards science and engineering. The prospectus points out that there is still a concern for the humanities at the university, but this emphasis is not explicit in the courses offered:

"At Surrey we are trying to integrate the human and physical sides of technology and so are attracted towards and place much importance upon study of the humanities and of the arts."

There are no pure arts or humanities courses at Surrey except in the department of music, which as well as offering a course together with the physics and mathematics department which is geared to producing graduates 'competent in both the technical and artistic problems of music production', also teaches a course for those who are interested purely in the music itself.

The Human Studies faculty, where all the departments in this study are located, includes Linguistics and International Studies, as well as the Social Science disciplines, the department of Music and the department of Hotel, Catering & Tourism Management and the Institute for Educational Technology.

The University of Surrey then, is a technological university, geared to the needs of modern society, and concerned to produce graduates who find the move from university to working life a logical and comfortable progression. This means that the departments must cope with the inevitable tensions between
subject disciplines and practical experience in the content of their teaching, and with the tension between academic standards and professional relevance in their assessment demands.

4.3 The Department of Hotel Catering and Tourism Management

The department of Hotel and Catering Management (H&C) teaches one undergraduate degree course which is a four year sandwich type honours degree in Hotel and Catering Administration. There are 25 academic staff members teaching mainly single discipline aspects of the degree, such as Accountancy, Food Preparation, Economics etc. The staff are from varying backgrounds; some have come from working in the industry, while others have academic backgrounds with little direct experience of the industry.

The department is situated in one of the blocks of university buildings and all parts of the department; teaching areas, staff offices, lecture rooms, kitchens and restaurant are very close together, and used exclusively by the department. Although the degree covers many different disciplines, there is no service teaching undertaken from outside the department, although the occasional lecture is given from people working in the industry. The general studies programme, which is compulsory for all students, is also taught from within the department which is different from other courses, where the general studies programme is administered separately from the rest of the course and undertaken in common with other courses throughout the university.
The Course.

The course is a four year full time honours degree, the only one of its type in England. Many polytechnics run H&C courses either at HND or ordinary degree level, but the Surrey course is the only honours degree in England. The only other university to offer an honours degree course in H&C is Strathclyde in Scotland, and this course is a three year course without the sandwich element of a year spent working in industry.

To a very large extent, all the students taking the degree, take identical courses in the first two stages of the course before the industrial stage. The exception to this is the general studies programme, where the students can choose options such as Gastronomy or Beginners German, which are seen as relevant to the H&C degree but not essential parts of it.

The industrial stage of the course lasts for a full calendar year from April to April starting in the students' second year at the university. The students have some degree of choice about what type of work they will do during the year, e.g. between hotels of different types, or industrial catering etc. They can also opt for working with a large company who are engaged in a number of different areas of the industry, and work for different periods of the year in different types of operation. Whatever the student chooses they must undergo an interview with the firms concerned before being accepted. The firms are required to pay the students (albeit a very small wage equal for all students), and asked to follow a detailed programme of work which is
supervised by an academic from the university. Because of the numbers of students that have to be placed every year, all students do not get their first choice placements, and practical factors, to do with the running of the catering establishment and local management, inevitably interfere with the formal programme of students work. During the year the students are required to write a report of their work which contains a project element. This, together with a report on their work from the firm, goes towards the students assessment for the course. The industrial stage counts for 10% of the assessment for the degree.

In the final stage of the course the students take Human Resource Management, either Catering Management, Hotel Management or both, plus one or two options from Tourism, Business finance, and Gastronomy; four courses altogether. These courses run from May in the third year to April in the fourth year. After the final examinations, the students undertake a project of their own choosing which also counts towards the final assessment for the course.

The course is therefore split into four stages which do not correspond to academic years:

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<tr>
<th>Stage</th>
<th>Description</th>
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<tr>
<td>Stage 1</td>
<td>Introductory term.</td>
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<td>Stage 2</td>
<td>Terms 2, 3, 4, &amp; 5; core course plus one general studies option.</td>
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<td>Industrial Stage</td>
<td>April to April spent in industrial placement</td>
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<td>Stage 3</td>
<td>Terms 6 - 8 Four courses including options. Term 9 Project.</td>
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The students are continually assessed by handing in written assignments, mainly of an essay type with occasional reports of practical work throughout their four years. There are examinations at the end of each stage of the course except the industrial stage. Each part of the assessment is weighted differently, with more weight being given to the later stages of the course and examinations being weighted slightly higher than course work.

The Students

There are around 60 places every year for which around 500 students compete. This course is by far the most popular course at Surrey University according to the application rate. Many of the students who apply, also apply to Strathclyde and to Polytechnic courses which offer degrees in H&C, but almost all of these have Surrey as their first choice. The course at Surrey is thought to be the most prestigious for this reason, and students think of the other courses they apply for as a fall back in case they do not get a place at Surrey.

The selection procedure is on the basis of A' level grade and suitability for the industry. There are no preferred subjects at A' level but preference is given to students who have some experience of working in the industry and those who have family ties with the industry. Very often students without direct knowledge of the industry are encouraged to spend a year working in the industry, and reapply the following year. The department
staff also suggested that they actively seek, through interviewing, those students who are naturally extrovert in character and show a great keenness for working in the industry, in preference to those who are academically inclined with little proven aptitude for working with people. Most students who are waiting for A' level results, or who have little industrial experience are interviewed but those students who have worked for a year in the industry and who have already achieved minimum qualifications may be accepted straight away.

For these reasons, many of the students on the course are a year or two older than the average university fresher on joining the university, (although very few are what would be called mature students i.e. over 26). Quite a number of the students have some family ties with the industry, and almost all have have some experience of working in the industry. In fact all students who are provisionally accepted are requested strongly to find work in the industry during the Summer break between school and university.

During the course, the students are encouraged to use their holidays to gain experience working in the industry. They are also encouraged to join the Hotel and Catering Society, which is run by senior students in the department and organizes functions, talks, and information about the industry as well as providing a catering service for other university society functions.
The department prides itself on the success of its former students who have top posts in the industry, and follows their progress with great interest. In some ways, the department has great confidence in itself in that the staff and students feel that the course is the best that there is, and the students are the cream of H&C students. In other ways however, the staff are very fearful about the academic status of the course, and go to great lengths to respond to student criticisms through regular revisions of the syllabus and assessment procedures. The reason for this is the course's status as an honours degree in a university while being a practical training for a particular job; a job moreover, which is not characterised by needing expertise in any particular discipline. Some of the staff feel uneasy about subjects taught as part of the degree that are not recognisably academic; such as food preparation, and there is understandable tension between those staff who teach the practical subjects and those who teach the more academic subjects. This is due rather more to defensiveness about the relevance and status of ones' own subject, rather than a distaste for the other subjects. So that staff who teach practical subjects feel that their subject is relevant to the profession but worry about its academic status, while those teaching the more academic subjects worry about the relevance of their subject to the job. Due perhaps to these worries and the fact that the course does not have any others which it can really compare itself to, the course is completely reviewed every five years. As a result, it has gone through many fairly radical changes in the time it has been a degree course.
The department is a tight knit one and has an 'usness' about it that sets it apart from other departments in the university. This is partly because the staff see the degree as a training for particular kinds of work and thus expect the students to take an interest in the extra curricular activities run by the department and the H&C society. In fact, the whole of a student's life while at university, is seen as part of the course; as many of the staff feel that communication skills, the ability to get on with people, and the ability to organise events are essential parts of the functions students will be expected to perform as part of their jobs in the future.

This results in staff and students knowing each other rather better than those on other courses, and also results in students within the department being very close to one another. This is true from year to year, as well as within a particular year group. Students in the second year look to the fourth year for information about the industrial stage, and so on for each stage of the course. Because of the odd times that stages begin and end on the course, students also cooperate with regard to theirlodgings; especially in the industrial year when students who are working in London will pass on their accommodation to the next lot of students and so on.

Another aspect of the course which encourages this communication link between students is the small number of direct entrant students, who are required to do only part of the course since they already have HND qualifications in H&C. This means that
they move from being in the second year to being in the fourth year; and so meet a different group of students in each year. The H&C society also helps this effect. Being interested in catering means that the students practice at entertaining each other; to practice their skills, and they are more likely than other groups of students to help in running the union bars etc.

One of the reasons for this togetherness is also perhaps the tight structure of the course, and the fact that, most of the time, students are doing exactly the same courses all within the one department. There is no overlap at all between the H&C departments courses and that of other departments, and this is comparatively rare in the university. The physical location and lay out of the department emphasises this separate nature and there is also the feeling that the course is somehow very different from other courses taught in the university because of its very well defined goals and the broad spectrum of subjects covered. The broad and highly assessed work load that the course gives to students while perhaps not making too high intellectual demands on students, nevertheless requires them to spend a great deal of time on course work which demands consistent long hours throughout the course.

The H&C students are both more critical and more full of praise for their course and their staff than other students at the university. They 'know' more about their department and the staff than other students tend to do. The specific purposes of the course are explicit, and therefore more open to evaluation of effectiveness and relevance. The industrial year and other
practical work experience gives the students a practical test of their skills, and helps to put the departments teaching into perspective. It also provides a test, not just of the students ability, but of the use of the teaching they have received. This adds to both criticism and praise of the course. It is probably also true that the contact between staff and students increases the likelihood of students voicing their criticisms. The department of H&c has a very specific and obvious character. Most of the students are outgoing and exude a great degree of confidence, especially in their final year after they return from industry. Even within the technological bias of Surrey University, the H&c degree stands out as 'different' and the department ethos is built essentially out of this foundation of separateness and uniqueness.

4.4 The Departments of Philosophy, Psychology and Sociology.

The Departments

The degree of Philosophy, Psychology and Sociology (P.P.S.) is taught jointly by the three departments all of whom are within the Human Studies Faculty. Before 1976 the course was called Human Studies but changed its name, without changing its content or structure in 1977, in order to be more descriptive of its content. All the departments staff rooms are located in the same building on the university campus. Psychology laboratories are also located there, but other teaching takes place in the teaching blocks and lecture halls which are used in common with most other departments in the university.
The departments vary in size; the smallest being philosophy which has eight academic staff members. Psychology has eleven and sociology, is the largest with fifteen. All the departments also contribute to other undergraduate degree courses besides the P.P.S. course; for example staff from the Sociology department contribute substantially to teaching for the 'Economics, Sociology and Statistics' course, and in a minor capacity, to the 'Home Economics' degree where research methods of the social sciences are taught.

The Course.

The P.P.S. course is a three year honours degree, and is taught as a multi-disciplinary, rather than an inter-disciplinary course. Each discipline is taught exclusively by the staff from the discipline department. In the first year, all the students take the same courses. This consists of an introduction to each of the three disciplines plus a general studies option chosen from the range of courses run for all students in the first year at the university. The balance of time is equal for each of the discipline courses. In the second year, the students have to choose whether to major in one discipline with a minor in a second, or whether to take joint honours in two of the disciplines. In either case the students have to drop one of the disciplines altogether. Any combination of two out of three disciplines is available to the students.

For each discipline chosen in the second year, there are
combinations of compulsory and optional courses. Psychology and Sociology, students intending to major in the subject are required to take research methods in that discipline, and students who do joint honours in Psychology and Sociology are required to take both research methods courses. One of these however can be taken in the third year rather than in the second. In fact very many of the courses offered in the second year are available as options in the third year. In the third year students take five courses from a list of options. If they are majoring in one discipline with a minor in another, they take all the courses in their major subject in the third year, having taken three in the major and two in the minor in the second year. Students taking a joint honours have less choice due to having to fulfil the compulsory course requirement for both disciplines. In the second year, they take three courses in one discipline and two in the other, and in the third year, they reverse this taking three in the one they took two in, in the second year.

Assessment is on the basis of both continuous assignment assessment and examinations held at the end of each year for each course taken. The weighting between assignments and examinations varies between the three departments, but generally the examinations are given a higher weighting than the continuous assessment component. Marks from the second and third year only count towards the final honours grade, but the students are required to pass all courses in the first year in order to carry on with the degree. All students are required to undertake a dissertation which counts towards the final degree. They begin this in the second year, and are expected to complete it towards
the end of the final year.

In 1978, it was decided that students would be given the opportunity of doing a year of practical experience between the second and third years as part of the degree, along the sandwich principle common in other university courses. In 1978, one of the students that I was interviewing, opted for this year and spent a year working for a social research orientated part of the Civil Service. In general however, this course is one of the least explicitly vocational courses in the university. Certain combinations of courses available within the syllabus do however allow students to obtain British Psychological Society recognition and others as the prospectus points out are: "preparation for work as professional sociologists". Students wishing to use their degree in a profession eg. social work, would usually be required to undertake further training.

**The Students**

Although there are very many social science courses available in British universities, it is comparatively rare to find Philosophy as an integral and equal part of the course. It is also fairly rare to find the opportunity for students to take joint honours in these three disciplines. Some of the students who apply for this course have obviously taken this into account, and many refer to the broad scope of the degree and being able to avoid choosing between disciplines until after the first year as a strength of the course. As well as attracting students who wish for a broad introduction to human studies, the course attracts
many local students. Many of these local students apply to Surrey because of its proximity to their home, or its nearness to London. In the first category are the large proportion of mature students that are attracted to the course. As with all courses at Surrey university, the prospectus actively encourages applications from mature students and those younger students who have had working experience between school and university. About one quarter of the students taking this degree are mature students, (technically this refers to students over 26 years of age, but in reality many of the students on this course in this category were very much older than this).

Ethos of the Departments

Because of the organization of the course into separate discipline units, students tend, after the first year, to identify with particular departments where they are doing most of their courses rather than with the degree course as such. This is inevitable when they are split up after the first year and may see each other very infrequently; not just because of choice of discipline, but also because of taking different optional courses. Unlike the H&C department which is very close knit, the three departments teaching this degree course have very few other links and are even rather separatist in their outlook towards each other. This affects the attitude of the students, and those who take joint honours possibly suffer most from this lack of identification with the course.

The structure of the course allows the students a great deal of
choice, and the time-table generally allows them great freedom to spend time in private study as opposed to lectures, laboratory work and seminars. This is unlike most other courses at Surrey which tend on the whole to be very teaching intensive. This aspect is another thing which varies between the three disciplines however, as those students who take Psychology as a major or as part of joint honours, undertake laboratory experimental work which is very time consuming. The students who take philosophy as a major subject have the least number of contact hours and the fewest assessed assignments. The students who tend to have the highest work load are therefore those who take joint honours in Psychology and Sociology.

Unlike the H&C students who tend to stick together socially, the P.P.S. students are not readily identifiable as a group and do not always form their friendships within the course. The mature students who lived locally were an obvious exception to this however, and I often saw them together as a group on the campus. In the later years of the course, students majoring in the different disciplines began to diverge a great deal from each other perhaps because of the different type and amount of work that was required of them, but also due to different emphases in the courses. Philosophers were rarely to be seen on campus, while psychology students were there most days and usually furiously writing up laboratory reports.

By the final year, many of the students were keen to get on to postgraduate professional training or on to a further degree such as an MA. Perhaps half of them however did not have any clear
plans about a future career, and were thinking no further than passing the examinations and having a good holiday. This in particular is in marked contrast to students on the H&C degree, almost all of whom had been applying for jobs during the last term and most of whom had definite plans already in operation. This underlines the basic difference between the two sets of students with regard to the vocational nature of their university careers.

4.5 The Times

In 1976 when the study first began, the recession was just a rumour. The optimism and radicalism of the student movements of the 60's and early 70's however, was firmly a thing of the past. Students in most universities had stopped going on rent strikes and having 'sit ins' to protest at their lack of control over university regulations. In effect, students had come to look more like a reflection of the wider society than a separate and radical part of it, and radical politics was no longer an essential part of the students union activities. In fact the union tended to concentrate on internal politics and on improving the lives of its own students in fairly minor ways, rather than being concerned with the fate of the working classes. Gone too, was the hippy youth culture and the signs of rejection of society made explicit by the unhidden use of drugs, unconventional dress, and communal life style.

It is impossible, in this chapter, to even speculate as to why this all happened and why so suddenly. I can only say from my
personal experience, that the change happened at Essex University, where I was an undergraduate; between my first year in 1973, when Essex was renowned for radical students and the cause of the Annan report (1974), and the third year in 1975/6, when suddenly the union leaders that had fired us with radical enthusiasm ceased to exist and the new intake of students looked like being conservative as well as Conservative. On arrival at Surrey University in 1976 all I could do was notice that the same process had resulted in the same outcome at this other new university, (although the union at Surrey University had never been as radical as at Essex).

Students that I interviewed as part of the initial study, being in their fourth year, were very much of my age group; and the time was for wondering whether one had 'just made it' or whether you had been just 'too late'. Students in this group had no worry about whether they would get a job when they had arrived at university four years earlier. They had merely assumed that having a degree would make their promotion that much easier. Now, four years later, they were uneasy about the changes they saw around them and less sure that the four years would prove to have been worth it.

Students were no longer considered, nor did they consider themselves to be an important group in society. The euphoria of the growth in university places had died away, and the economic climate had changed so markedly that there was even talk of there being too many universities. Certainly students coming up to university in 1976 did not consider that this step was the end of
competition for a good job, it was simply part of the process. Perhaps Surrey with its emphasis on technology and relevance to industry encouraged those students who were worried about their future to apply. For whatever reason, there is much evidence in the interviews in this study, that for very many of the students, university was seen instrumentally in terms of getting a job.

There is a mass of literature on the student movement of the 60's and 70's, and many comments on the changes that are attributed to these (see e.g. Armstrong, S., 1978), there is much less that has been written on the decline in this movement. In the present decade I am sure there will be many books written which comment on the recession and the effects that it had on education, including the experiences of students at university. It is not my intention in this thesis to contribute to that. It must be pointed out however, that the times in which this study was conducted were at the beginning of this new era for the universities; an era that was hardly encouraging to student confidence. The experiences of students who took part in this research are inevitably tied up with, and intimately connected to this context.
"Although some of the most brilliant minds have been unable to agree on a satisfactory definition of the purpose of university, hundreds and thousands of students have come to a satisfactory understanding of the purposes of their own university education."

(Richard Kingsbury, 1975)

5.1 Introduction

This chapter deals with the students' individual relationship with their chosen course and the university. It takes the information mainly from the first interview where the students were asked to describe the background to their decision to apply to Surrey to do H&C. or P.P.S. degree courses. It also deals with how far they thought their expectations had been met after the first year of study.

Here, as in the remainder of the thesis I will identify the students quoted by degree course: H&C for Hotel and Catering; P.P.S. for Philosophy, Psychology and Sociology. The students are also given a first name (which is not their real name) in order that the reader can identify the sex of the students concerned and also follow the same student through the thesis where he or she is quoted a number of times.
5.2 The Decision to come to University

The aims of university education have been discussed often by teachers and administrators (e.g. Robbins Report 1966). A survey by McConnell (1980) for example, found over 400 different expressions of the aims of university education. But an account of the aims of university from the student's point of view may look very different from the formal aims. A study of students' aims was carried out by Startup (1972), at Swansea University. He found that students' aims could be separated into four different categories which he labels: occupational reasons, personal reasons, intellectual reasons, and social reasons. He found that students' reasons for coming to university varied, but that in emphasis they differed from both the central objectives espoused by the teaching staff, and the policy objectives espoused by the government. The students' view tended to emphasise the personal and social aspects of university education. Startup's analysis of student's aims proved to be useful in analysing the interview data on orientational types in the present study. His four basic types were echoed by the analysis of orientation.

The H&C Students (including groups A, B, & D).

As in the initial study interviews, I found wide differences in student's reasons for studying H&C at Surrey University. These ranged from those who saw their future work in the industry as inevitable, and those whose decision had been about whether or not to study the subject in higher education; to those whose
attendance at university was taken as given and who had decided on the H&C course out of preference within a range of other possibilities. These differences can be seen as a continuum. From one extreme the university education is certain and the course to be taken is a matter of debate, to the other extreme where the subject matter of the course is of great importance but whether to take a course and at what level is seen as problematic. I will try to portray this continuum with the quotations that follow.

About one quarter of the H&C students that I interviewed had family ties with the industry. Some of these ties were parents who owned hotels, while others were more distant relations whose work was connected to the industry in some way. For many of these students, work in the industry seemed an obvious choice and sometimes had been chosen as a career very many years before the application to the university course. One student who wanted to work in his fathers business seemed, however, to have been almost forced into applying for the course:

Stuart H&C A.

"Well my father is in H&C see, and I've almost grown up with it. And I had a choice, you know, of going here or to Strathclyde to do the course."

I - "Did you think of going straight into the industry?"

S-"em --Well my father has hotels and he said he wouldn't actually take me on unless I got a degree at Surrey. Now I'm not sure whether to go into his business or not you know. I suppose I could have started at the bottom and worked my way up. I suppose I didn't really think of that at the time."

I - "Would you have come to university to study anything else?"

"I doubt it - I'm not really interested in anything else.
There's nothing that really interests me enough."

I - "You're father sort of said - 'If you get a degree you'll have a job'?"

"Yeh - that's it."

For another student the decision felt inevitable but he had chosen for himself to take the degree:

Harry H&C B.
"Well it was dead easy because I lived in a pub for about eight years and it was a natural progression. And I think I came to university just for the sake of getting a degree. And there were only two universities so --

I - "Did you want to come to university anyway?"

S - "No, - I don't think much of studying. If I hadn't gone here I would have gone to a polytechnic or straight into the industry on a training course. I wouldn't have just gone in as a bar-man or anything. But when I heard of this I thought I might as well do it."

Further away from the inevitable are students in the next two quotations who are looking for a job that will suit them and find that the H&C industry might 'fit the bill'.

Michael H&C A.
"Mainly, well - see I've always been interested in food, beer and barmaids. I do enjoy meeting people. I enjoy working with people and I found out on the last course that I was on which was a surveying course that I wasn't suited to a small office or a job which started at nine and went on till five with the same people all the time. And, well I thought of this at the time but I wasn't going to give up the course because I think once you start something, you should finish it. But I was involved in a car crash and while I was lying there in bed thinking about things I thought that this was the ideal time to change. So I came here but I couldn't come straight away so I worked in the industry for eight months full time and came here the following year."

For this student changed circumstances had played an important part in his change of direction. The job was the primary objective but training and qualifications were important as shown by his move from one course to another rather than going straight into the industry.

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In this next quotation the student is much less clear about what he wants to do and takes the advice of career guidance in helping him choose. Again, however, the choice of job leads the choice of course rather than the other way round:

Les H&C B.

"I didn't know what I wanted to do when I was at school and I had various interviews with the careers master who did various objective tests on me to see what I wanted to do. And one of the things he mentioned to me one day was the Hotel and Catering business and he gave me some pamphlets to look at. But I think that I learnt about this course from another source - a friend of the family or something. I got the prospectus and looked at the university and from the two together; the information from the careers master and the information from the prospectus I decided that I wanted to do this course and go into this business."

I - "So it was the course rather than the university?"

"I didn't know whether I wanted to come to university. I didn't like the thought of studying English for three years. What I wanted to do was a job and I was attracted to this."

Further down the line again are those students who are interested in subjects relating to the industry which spurs on the idea to go into the industry as a career. Here the course is beginning to be a more important ingredient in their aims:

Terrence H&C B.

"Well basically I started off with an interest in food in general and I worked in a bakery for a while. I thought about the catering and the chef's side of things. And my parents suggested that, you know, that it may be better to get a degree or a qualification behind you and then if you've got the flair and the talent to be a good chef then okay, you can go ahead with it. And so I started looking at the colleges and universities.

I - Did you want to go to university?"

"Well I thought that I could probably get a better degree by coming to university because the course seemed to cover more and if offered the industrial year whereby you could gain some practical experience."

There are also those who, rather than being especially interested in the H&C industry or its related subjects, are more concerned
about getting a job. For these students the course and the industry together provide the promise of a safe future and it is this which is of overriding importance to them:

Steven H&C A.

"I couldn't get a job at home very easily and so I decided to come to university. I decided that I wanted a degree that would get me a job. I was vaguely interested in H&C so I came down for an interview and it seemed to go well."

I- So it was the course and not the university that you were interested in?"

"Yeh - I wouldn't have come here by choice."

Nigel H&C A.

"Well first of all I was interested in it and I wanted something with a fairly safe future and it so happens with this course you are fairly sure you are going to get something and so it was a matter of choosing between here and Strathclyde."

I - "Would you have come to university to do another course?"

"Oh yes - my tutor didn't want me to do a vocational course, he wanted me to do Oxbridge. But I couldn't envisage myself being at university getting a degree and not knowing what to do with it afterwards. I wanted to be trained at the same time. So I came here for the opportunity.

I - You didn't consider going straight into the industry?"

"No, as I say, I wanted to go to a poly. or a university because you know, it will be a good experience for me and I think it will."

We can see in the second quotation above that the inevitability of going to university or into higher education is becoming more apparent. For the first student in the above pair, university wasn't seen as important except in guaranteeing a job, but for the second student university was seen as an important experience but with the proviso that it must also provide a secure future.

In the final three quotations below we can see this interest in university for its own sake becoming more important. In the
final quotation, the course is merely one possibility among many alternatives and chosen primarily for its breadth of coverage of different subjects rather than for its relationship to the H&C industry and a future career:

Paul H&C A.
"Well ever since I was in the fourth form - I would be fifteen, My mother was - obviously I suppose they wanted me to think about my career young. But they left me to choose. So I started asking people and they asked people and we came up with this. Because I like travelling and - the old cliche - I like meeting people so I thought that this was the sort of thing that I'd enjoy. H&C seems the sort of thing that you can easily tour around with and I thought that was ideal."

I - "So you looked for a career first?"

"Well to tell the truth I went to the careers advisor at school and he automatically took out the prospectus and said - 'Well this is the best course there is.' Well they told us to aim high at school - that was the one to choose. So I never, I mean other than that ---

I - "So you didn't consider going straight into the industry?"

"No - too much like hard work."

Judith H&C B.
"Well originally I was going to do a Physics degree. I was doing Physics, Chemistry and Biology 'A' level but I wasn't doing Maths so I left and worked in a hotel to see if that was what I wanted to do. And the course looked really interesting so I did 'A' levels at the tech. and ended up here."

I - Did you consider going straight into the industry?"

"Well I wanted to come to university because my elder sister and brother both have degrees and - they enjoyed it. I would have gone to university regardless of the course. It's the way you are brought up really."

Janice H&C D.
"I liked Home Economics but I wanted to get away from the purely home economics degree. I wasn't sure it was so interesting and I wanted some other application of it. And I thought, purely by chance of some sort of management course and I thought of the H&C industry and I found out about the
courses here and at Strathclyde. And I was very impressed by
the Surrey prospectus and the courses offered here.

I - "So did you want to come to university anyway?"

"It was really sort of; I never really considered not coming
to university. My parents are scientific and they never
forced me or anything but they just presumed you were going
to go. I thought it would be interesting and I thought I
would get a lot out of it and I didn't want to miss out on
anything."

I - "Did you have any ties with the industry?"

"No -- it was really because - I've always been very much a
generalist I've never gone just for one subject. So I wanted
an area that was varied which is what appeals most about
this course."

From these quotations we have moved, even in this vocational type
of course, from those students for whom the industry is very
important to those for whom it is not. For the latter students
the industry may well become more important as they progress
through the course. It should not be assumed however that
because students are taking a vocational type of course like H&C
which would appear to lead to a particular career, that this is
what will happen. As we shall see in the following chapters,
these different aims for the course also affect how the student
relates to the content and structure of the course, their likes
and dislikes and their attitude to the relevance of the subjects
they are studying.

From many of the quotations above we can also see that students
were often influenced in their decision to study the course at
university by relations, friends and teachers. For a minority of
the students this influence looked more like pressure and their
attendance at the university seemed less that their own conscious
and voluntary choice. This fact too has consequences for their
attitude towards the university and to their study of the course.
The P. P. S. Students (group C).

As with the H&C students, there was a wide variety of different reasons for studying P.P.S. at Surrey University. Although the P.P.S. degree is not so clearly tied to a particular career there were a few students who had made the decision because of wanting to do a particular job in the future:

Mary PPS
"Well I wanted to do educational counselling although I knew it would be difficult to get on a course even with teaching experience because it's very selective. So the next possibility was educational psychology. So I thought I'd try and get a degree at Surrey and then go into educational psychology. It's really with a view to getting a job - I want a job that's connected with mental health and vocational guidance, you know."

Barbara PPS.
"I thought about the subject that I wanted to do and then I thought that I'd do social work actually, then sort of tried to find the best place where I could do a qualifying year afterwards. It was the course I wanted definitely because until the lower sixth I definitely didn't want to go to university because I was fed up with people going just for the sake of it."

We can see in both these quotations the idea of doing a degree to help towards a career, but unlike the H&C students, here the degree is seen as one step towards a career rather than the last step to it. These P.P.S. students do not expect to go straight into a career after finishing their undergraduate degree. Extra training of some kind is anticipated.

A number of other students on the P.P.S. course were following through their interest in a subject they had already some experience of. Although it is unusual for these subjects to be
taught in schools, a number of students had taken Sociology 'A'
level at a technical college. These students tended to be at
least one year older than if they had come straight from school.
Unlike those who had been pressurized to come to university from
teachers or parents, these students had made up their own minds
to come to university specifically in order to follow up their
interest in a subject.

Melvin PPS.
"Well it was interest really. At school I had done a
science course and I didn't particularly like it, you know.
So I went back after I'd worked for a year and did Sociology
which I liked. And I wanted to see - I didn't just want to
do Sociology, I wanted to do Philosophy too and see what
that was like. So I just applied - out of interest, really
in Sociology because I wanted to do that anyway - so here I
am."

Simon PPS.
"I did for my 'A' levels - well my second set of 'A' levels
I did mainly Sociology and Psychology and this course
combined these with Philosophy and it seemed a fairly good
course to come to for someone with my interests.

I - "Would you have come to university anyway to do
something else?"

"Well that's the interesting thing about Sociology - a part
of it is called - 'The Sociology of Education' and in
studying education I'd become more aware of it in an
objective way - It's not just something you do for your own
interest - there's a sort of reflexive attitude which comes,
in and you start to see education not only as an end in
itself but as a means to various ends and the importance of
social recognition. I would quite like just to study my
subject through having an interest in it, which I do anyway,
but there is an instrumental point because you get a little
piece of paper which means that you can go on and do
something else."

This second quotation brings up a number of interesting points
which will be considered elsewhere to do with the students'
awareness of education and attitudes towards it. For now it is
sufficient to say that the above two quotations show students who
have interest in a subject which they want to study further. The
second quotation shows a student who has this aim as well as seeing the course as a way of gaining a qualification for the future.

For both of the above sets of students, the choice of course is very important. For the first set it is a necessary prerequisite to furthering career aspirations and for the second set to follow the subject to a higher level is their aim in coming to the university. There were other students who had chosen the course out of interest in the subjects, but this interest was not the driving force behind their application to the university:

Helen PPS.
"I decided that I wanted to do some further studying when my youngest child was old enough - I think to give me some time off. I had science subjects from school and so I decided to do something connected with that. But they were so out of date that it was pointless and the only course that appealed to me at the technical college was Sociology so I did that. And I found that I got more and more interested in it as time went by. I'd always been interested in Psychology and Philosophy so I thought I'd apply and see what happened."

In this quotation we can see a mature student who wants some further education becoming interested in a subject because of studying it rather than the other way round. The aim is to continue education. University is seen as a way of doing this.

For other students it is the university education that is the most important thing. Here it is not just furthering education nor is it that the course is the most important thing in the university experience. It seems rather, that the total university experience is valued as an entity in itself:

Susan PPS.
"I suppose I'd always wanted to go to university. I suppose periodically I felt the need - I thought I'd like to study something further, So I thought that if I was ever going to
come it would be a good idea to do it before I got much older and further into the job I was doing - so I applied. I'm not sure what made me choose Human Sciences I think it must have been someone I was talking to. And Surrey has a broad course so I thought that if I didn't like any part of it I could drop it anyway."

William PPS.
"I always wanted to go to university but I was prevented from doing so by the Second World War and I've only just now had the chance to come to university. --- I see university as an enrichment of life. My main preoccupation is with Philosophy and this course really was the only one which would deal with and use Philosophy so I applied for it."

The above two students had clearly made their own decisions about the worth of a university education. There were others however, who seemed to see university as the next step on from school. It was obvious that you would go to university, and so it was merely a matter of deciding on the course that you would study:

Charles PPS.
"Well I was at a direct grant school and it was very geared to education. To go to university was just the accepted thing - everybody goes to university. And, you know, my mother went to Edinburgh and my father is Cambridge honours and as far as they were concerned you know, - you go to a good school and then you go to university. Obviously as far as my choice of course was just based on - really 'what am I going to do now that I'm going to university?' --- I thought - 'what am I going to be willing to spend three years of my life on?' "

As with the H&C students there were some students who seemed to have been pressurized into applying to university, and some of these students showed little interest of their own in the description of why they had applied. For one student the pressure from parents had actually reversed his decision not to go to university:

Alan PPS.
"Oh - I decided when I was about ten that I wouldn't go to university (laughs). But as I came to the end of school - my father was very insistent that I go. And the school - well you know, it was just part of the thing that you do. And I fell out with my father and I thought that my mother would be on my side but she came to the school and decided
that it might be a good thing for me - so it all fell through. So I thought, 'Well, I'll give in to it. I'll go to university and get it done with and at the end of that I can do what I want.' 

5.3 The Differences Discussed

Although from the above quotations we can see that the distinction between whether a student is interested first in the course or in the university is a continuum. There is nevertheless a clear difference between those students who's decision to go to university depended on first having decided to study a particular subject and those for whom coming to university was a certainty and for whom the decision that had to be taken was about which course to study. This leads to another, related difference; there are those students who are studying the course for itself i.e. when it is seen as a training for a particular job or as a way of following an intellectual interest in a particular subject. On the other hand there are those students who see the course as a means to an end i.e. as a way of gaining a qualification or as a way of going on in further education. This is a distinction between what I will refer to as intrinsic or extrinsic interest in the course.

Another way of distinguishing between the routes students take in getting to the university is in the kinds of influences on them. Occasionally these influences, as we have seen, look more like pressure, at other times the influence is merely a way of students gaining information. Students are perhaps not always aware of the influences and pressures put on them but we can be sure that where the student talks about pressure from home or school as the main reason behind his or her application to the university, then their interest in the course will be exclusively extrinsic. All
these influences and their relative strengths are reflected in the interest that the students have in the university and the course. As will be made clearer in later chapters, this is important in understanding the students' study patterns and career patterns at the university.

The way a student describes the background to their decision to apply to the university to study a particular course tells us much about their personal context for studying. We can see from the quotations that the students are not merely more or less motivated, but that they actually have quite different aims in studying a course. Two students on the same course may be aiming for quite different kinds of things.

I will use the word ORIENTATION that was introduced in chapter 1 to describe the collection of attitudes and aims which form the personal context for a student's study. Orientation is defined as all those attitudes and aims that express the student's individual relationship with a course and the university. It is the collection of purposes which orientates the student to a course in a particular way. Orientation, unlike motivation does not assume any state or trait belonging to the student. It is a quality of the relationship between student and course, rather than a quality inherent in the student. The analysis of orientation, therefore does not set out to type students, rather it sets out to identify and describe types of orientation and to show the implications these different types of orientation have for the approach a student takes to learning.
The remainder of this chapter will describe the types of orientation that are discernible from the interviews with the students studied. The following chapter will look at the relationship between orientation and the concerns students have in studying.

5.4 Types of Orientations to Study

From the interviews with the students on the two courses, I have been able to identify four basic types of orientation. I have called these types of orientation: Academic; Vocational; Personal; and Social. These labels indicate the aspect of university life that the students with these orientations are concerned about. Three of these basic types can be further split into intrinsic and extrinsic sub-types according to the quality of their interest in the subject matter of the course (as defined earlier). The fourth type - Social orientation, is, by this definition, extrinsic. Each of these 7 types of orientation can be identified with a particular type of aim in being at the university. Students with different orientations thus have different types of relationship with the course, while students with similar orientations would be expected to have similar relationships with the course. Later chapters will show the importance of orientation to how a student approaches study. For now it is my intention simply to outline the typology of orientation which was arrived at through analysis (see chapter 3) of the differences shown in the quotations above.
Academic Orientation

Academic orientation, as its name suggests, is to do with the academic side of university life. The INTRINSIC academic orientation is where the student is interested in following up an intellectual interest in a particular subject. Students with this orientation have almost without exception studied the subjects involved in the course before, usually at 'A' level in school or technical college. They identify themselves with the subject, and talk, in the interview, about aspects of it which they find particularly fascinating and other parts which are 'not quite in my line'. In other words these students already have some knowledge of the area they are to study and have come to university with the expressed aim to extend and deepen that knowledge.

The EXTRINSIC academic orientation is where the student has come to university as a 'next step' on the academic ladder. They tend to have chosen the subject of study after having studied it at school, but unlike the intrinsic category above, the choice was not made due to fascination with the subject but more because "I was good at it" or "it seemed the obvious choice after the 'A' levels I'd done". The main aim with this orientation is to advance through the educational system. After 'A' levels the obvious thing is to do a degree at university. Some of these students may even have their sights on higher level study even in the first year of being an undergraduate. They think of this however in terms of academic progression, rather than career progression (as with the vocational type below).
The difference between the intrinsic and extrinsic academic orientations is thus very similar to the distinction between interest and course focused students referred to by Mathias (1980).

Vocational Orientation

Again obviously, this orientation is to do with the career aspect of university education. The INTRINSIC vocational orientation is where students are aiming to be trained through their study of the course for a particular career or type of job. They hope that the education they receive, will enable them to do a job of work. The degree is seen as the first step in their chosen career. The expectation is, not only that they will be able to get a job at the end of the three or four year course, but that they will be able to perform it better because of having studied relevant subjects.

The EXTRINSIC vocational orientation on the other hand is where students are aiming for a qualification. Unlike students in the intrinsic category, students with this orientation may not have a specific career in mind. Even when they do, it is 'getting a job' which is the aim that brings them to the university rather than the training aspect of the subjects they will study. In some cases, the curriculum may be irrelevant; merely getting a degree (sometimes at a particular level eg. 2:1) would suffice to get the student to the required position in the job market.
The above two orientations, academic and vocational, were most obvious and prevalent categories found in the sample of students interviewed. But two other orientations were also expressed and show contrasting student aims. Unlike the Startup study (1972) in this sample of students these orientations were not as common as personal and social reasons were in the Swansea student sample.

Personal Orientation

With this orientation, going to university is not for academic or vocational aims but for individual and personal ones. The INTRINSIC category is to do with the personal development of the student. University education is seen as enrichment of life; to expand and broaden horizons or else to allow you to 'find yourself'. Here the course is chosen for its possible contribution to these aims, but other sides of university too may be of equal importance to these students. The students are often concerned that they should have the time to develop their own ideas on issues that may be unrelated to the course. The aim here is, in some way to become a better or more mature person. Students with this orientation are intrinsically interested in the whole of university life rather than just the course itself.

The EXTRINSIC category of personal orientation is where university life is seen not as making you more capable, but rather testing how capable you already are. The students with this orientation have come to university to find out 'if I can do
it' or to 'find out what level I can reach'. Again as with all extrinsic categories, the course is merely the vehicle for this aim rather than the subject matter being an intrinsically important part of it.

Social Orientation

Here the social aspects of university life are seen as important. Going to university may be viewed as 'time off' between school and work or as an opportunity to meet people and have a good time. The course and the academic aspects of university life are of secondary consideration and the course may have been chosen through some vague interest. More important than the choice of course however was the choice of university setting; its distance from London, or its sporting facilities may play a crucial role in the selection.

General comments

As has been said earlier, the intention of the analysis of orientation is not to type students, but rather to discover the types of orientation which will have different consequences for the approach a student takes to studying a course at university. It is important to note therefore that students may have aspects of more than one orientation in coming to university. Each individual student's orientation will certainly be more complicated than any one of the above 'ideal typical' ones. Nevertheless, ideal types are useful as a description of reality as well as for theoretical development, both of which are aims of this thesis.
5.5 Validity of the Typology

The above typology of orientations expresses the different kinds of personal contexts for study visible in the sample of students studied. The validity of this typology lies ultimately therefore, in the ability of the typology to enhance our understanding of these personal contexts. In so far as this typology is my way of understanding the personal contexts of the students in the sample the typology can be said to be valid. But in order to be more generally useful, the constructs need to be shared by others. The typology is only valid if other people can use it to recognize the personal contexts of the students. Moreover, how far the typology is generally valid lies in how far it can add to our understanding of other groups of students.

To a large extent this type of validity will be assessed by other researchers in the future who try to use the typology with other groups of students, (this has already happened in fact see Taylor, Gibbs and Morgan, 1981. See also Chapter 10). It also depends, to some extent, on how the typology links to other existing work in this area. On the one hand, the typology is not necessarily invalid if it appears to contradict earlier work, but if this is the case, then it relies heavily on future work for its validity to be tested. If there are clear links to past research findings however, this can be invoked as evidence of validity.

As well as the similarity with the Startup typology, the names given to the different types of orientation are close to the names given to the subcultural types in Clark and Trow's.
analysis of subcultural groups discussed in Chapter 2. The difference here is that the present orientations refer to individual students, rather than to subcultures. The similarities between the two typologies do however, suggest that the study of individuals or groups seem to give the same sort of picture.

The present typology is very similar to that used by Laurillard (1978), (which is not surprising, since we had discussed early results of both our studies while at Surrey together). The typology presented here is different however, in the treatment given to the distinction between intrinsic and extrinsic interest in the course and to the distinction between personal and social orientations. The present typology could, in part, be seen as an elaboration of the same conception of orientation used in Laurillard's work.

As suggested earlier, the difference between intrinsic and extrinsic academic orientations appears similar to the distinction made by Mathias, between interest focus and course focus. This may also be true for the distinction between intrinsic and extrinsic personal orientation. The two concepts; 'focus' and 'orientation', appear to be parallel; since the academic extrinsic orientated student will tend to have chosen the course because of being good at the subjects involved, whereas the intrinsically orientated student will have chosen the course out of already having an interest in it. With course focussed students, the interest comes with being good at a subject, whereas the interest focussed student may be good at a
subject due to having an interest in it. Since the two research projects were undertaken at the same time, there was little opportunity for investigating the links between the two concepts in the interviews themselves. The resulting concepts from the two research projects do however appear to be strongly linked.

There is a way to assess validity of the typology however within the study, and this is through a process of sharing data analysis. The advantage of working in a group of researchers for qualitative research has often been pointed out. Peter Reason (1981) goes as far as to state that in qualitative research (or new paradigm research) "Valid research cannot be conducted alone." Unfortunately there is no alternative to working alone towards a higher degree; unless one is fortunate enough to have a research project as part of a larger programme of work. There are however, steps that the lone researcher can take in order to get round this problem to some extent. This is particularly necessary at the later analysis stages of the research.

One of the steps I have taken with the present research is to assess the validity of the typology by giving examples of ideal-typical statements for each orientational type to an independent judge for comment. The following quotations were selected from the interviews as holding the essence of the differences between the orientational types:

Academic Extrinsic (1)

"It was basically the thing that all my friends were going to university. At school there was just an absolute system to push you into university. I think I would have done Geography if I hadn't done H&C, you know."
"I never came here looking for a grade. I came here because I wanted to do Sociology, and obviously, you know, I wanted to come out with a degree at the end of it but I mean, it was more the course, the interest, the knowledge, for me."

"I'm just here to get the qualification. I don't really care about the course, I just go through it. I know it sounds odd but I'm just here for a purpose. I don't care much about the course."

"Well I've always been interested in food, beer and barmaids and I do enjoy meeting people so I thought that I'd do a course in H&C and go into the hotel industry. I thought this place would be the best place to get a training."

"Well I wanted to prove that I could do it aswell, you know. It came as a big shock to people when I got my 'A' levels and so I thought - 'well let's see if I can do a degree'."

"The thing I wanted was a broad coverage, you know. This course has three main subjects and you get a broad coverage of all of them. It's a way of expanding your horizons I think."

"One aspect that is nice for me is that there are people to talk to about the things that I'm interested in. I think that's one of the things that I wanted. I wanted the contact with other people. I think I needed it after being at home for 16 years."

These quotations were given to the judge in a random order and without the descriptors together with the following instructions.
(The judge was an assistant project officer working on educational surveys for the Open University. She had no previous knowledge of my work, but could be relied upon to give the task thoughtful consideration).

Instructions for the Judging Task

Attached, are quotations from students who were asked to tell me the background to their decision to study either Human Sciences or Hotel and Catering degree courses at Surrey University. I am trying to formulate a description of the kinds of differences in student's reasons for coming to university and studying particular courses. These quotations represent the differences that I have seen.

The task I would like you to undertake for me is to describe the differences that you see in the quotations. I would like you to write about what you see as the main differences and if you can, to describe what sort of differences they are.

The reason for doing this is because I wish to see if a more objective observer would describe the same kind of ideas as I have incorporated into my typology. I do not want you to attempt to guess what that typology would be, but merely to record what you see as being important differences between the different quotations.

Thankyou for your help.
The Reply from the Judge

Liz

I've written about the differences I saw, below; I hope this is the sort of thing you wanted.

Anne.

The main differences seem to be

a) Whether there was a conscious decision to go to university. Student 1. had no clear reason for going to university except that he expected to go; in addition, his choice of course seemed rather arbitrary. At the other extreme is Student 6. who went to university almost as an act of defiance, because it wasn't expected of him.

b) The desire for an extension of knowledge. This ranges in strength from Student 4. (who wants a degree in Sociology but is more concerned with the knowledge gained than the final grade) to Student 5. (wishing to expand his knowledge over a broad field) to Student 2 (a general, vague desire to talk to others about "things that I'm interested in").

c) The desire for a qualification or training. This shows up in two different ways: Student 7. wants to get a training with a particular future in mind while Student 3. wants just "the qualification" - the course itself is not particularly relevant.

d) In addition, for Student 6 there is a desire to test one's ability to do a degree.
Comparison of the Judges Comments and the Typology of Orientation

As can be seen, there are a number of similarities between the judge's description and the typology. Firstly, there is the distinction between qualification and training (judges point 'c'), which is exactly my distinction between intrinsic and extrinsic vocational orientations. Secondly, (judges point 'd') is exactly my description of personal extrinsic orientation i.e. the testing of ability. Thirdly, in point 'b' the judge is making a three point distinction between what the typology calls academic intrinsic, personal intrinsic and social orientations respectively. This is a very interesting progression which the judge terms the "desire for an extension of knowledge". As far as the descriptions of the academic intrinsic and personal intrinsic orientations go, this progression looks very sensible but I would not have been able to predict the inclusion of the social orientation, and this goes a little away from what I have seen as the essence of this orientation. This may be due in some part to the quotation I have chosen as representative of the orientation because "people to talk to about things I am interested in" could be interpreted to mean ideas to do with the course, in which case the orientation looks more academic than I had first thought. Fourthly, in point 'a' the judge brings out the distinction between what the typology calls academic extrinsic and personal intrinsic orientations. The judge describes the difference in terms of "whether there is a conscious decision to go to university" and perhaps seen as a continuum with these two students representing extremes. So whereas I agree with with the description, in the typology these
differences are associated with different backgrounds to the decision to go to university rather than seen as lying along a continuum of conscious wish and inevitability.

This test of validity has shown that the kinds of differences that are reflected in the typology are visible to another person. (The reader can make a further check by looking at the quotations, deciding how he or she would describe the differences and matching this third interpretation with the typology and the judges comments). It also shows that the construction each person makes of these differences will almost certainly differ. This is no surprise, Kelly has argued (1955) that individuals construe reality in an infinite number of ways. But the amount of agreement between the descriptions of the judge and the typology is enough to demonstrate some validity for the typology.

As I have pointed out earlier, validity can also be demonstrated by future research. Since the research for this thesis was completed, I have been working with researchers at the Open University on the concept of Orientation and its links with other aspects of student learning. The research took the concept of orientation further, particularly with regard to personal orientation, and shows its use with a different group of students (Taylor, Morgan and Gibbs 1981 & 1982). The typology was found to be adequate to describe the personal contexts for study of the Open University sample, and since a high proportion of these students had personal orientations to study, this category could be further explored and described in greater detail.
To further clarify the difference between intrinsic and extrinsic types of orientation the results from the Open University sample have been described in terms of their chief aims: personal intrinsic orientation is called a 'broadening orientation'; personal extrinsic orientation is called a 'testing ability orientation'; vocational intrinsic orientation is called a 'training orientation', and so on.

Logical links between the concept of orientation and other concepts within 2nd order perspective research on learning have been discussed by Marton and Svensson (1982). Orientational type is seen as having logical links with approach to study and learning outcome. Empirical evidence for these links is being investigated at the Open University using case studies of individual students over time. (Gibbs, Morgan and Taylor in press).
6.1 Introduction

The importance of the study of orientation is not merely that it tells us about the different aims that students have, but also because we find that students with different orientations have different attitudes towards the course that they are studying. The students interviewed showed quite different concerns according to their orientations towards the course. Once the different orientations have been outlined as in chapter 5, these different concerns appear to be quite obvious. For example, students who have vocational intrinsic orientations towards a course are concerned about the relevance of the course content to their chosen career, while students who have academic intrinsic orientations are more concerned that the course actually covers the subjects that interest them and allows them time to follow up their particular interests.

In this chapter, I will show the links between orientation and the concerns that the students expressed as well as how this affects the approach they take to the course work. In this way, each orientational type will be further defined moving on from the basic typology given in chapter 5. This will however, inevitably remain a simplified picture of the relationships involved, whereas the interview data also showed great complexity. This complexity will be discussed in chapter 7 with
the aid of case studies of individual students over the three year study.

6.2 Judging the Orientations of the Students in the samples

In order to analyse the relationship between orientation and study patterns, it was necessary to judge the orientations of each of the students in the samples studied. This was done, firstly by picking out quotations from the first interviews which illustrated each student's orientation. These were mainly in answer to the first questions in the interview where the students were asked to describe the background to their decision to come to university to study P.P.S. or H&C degree courses. I then gave the two judges copies of these quotations, together with the typology and the quotations which had been used in the previous judging (see chapter 5), to illustrate each type. I described the research to the judges and asked them to look at the illustrating quotations and to attribute each one to an orientation from the typology. This task served as a training for the judges, and through the subsequent discussion I was able to describe further how I wished them to use the typology. After this the two judges and myself, separately, coded each quotation from the sample students by orientational type(s). Where I had felt the student had two separate orientational types, I usually gave two separate quotations to the judges, however, the judges were told that if they thought more than one orientational type was present they should code for both.

After I had received the three sets of quotations with their orientational types, I looked for the level of agreement between
the three judges (counting myself as one). The agreement was surprisingly high at 39 out of 47; a three way agreement of 83%. We then met to discuss the 8 disagreements and were able to agree after discussion about all except one quotation. Here, we agreed about it being an example of vocational orientation, but were unable to assign it to the intrinsic or extrinsic category. The list of quotations with their agreed type of orientation is given in appendix F. The information thus arrived at, has been used in the following chapters to discuss the affects of orientation on students university careers.

6.3 Orientational Type by Student Group

In the three main groups of students studied there is quite a marked difference in the spread of orientational types between the groups. The difference is markedly between the two different courses. The following table shows the orientational types judged for each group:

<table>
<thead>
<tr>
<th>ORIENTATIONAL TYPE</th>
<th>GROUP A (H&amp;C)</th>
<th>GROUP B (H&amp;C)</th>
<th>GROUP C (PPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Intrinsic</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Academic Extrinsic</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Vocational Intrinsic</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Vocational Extrinsic</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Personal Intrinsic</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Personal Extrinsic</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Social</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>No. of Students</strong></td>
<td><strong>14</strong></td>
<td><strong>10</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

As we can see from this table, students taking the H&C degree course were more likely to have vocational orientations, while *Dropout reduced the original samples of 15 in each group.*
students taking the P.P.S. course were more likely to have academic orientations. For the H&C students, where there was an academic orientation, it was generally of the extrinsic type. Similarly for the P.P.S. students, where the students had vocational orientations, they were usually of the extrinsic type. Personal orientation was apparent in both the P.P.S. and the H&C student samples but this type of orientation was relatively rare in the sample as a whole.

These results are not too surprising; intuitively one might have expected such a result. The H&C degree course is more vocational in nature than the P.P.S. degree and if anything, one might have expected even more bias towards vocational orientation than was in fact seen. Since there is an industrial stage as part of this degree course, the intrinsic vocational orientation with its aim for a training would seem a likely one.

The lack of intrinsic academic orientation in the H&C samples is again to be expected since the course is multidisciplinary and covers many subjects that would be new to most students. Personal intrinsic orientation was judged for two students in the H&C samples and this may be to do with the aim of broadening since the course is of this nature. This perhaps is understandable rather than predictable.

For the P.P.S. sample there was much more intrinsic academic orientation and this is perhaps due to the more usual type of course offered, with students able to follow up an interest in a particular discipline. Although the degree is a prerequisite for
a social work diploma, it does not appear to be perceived as part of a training for this career, but rather as an academic stepping stone. The students who have these vocational aims are more interested in the qualification aspect of the degree, (extrinsic interest in the course).

Personal intrinsic orientation is perhaps likely where the subjects covered by the degree are social sciences which are usually regarded as more relevant to self development than other subjects. The possibility of studying three different disciplines and taking joint honours may also be of some importance here. Students taking the H&C degree with the Intrinsic Personal Orientation are interested in the breadth of the course which covers many different and unusual disciplines.

As for social orientation, it would seem likely that this orientation is more understandable when seen as the absence of other orientations rather than as a distinct set of aims in itself. The fact that it is more prevalent in the P.P.S. sample may be because of the emphasis on vocational aims in the H&C sample rather than anything specific about the P.P.S. course itself. The numbers are, however, too small to be significant.

Although this distribution of the different orientational types in the different groups can be fairly easily understood in terms of what these courses offer to students, it is nevertheless very interesting. As well as showing that students have different orientations to study, it also implies that different courses attract students with different types of orientations. It must be noted however that the numbers of students in the groups are
fairly small. Certainly, the sample is too narrow to make conclusions along these lines (and this is not the intention of this thesis). There are however some interesting questions here which could be usefully followed up in further research. This will be commented on further in the final chapter (10).

6.4 Orientational Type, Students' Concerns and Study Patterns

Intrinsic Academic Orientation

Academic orientation, like all the different types of orientation, illuminates the way a student works on a course, not merely in terms of effort but in terms of the focus of that effort. For students who are academically orientated and intrinsically interested in the course, the aim is to follow up their interest in particular subjects. These students tend to be much more concerned to follow ideas of their own than in keeping doggedly to the syllabus. In many cases the syllabus and especially the assessment system seems to hinder the students in this aim. They tend to complain when they believe the system to be structured in a way that does not allow them freedom to do the kind of work they would choose of their own accord, or when the time left after completing the set work is insufficient for them to follow up things of interest to them in more depth:

Melvin PPS.

"Well it's more structured than I thought it would be but then, I think most places probably are. At Lancaster there's a course where you can choose your own field that you want to study but it's still in the experimental stage and few people can get onto it. --- I would like just to be able to see what fields you are interested in and be able to follow that interest in that particular thing but I suppose at the beginning you have to have some basic knowledge and
develop it from there."

Rachael PPS.
"I found the course more structured than I expected it to be. It's been very much a case of just keeping up with the work and I think I would have liked more time to myself. I think I would have enjoyed it alot more if it wasn't so structured but I can see the reasons for it, you know."

This second student went on to talk about her attitude to grades, and in this response we can see again the intrinsic interest in the course and the concern with knowledge entailed in this orientation:

Rachael PPS.
"I never came here looking for grades - this is the thing you see it's only since I came here that - I came here because I wanted to do the course and obviously, you know I wanted to come out with a degree at the end of it but I mean it was the course, the interest the knowledge, for me. If it's for a job then the degree matters but for myself I didn't mind what kind of degree I got."

For the student with intrinsic academic orientation, grades are of secondary importance. The concern is rather with following up interest in the subjects being studied, such that some students choose to ignore the system and insist on following their interests inspite of the system. One student had taken this to an extreme:

Simon PPS.
"My attitude is both instrumental and interest because you are assessed and so you've got to do a certain amount of course work and eh - I copy as many essays as I can and do the minimum amount of work in Philosophy and Psychology. And in Sociology, I just try and do as much reading as I can and then when I do write essays I always bring in much more -but I hardly ever answer the question. I'm always much to concerned with other things of interest to me."

Another related issue for the intellectually orientated student is the opportunity, or lack of it - to talk to other students about their interests in the subjects they are studying. This is not just a vague wish for social company, but a wish for the
intellectual challenge of other interested people:

Simon PPS.

"University life is - fairly unbearable (laughs). Well no more than I expected - but I think intellectually it has been a bit of a shock. You know, I thought it would be different from school but of course it's not. You see that's another thing. Sociology is not a nine to five study; it's a continual thing even in your social life. You are a sociologist and you often get into situations where you are being an objective observer in a social situation. But there again is another variable that is introduced in that the guy who lives next to me in the residences - he's the only other phenomenologist on my course. And it's made quite a lot of difference to my whole being in this place. Quite frankly, if it hadn't been for that kind of contact I might have left at Christmas. I just see things differently from most people on the course. Talking to this guy makes the whole thing a bit more bearable. Which is an important factor because I see it primarily in terms of educating myself. Reading books that I want to read and talking to people about the things that I'm interested in. Naturally, you have got the lecturer but it's just course after course that they provide - well, it's just a background."

Beth PPS

"I'm not sure what I expected really but I think if I'd stopped and thought about it I would have expected a bit more contact between people on the course - which there very largely isn't. There are a few groups who see each other quite a lot but very little for the course as a whole. You sort of come to lectures and there isn't anything more if you see what I mean. It's set out and you go through the pattern."

From the above two quotations we can see that some students are unhappy with the opportunities that they have found, others had been lucky to find groups or individuals that did share their interests. Whichever way they feel about what they find at the university their concerns are the same; to follow their intellectual interest in certain subjects. As we have seen, this means that some students actually ignore parts of the course in order to concentrate on other parts that are of more interest to them. For other students however the course seems to coincide very well with their interests:

Wendy PPS.
"When I come across something that I don't find interesting
I put it off till the last moment.

I - "Do you spend less time on it as well?"

"Yes - I'm like that with logic. But I tend to spread
myself evenly for two reasons: one, that the course, the
assessment work, is spread out and, that I'm interested in
all three main subjects."

But there is an underlying tendency for most of these students to
work unevenly; working harder and for longer on those things that
are within the range of their interests:

Melvin PPS.
"Well, if I'm interested in it, I'll read a lot more than I
would if I thought 'oh well I've got to get an assignment
in'. I just read one chapter and write it out from there.
If I find it boring then I do the minimum."

Simon PPS.
"Yes I do do more out of interest - that's what I do. Which
is difficult because I've got other things to do. Because
that's why you see, I spend a lot of my time on Sociology and
very little of my time on Philosophy and Statistics. Yes, if
I find it boring - well, I usually find that it's difficult,
if I don't find it interesting then it's difficult to read
about it and it's a drag - so I just do the minimum."

Students with this orientation however, tend to work quite hard
and they make use of their private study time in reading around
subject that interest them. They tend to say that reading is the
part that they enjoy the most and they use the library more than
average. In general these students like to choose their own
reading material but they do value advice given by lecturers in
reading lists, as long as these lists are comprehensive rather
than course specific. They tend to dislike reading parts of
books especially for assignments, preferring to 'get into' a
book. This means that they tend to dislike the short term loan
system in the library where they must return a book after three
hours. They are more likely to find an alternative text that
they can borrow for two weeks. These students often have a large
collection of books that they have bought:

Rachael PPS.
"Well for Sociology - fortunately I have a lot of Sociology books and a lot of them are the ones that we use anyway. Yes, if it's a subject that I’m interested in I will read - you know, any book that I can find. But if it's a subject that I don't know much about, like Psychology, then I have to rely on what we're advised to read. That's why I wish I'd done more reading on Psychology before I came. But I didn't realise it was going to interest me as much."

Beth PPS.
"We have had quite good reading lists on the course as a whole. They have been very wide ranging, especially the Sociology. But some of them are only on three hour loan, you know, which is useless as far as I'm concerned."

I - What do you do if a book is on three hour loan?"

"Well I go and see if there is something else I can use instead."

Extrinsic Academic Orientation

In contrast to the intrinsic category, students who had extrinsic academic orientations are aiming to get on within the system rather than in spite of it. University, for most of them, is the obvious progression after taking 'A' levels and they have rarely considered alternatives. They are interested in the academic game, and therefore in getting good grades for their own sake. They are also usually concerned about the view that the lecturing staff have of them. Unlike the intrinsically interested students above, students with this orientation are usually competitive rather than cooperative and they strive to do well within the system without worrying too much about what that system is:

Edward H&C A.
"I think in the first term I didn't do very well and I got a general course grade of 'E' which is not very good - but that was because of the exams. The course work, according to the marks and according to the lecturers was very good."
I got a very good opinion and appreciation from all the lecturers. The course work and their opinion of me is better than the result of the examination and they say it was because of my language problems. I don't expect to get marks at the top of the class but I'm doing about average I'm not satisfied with myself but I'm alright. --- I would like to have a high grade - well the average and above, definitely not below. I would like to get above average although everybody says that once you've got the degree then the rest is up to you. But as far as myself and perhaps the whole lecturing staff is concerned it would be nice to pass with a good grade."

These students are also concerned about standards in general and they tend to criticize the course if they believe that it is not of a sufficiently high academic level:

Jenny H&C B.
"I suppose it's a lot more practical than I expected. We spend a lot of time in the kitchens and it's not academic enough. I thought it would be more academic being a university. There was a lot of basic stuff in the first year, I thought it would be more academic but this course isn't really. I think if someone had told me before, it would have put me off, but now I can see the point is to give you some experience before the industrial year. I thought it would be confined to that year, you know. It's a bit like college really, I don't need to read many books - there's not a lot of background reading so that's like school - we didn't do a lot there. It's not what I expected, I expected to have a lot of reading but it's not at all like that, you can pass an exam with the standard stuff, you don't really need to go beyond that."

Nick H&C B.
"Well the standard has been - everybody thinks that to get to university you've got to be incredibly intelligent, but I don't think - well, how can I put it? I think 'A' levels are much more of a strain than working here. You don't have to be very good at exams here. If you think of marks in the exams as sort of remembering facts eh - I think you had to remember more facts for 'A' levels than you do here. You can get by here, if you write a rubbish waffly essay you get a C or a B which amazed me, you know. You get a high mark for writing what I think is rubbish. I think the standard is a bit low."

The extrinsically interested student can be seen to be preoccupied with the external aspects of the course: grades, a sense of achievement, the views of the lecturing staff. Unlike
the intrinsically interested students they seem to give
themselves up to a course of study. They complain when it does
not satisfy their expectations but they nevertheless go through
it very much as it is laid out for them. They have a very much
more passive approach. The intrinsically orientated student
would try to get what they wanted from the system, but the
extrinsically orientated student asks the system to do something
to them.

When it comes to course work, these students may be thought of as
'model' students. Although they rarely do 'more than is
required', they do work very thoroughly on the set work for the
course. They tend to do this with both eyes firmly fixed on the
assessment system rather than on their own interests within the
subjects they are studying. If they find something that is
difficult in the course work, they will tend to put in extra
effort to make sure that they get a satisfactory grade:

Anne H&C A.
"I can't really think of any subject that actually bores me.
But the Accounting - I actually find rather difficult and so
I have to make myself do extra work on that. That is
something I do do extra work on because I know I'm bad at
it."

Carol H&C B.
"Usually, if I don't like something very much it is because
I don't understand it and if I avoided working on it, it
would just make things worse. So I try to come to grips
with it."

These students do the course to cover it, working hard on those
things that count for the assessment system:

Nick H&C B.
I - "Do you ever do more than necessary out of interest?"
"No, I don't think I do. Whenever you've got a piece of
work to do you always cover that particular subject - you're going to read a lot of books. Okay, you could just sit down and read one book and write it; whereas I'll sit down with four or five books. I wouldn't read them from cover to cover but I read the relevant sections. So, all the subjects I'm interested in I'll cover quite sensibly. But you know, I wouldn't, I mean, out of interest - I like Microbiology but I wouldn't sit down out of interest and read a Microbiology book. I can think of better ways to enjoy myself."

Nick H&C B.
"I mean, again you come back to the subjects that you don't like - you don't understand, I mean, Economics has been pretty boring this term but I don't - wouldn't try to avoid it because - well you know, the amount of work you've got to do - again for assessment, good marks in exams and essays. So I give it as much time as I would any other subject."

Jenny H&C B.
"All my work is geared towards assessment. It seems to me, you could do a lot of background reading but I don't think it's really necessary. I mean, if I was particularly interested in something I would, but I'm not the sort of person who reads round a lot. You don't have to do an awful lot of background reading to do quite well. I do what is necessary for the assignments and that's all the work I do really."

These students are often aiming for high grades and tend to compare themselves with other students, but unlike the vocationally orientated students, they seem to be interested in grades for their own sake rather than for their use in getting a future job. This means that very often they are strategic and competitive and try to work out how well they are doing compared to other students on the course:

Jenny H&C B.
"If I sit here and say that I don't think you've got to work very hard you're going to think I'm big-headed but - I don't think the standard is very high in our department. Last year I didn't think I worked very hard and I came 18th which is just less than half way down. I worked a bit harder this year and I've pulled myself up a bit. I mean, you don't have to compare yourself with anyone because we are not really competing - but it always affects you. ---Well, no-one gets a 'first' in our department - you've got to be good at too many subjects, but I'd be satisfied with a 211, but I
want a 2i. I don't think it makes much difference; I mean if you're capable of coming here you are a reasonably high standard anyway. I suppose it matters if you want a postgrad. work but I've no intention of doing that."

**Intrinsic-Vocational Orientation**

The majority of the H&C students had vocational orientation as might be expected with such a degree. There was a profound difference however, between the students who saw the course as a **training** and those students who were extrinsically orientated and saw the course as a means of getting a qualification for a job.

The intrinsically orientated students were interested in the **content** of the course and were critical of any parts of it which they thought to be irrelevant to their future careers. Many of them placed great emphasis on the practical side of the course rather than the theoretical side, and they looked forward to the industrial year as being the most relevant and important part of the course.

The issue of relevance was important throughout the department of H&C, and was a bone of contention between staff and students in all years of the course. The students who were in their second year when I first interviewed them (group B) were the first year to have a new version of the course (see chapter 4 on five year review), and they had much to say about its relevance to the industry:

Terrence H&C B.

"Well the course has been restructured and we're finding out what's wrong with it. Well, I think there could be a lot of improvements made to it. They have cut down a lot of the options and certain parts of it have been incorporated into
other parts so you get compulsory subjects; things like Social Framework and Business Statistics which were not there before and I don't think they do a lot of good either. --- Personally, I think there could be more time spent on the practical side - they cut that down by a whole term. I would have preferred to do a bit more on that side. But on the other hand people say that we're doing a management course not learning to run a kitchen but I don't know -"

Many students agreed with the student above with regard to practical training:

Michael H&C A.

"The thing that I've been a bit shocked about is that we spend a single afternoon - yes, a single afternoon in the kitchens and I feel it ought to be at least two afternoons per week to start being of any use. It's a case really of play time - just a case of - 'well we've got a single afternoon in the kitchen, what shall we do?' and it's a waste of time."

Many of these students were concerned about how far the subjects on the course were related to the industry:

Harry H&C A.

"I like the course mostly when it's related to the industry. Economics - when it's general it means nothing to me but when it's related to the H&C industry, then it's good."

Neil H&C A.

"I don't think any of it has really surprised me except perhaps the Law because the law we did in the first term didn't have anything to do with the H&C industry and in some ways I wish the subjects were more interrelated. They are from different subjects and they don't seem to intertwine. It would take a lot to interrelate them. Economics last term was theory but now it is getting more to do with the industry. Food Science - I still don't see where that fits in, although it is getting on to nutrition. Last term we were looking at stocks down the microscope and I couldn't quite relate that."
One student was so unhappy about this aspect of the course that she was considering leaving:

Linda H&C A

"I think a lot of things that we do are irrelevant. I do think it would have been alot better if I'd gone into catering without the qualification really or gone and done the HND and got out quicker. Because it seems that everything we do is - well, theoretical and I'm sure that in real situations hardly any of it would apply. It sounds terrible because we don't go into anything in any great depth - it's not too demanding. I don't know really it's quite a nice course but I don't know if it's having any great - you know whether it's doing anything - really educating me."

Another student saw the course as being irrelevant for him personally since it was biased towards a side of the industry that didn't interest him:

Steven H&C A.

"I'm a bit disappointed with the course actually because, well, they call it Hotel and Catering but it's all geared towards the hotels and the top side of things, you know. And I don't know if it is going to change, but so far it's lopsided sort of thing. They are all geared towards the top end of the hotel market and very southern orientated. You're expected to go and work in London, you know. All the emphasis is on the top end of the scale. In food preparation and that sort of thing, all the examples are of choice cuts of meat and they say things like - 'we don't bother with the cheaper cuts of meat' But, you know, if you're working in industrial catering obviously you've got to know about these things."

Students who were intrinsically vocationally orientated, in general, went along with the course for the work they did. They were not as assessment conscious as the extrinsic academic students nor were they as 'syllabus free' (Parlett, 1970), as the intrinsically orientated academic students were. Although many of them complained that the course was not an adequate training they nevertheless tended to rely on the course and the syllabus to guide what work they did. Some of the students did, however find that they were working harder on some subjects that they were interested in:
Tony H&C A.
I - "Do you ever do more work than necessary on a topic out of interest?"

"Yes, to some extent, it depends on the topic. Sometimes I'll read a bit more to find out more about it, other times I won't bother. It all depends how motivated I am.

I - "What sort of things do you work more on?"

"Anything associated with food usually. Kind of, when you start reading for an essay you might go on from there."

Pat H&C B.
"Well I'll go back to the Food Science again, I've got a good few paperbacks and things which make good reading so I do a bit extra now and then and maybe do some extra examples that we don't have to hand in. It counts as practice."

Tony H&C A.
"I do take some interest in subjects outside the course. I mean we're doing an essay now on nutrition and I find the medical side of it more interesting so I'm doing more work outside on the role of medicine in nutrition - if you call that work outside the course - it's different from doing an assignment and getting assessed for it."

Neil H&C A.
"Well I must admit that in the first term we were doing beverages and we had a book called - a book of wines, and I used to read that when I wanted something to read, not for the course, but because I thought it was interesting. And I occasionally look at cookery books the practical cookery - you know, you have a piece of meat that you don't know what to do with it. But I won't just take down an economics book or accounting or something like that."

Some of these students also tended to avoid working on parts of the course that didn't interest them but in the end usually found that they got round to doing the work if it was necessary for the assessment system:

Pat H&C B.
"If it's boring I do tend to put it off to the last minute."

I - "Then do you do the minimum?"

"No, well the trouble with me is that I can't just sit down
and do the minimum because I think you know you're a fool if you deliberately do things badly. So I put it off and then when I do it, I do the best I can with it."

Harry H&C B.
"Avoiding things? Yes; I'm like that with accounting. I'm not good at it and I don't enjoy it so I skip lectures and things - which is bad because I know those lectures I should go to and I do try to get up - but 9 o'clock on a Monday morning! There's no way I can get up. But I do the assessed work you know."

These students made average use of the library and most of the books they used had been recommended by the lecturers. They were however rather careful about books that they bought, preferring books that were going to be of some lasting use beyond the length of the course, even if these were expensive. Most of these students regularly read a magazine to do with the H&C industry:

Linda H&C A.
"When I'm in the library I do go and look at the current periodicals. I like reading things like 'Paris Match' and 'The Caterer' which is quite good as well, they are the two that interest me."

Michael H&C A.
"Well I certainly don't use the journal section every week but I use it usually for statistics when we need to collect bits and pieces. I do buy a trade magazine every week that's the only thing I do regularly."

These students thought that the industrial year was the most important part of the course. They usually enjoyed the year very much and became very involved in the work they were doing. Sometimes to the extent that they 'forgot' that they were students. They were confident of their ability to cope with the year of work and usually managed to change aspects of their programme when it did not meet up to their requirements. So at the end of the year many of these students had been given more
responsibility in their industrial year placement than would have been expected by the staff and more than most other students:

Michael H&C A.
"I started off as a trainee and in six weeks I was virtually in charge of the unit and that's how it stayed. So it was hard work but I really enjoyed it. Industrial catering is really an 8 till 4 type of job but as it turned out I was always there by 7 and I wouldn't leave till 6 or after - but that was entirely of my own making."

Terrence H&C B.
"I enjoyed when I was working with management best in the last six months because I was given a lot of responsibility. I could help out because I knew how all the parts of the hotel worked by then. But it was long hours. And also I had to run the hotel for two days because there was no one else, they were all away on holiday or off sick. So normally there would be six people in charge but then there was only me."

When the students came back from the industrial year to do their final year of university studies, these students were full of enthusiasm for their future career. They usually found it quite difficult to settle down into the academic routine (as all the students did) but they usually made an effort to work much harder than they had done before the industrial year. As one student put it "work is more visible now". These students also found that their criticisms of the first years work and its lack of relevance was not repeated in the final year, where the courses were very much more applied options such as 'Catering Management', 'Tourism' etc. They also found that they could apply the course to their experiences in the industrial year and vice versa and that this was positively encouraged by many of the staff.

Michael H&C A.
"I'm finding it awfully interesting - the subjects now are a lot more use I think than they were before. And we have some choice. I am now doing things that I enjoy doing. I find that since I did the industrial year report well, I'm
tempted to all the bits of work like that. In fact I do all
the work in a similar fashion, I do far more background
reading and I've got lots of thoughts on paper all over the
place. As far as the work is concerned I'm far messier than
I used to be but I like to think that I'm far more
comprehensive."

For some students the final year project offered an opportunity
to do some work that would be useful in a future career:

Nick H&C B.
"I'm doing about the application of computer technology to
small hotels. I've got personal interests in it you see
because my father runs a small hotel and it's quite a small
one and there isn't really a computer system in the right
price range that is for that size of place. And we've been
given a grant from the government to develop a system, so
that's partly why I chose the subject because I want to be
able to help choose the system. And also when I leave I
want to work for THF for a while and they are a bit backward
as far as computing is concerned but they can't be like that
for long because they must realise that computers are
important. And if I'm going to work for them and know
something about computers I must be at an advantage. I
wanted to pick a subject that would be of benefit to me in
the future you see."

Extrinsic Vocational Orientation

The students who were extrinsically interested with vocational
type of orientation did not seem over worried about the content
of the course they were taking. They were more concerned about
the use the degree would be to them in getting a job:

Tony H&C A.
"You know, some people get very uptight about the course.
They're not getting what they want. I don't know, but I'm
here just to get the qualification - I don't really care
much about the course, I just go through it. I know it
sounds rather odd but I'm just here for a purpose."

To some of these students the grade of the degree is not
important because the industry they intend to work in does not
require a particular grade (c.f. Mike in the initial study).

For other students however, the grade is extremely important.
because of the necessity of gaining a particular grade in order to get onto a postgraduate training programme. Here is the students quoted above again:

Mary PPS.
"I'm aiming for an upper second because if I want to go on to a postgraduate course I will need an upper second for either vocational guidance or educational psychology. And really, the higher you get for the job really, you know, being realistic. If there's a shortage of jobs they are going to take the one with the highest degree."

Here the importance of the grade is not for a sense of achievement primarily but rather tied in with the wish to get a job. If the grade is important the students will also be concerned with the type of feedback they get on their assessed work:

Mary PPS.
"I don't think I'm very popular at the moment because I went to complain about - well, we had five pieces of work to put in and the marks were to add up to go towards your part one finals. Well, we didn't get marks on any of them till the end of the course. We weren't told what standard they were. But I said they should have given me some kind of idea of the level I was working at after each one. Because I asked when I gave the first one in if it was the sort of thing that they wanted and I was told it was quite good for a first one and then I found out that I got 58% for them and I thought they were slightly better than that and I felt that they should have told me what level it was."

Again we can see the difference between the intrinsic and the extrinsic sides of the orientation in the type of concerns of the students. Intrinsically orientated students are concerned to get something out of the course itself, in the form of a training for a particular job. The extrinsically orientated students on the other hand are more concerned with external results of the course in the form of grade qualifications.

The amount of effort that these students put into the course is connected to their need for grades. The student quoted above
worked extremely hard on her course work and was well organized in her approach to the assessment requirements:

Mary PPS.
"I try and plan my work very carefully and I set myself a target each week. I say - 'by the end of this week I'll have done that and perhaps write that' and I try to stick to it. It doesn't always work but so far I've managed to keep up with the course work. I'm ahead at the moment with the course work. I don't really read round, you know, there's too much course work to do and there's alot of things that I'd like to do but there isn't time. --- Perhaps I do more work than is necessary, I mean - I don't know. I've been getting reasonable marks so perhaps I could get away with doing less, I don't know."

But students with this orientation who thought that the grade they got did not matter to their future employment prospects tended to do the minimum required to pass the assessment requirements. This was mainly the case for the H&C students with this orientation, since they saw the subject of the degree providing the qualification. Rather than the specific grade of honours being the important thing what mattered was that the course would be acceptable by the employers in the industry.

There was a very strong belief in the department (Parlett, 1977, would call it an 'idea in currency') that since, to have a university degree in H&C was comparatively rare, their course was prestigious enough to give them a good chance of getting a job without having to worry about the grade of the degree.

This meant that these students, although they worked in the course to pass it, were not worried about doing as well as they could but rather concerned to get through with the least possible fuss. They were not worried about getting good grades, nor were they particularly concerned about the content of the course. They just worked within the system, going through the course 'to get
Tony H&C A.
"Yes I do just work for the assessment system - no two ways about it. When it does particularly interest me then I may do it in more detail but even then it's only things that have to be done. If I miss a lecture I do copy up the notes which I suppose I could get by without doing but whatever I do is always for assessment."

Steven H&C A.
"If something is boring I still do what is necessary. If I can't do it I have to work a bit harder but I'll just do what I have to do. I don't avoid doing things usually if it's got to be done then I'll do it. But it means basically just doing it till it's done."

Gillian H&C B.
"Well if a lecture came up that I was particularly interested in then I'd do more work but otherwise I do things for the assessment and the exams.

I - "Do you read round the subjects a lot?"

"Well it depends, you know, if it was something I was interested in I would read round but otherwise I just do the essential things."

I - "So if it is interesting do you do more work than necessary?"

"Well perhaps not more than is necessary but more than I do for other things. I don't usually do anything at all unless I have to for an essay or a test."

Along with this assessment guided study behaviour there goes an attitude to the use of books and libraries. Again students who need to get high grades in order to get a job will use the library a great deal, while those who are not worried about high grades will do the bare minimum. Both sets of students are however tightly guided in their book use by what the lecturers recommend. They make the biggest use of the short term loan collection, which are usually books that are specifically recommended for assignments.
Neil H&C A.
"My work is directed towards things that have got to be handed in really. I find it difficult to read round. I will openly admit that I'm not a good 'reader rounder' (laughs). I tend to work on the stuff that's got to be handed in. I don't find it easy to read round; I don't know where to start. When you're told to read round a subject like Economics, I don't know where to begin. I tend to use the lectures more for the basis of essays than books."

Intrinsic Personal Orientation

With this orientation the student is concerned with self-development. In some ways the university may be thought of as a kind of finishing school, where new ideas or new challenges can be used to broaden horizons and improve one's ability to cope with life. Enrichment of life is the aim for these students, and the university provides the means of changing oneself into a better or more mature person. The course is valued according to its ability to perform these functions for the student:

William PPS.
"Well - I'm doing the Human Sciences course and this has three main components - Philosophy, Psychology and Sociology. It is a very broad course and I'm not exactly attracted to the Sociology bit of it but nevertheless I think it is an excellent course for someone like me who wants enrichment of life having missed the opportunity earlier in life."

The course, like all other aspects of university life, is seen as offering stimulation and challenge, and the students are concerned with the content of the course in so far as they see its usefulness as a vehicle for change and development. They tend to appreciate breadth as much as depth in the course and they look to the course to provide stimulation and excitement. They are thus intrinsically interested in studying itself, rather than in any particular discipline or subject:

Susan PPS.
"The good thing about it is that you get a broad coverage which is one of the reasons that I decided to come here because you get a broad coverage of all subjects. We've got to choose two out of three for next year and I'm not sure which one to choose they are bits that I like from all three."

Paul H&C A.
"I think it has been pretty much as I expected really. It's very general which is - well advantageous because you get to know a bit about everything."

This orientation with its emphasis on wide and various study means that the students are concerned to take up opportunities in areas like general studies which other students tend to dislike. One student found that these opportunities were less than he had expected, and was rather annoyed about it:

Paul H&C A.
"I don't know really what I expected. I came here thinking that I would be able to take anything that I wanted. I thought that I'd be able to supplement it (the course) with other courses like languages and things but I haven't been able to."

Along with this orientation and its concerns with broadening goes a concern to be involved in other, less academic sides of university life. This again ties in with the 'enrichment of life' aim contained in the orientation. These students tend to complain when they perceive a lack of 'stimulating activities':

Diana H&C A.
"Well I expected more in every way. More sort of social life - but not the disco sort more - intellectual stimulation really. All the sorts of things that I'd heard about. I thought that this will be no more just slogging. It would all be worthwhile - I'd broaden my horizons. In every way it's let me down I think."

Anne PPS.
"Oh, I enjoy it, I find it quite nice here. Perhaps I find it a little less stimulating than I thought it would be. You think you'll come here and it's all going to be marvelous - and it has been great fun - but not quite the academic atmosphere that I'd slightly imagined there would be. I think it may just be this university because quite a lot of the things on the arts side that I'm interested in are missing here. Poetry and drama things - they have about 20
people which I find a bit discouraging because it's that sort of thing that I wanted out of university. I think I'd enjoy it more if there was an Arts faculty here."

As can be seen, these students are interested in study as a way of self-development and have a wish for stimulating intellectual material over a wide area.

These students worked reasonably hard on their course but are just as likely to work on subjects or topics which they find interesting from other sources. When they find a subject in the course that they find interesting, they will work much harder so that once interested they may work well beyond the course requirements. At these times they may resemble the academic intrinsic students discussed earlier, but this interest can very easily be supplanted and replaced by another completely different interest. These students are neither syllabus bound nor subject bound in their enthusiasm for learning, but when something does not interest them they will tend to do very little work on it:

Paul H&C A.

"If I feel I can get away with very little work I will do because I read a lot - outside the subject - so time is wasted doing law for a tutorial because I could be reading or going to visit friends. But I think that is okay because you get assessed on what you produce you don't get assessed on what is hidden in there. It's a personal attitude to work. I'd rather get on with my languages than look for a law report on a certain case in 1955 or whatever, unless it's an interesting case - maybe."

The same student carries on talking about how he works on the course:

Paul H&C A.

"We did a joint seminar last term which on face value was boring I thought. But when I got into it I found that it was really very interesting and we produced reams - mainly because I enjoyed doing it. I'm one of those people who needs to 'get into' things to enjoy them."

I - "Do you find that happens often?"
"Yes, that's it. There were a couple of essay titles this term that looked boring but it's up to you to make it interesting and if you're just in it for the marks it's hopeless because you've got to show that you're interested in it.

The same student also talked about his interests outside the course:

Paul H&C A.

"I like reading and I do a bit of painting as well. I like literature an awful lot and I'm in the drama society. At the moment I'm reading things on South America but I enjoy reading Geography and about Music and History too. And anything in the news that I don't really know a lot about I'll read up on that. I like French literature an awful lot and I'm getting into American literature because I thought I should since I'm going there next year (on the exchange arrangement with Michigan State University). I wouldn't have done this at school - there you are given a fixed reading list and told to read it. It's funny 'cos some of the books I'm reading now would have been on that list."

These students, as the above example shows, have many interests outside the scope of the course and they rarely intend to give up these interests for the sake of studying more course work.

Finding a balance between the course and other study is a theme which recurs in their interviews:

Susan PPS.

"I think I do work for assessment mainly because well, I'm taking an interest in other things. But I don't really work very evenly - I mean, when something has to be handed in then I work on that but then when there are things that I like I tend to linger over those bits rather than the others because I like doing them. ---- I would like to get a high grade because I never feel satisfied unless I have got one but you have to balance you see - how much time you are going to devote to it I suppose. You've got to give up other things and I tend to do everything together. I mean, you shouldn't give something up, rather you need to space it out differently. Well I'll have to see."

These students use the library fairly frequently but not always for books that are to do with the course. Again, if they find something of particular interest, they will tend to follow it through by searching out relevant books. Their library use reflects their enthusiasm for learning in general, rather than
for the particular subjects covered by the course. These students can be very thorough once interested but they are also compulsive browsers and possibly easily side-tracked:

Paul H&C A.

"Well it depends what I've got to do, you know. If there is a particular essay then I'll look for a specific book if there is one but then I'll usually browse around and take something else out - which is good because you find more out about the library that way. They've got some very interesting books up there. The thing with the H&C section is that it is right next to the film section - they must think that H&C people are Arty types."

William PPS.

I - "When you go to the library are you looking for particular books?"

"No, I'm a browser. I always look to find a book on a particular subject we've been recommended but very often my method is first of all to go to the reading machines and pick up references under the subject which locates the shelf of books. Then I strip off all the books along the shelf and look through them very quickly. I do a quick sift if you like and then I take that pile and do a final sift until I've got two or three books that I want. But I find that this is a very interesting way of doing it because one gets to scan quite a lot of books fairly quickly. --- But actually, you know I like to buy books especially when I like them. I like to have them around me and as a consequence I've spent a fortune this year on books. Some of them have only been mentioned in passing in the lecture but I felt that they were important and so I followed them up on my own. And this is something I will continue to do long after the course is finished I should think."

Extrinsic Personal Orientation

The extrinsically interested personal orientation is to do with taking a course in order to test one's own capability, rather than to improve on it (which was the case for the intrinsic category). Although this orientation was only judged for one student in the sample there were hints of the orientation in two other students. These numbers are so small however, that the relationship between
students' concerns and study patterns is necessarily more tentative than for the other orientations. Logically, however, the orientation would appear to be a likely one, and research that has come to light or been conducted since this study was completed has provided good evidence to support it as a separate category of orientation (Goodyear, 1975; Taylor, Gibbs, and Morgan 1981). This will be discussed further in the final chapter (10).

The concerns of students with this orientation is with challenge in order that they might test their ability:

Linda H&C A.
"I was a bit disappointed because they gave you too much - they didn't sort of give you a challenge. They sort of gave you things that I could do without putting my mind to it. I don't know, but up to now I can get by without really - I feel like I've got the potential there but I'm not using my full potential."

The aim for these students is to see how far you can go through the educational system; to find out what level you can reach. So these students stay very much within the syllabus in the work they do because it is through assessment that they assess their progress. For these students the grade is important because it tells them how good they are and they tend to become anxious if they do less well than they expected they would.

William PPS.
I - "Are you aiming for a high grade"

S - "Yes I think so. I think everyone who comes to university is a slightly different person than the ordinary person I think, and one of the elements that makes him different is that he is a striver. And I think, everyone is aiming for a high grade, they shouldn't be here if they weren't."

Social Orientation
Of its very nature the social orientation is an extrinsic one. In fact interest in the course is secondary to interest in the rest of university life. The social aspects of university interest these students more than the academic aspects. the concerns of the orientation are therefore to do with aspects of university life other than the course itself. Firstly social facilities are seen as important and the lack of them brings complaints:

Neil H&C 8.
"I thought it would be a lot more extrovert sort of thing. You know, a lot of fun - Time for work and time for a lot of fun. Whereas, you find time for work and you go around the rest of the day looking for something to do. There's not a lot going on for the students. There's the sports ground and you can go swimming down town but there's nothing really that you can get involved in."

As well as facilities, other students and group activities are important. In the following quotation a student who dropped out at the end of the first year describes what had disappointed him:

Alan PPS.
"I was told that, you know, university life, you could do what you liked. But you know, it was a lot like school really - there wasn't a lot going on. I thought that there would be a lot of militancy and a lot of ideas coming out but it was a lot quieter, you know. I thought there might be a bit of action, something new and exciting. - And there wasn't any music people - of the type that I could get involved with. The music department - they've got studios and things but it's very elitist. There are two bands and I put my name down but nothing came of it. I think if anything happened I might have survived the three years. I don't know what it would have been like if I'd been playing. But that was one of the things that appealed to me about coming - it was a good opportunity to meet other people and to improve my playing and I think that was one of the chief things that appealed to me about coming here."

Other students were happier about the opportunities that they had found.

Helen PPS.
"It's going very well and I'm enjoying it very much. I take an active part in most things mainly on the sports side. I
play with most of the teams and I'm into television and radio and things. - Trouble is you can get carried away with it too much sometimes."

With the emphasis on the social aspects of university life there is a consequent inevitable decline in the emphasis on the course which is summed up by the following student's comment:

Melvin PPS.

"Well I read novels and I have the occasional game of table tennis (laughs) you know the sort of thing - go to the pub. To have a good time is part of it. I mean, what is education? It's just as valid to go and talk to someone in the pub or something, as to read a book. But, you know, I don't think it's more important to read a book, you know then to meet people."

For these students, work on the course has to fit in with the social side of university life rather than the other way round. One of the main purposes of coming to the university is to have a good time and course work rarely fulfils this aim. In this sample of students however, no student had an exclusively social orientation on coming to the course - there was always another of the orientational types present aswell. However, the orientation was clear in a number of the P.P.S. students and for some student this orientation became more important as they progressed through the course.

Conclusion

This chapter has drawn out from individual student quotations, the various concerns which students with the different orientations exhibit. When seen in the light of their orientation, and the concerns which go along with the orientation, a student's study patterns become more understandable; they appear logical in the light of the personal
context for study. Although students with the same orientations share the same concerns, this does not necessarily result in them showing similar study patterns. This is due to their having different circumstances. For example, with the extrinsic vocational orientation, all students are aiming for a qualification for a job and are therefore concerned with the currency of the degree in the job market. For the H&C students, the degree itself is so rare that their job prospects were enhanced considerably by gaining the degree. For some of the P.P.S. students, however, a specific grade of degree was necessary in order that the qualification should count in the job market. These different circumstances produced different study patterns. Those students with this orientation that need a high grade qualification work very hard while those who are relying solely on the reputation of the degree content, need only to pass and therefore work much less hard. This means that study patterns cannot be predicted from the orientation of the student alone; account must be taken of how the student interprets the situational context. This complexity perhaps explains why predicting student success has proved so elusive to researchers in the past.

This discussion of the different orientations and how they relate to students concerns and study patterns has presented the view without a time dimension. It is clear from the interviews however that students change over time with regard to their study patterns. Some of this change can be understood in terms of their initial orientations; for example, as shown earlier, students with intrinsic vocational orientations worked harder
towards the end of the course when work in the industry was more imminent. There are however numerous other changes which seem to parallel with a change in orientation itself. The complexity of an individual student's university career is such as to make general descriptions rather futile with regard to these changes and developments. The use of detailed case histories of individual students can help in some part with this, although they are not so helpful in drawing out general implications. Chapter 7, which follows this one, uses three student case histories to show up the complexity of the relationship between orientation and study patterns changing over the university career, and it is left until Chapter 9 for the results of the thesis to be drawn together to provide a basis from which to draw out general conclusions and implications of the thesis.
7.1 Introduction

Chapter 6 has shown how orientations, through the concerns that express them, affect how students go about studying. What students attended to and how much effort they were willing to expend on the different parts of the course were shown to be related to their orientation. In this chapter, I will go further into this relationship and bring in the time dimension with the ideas of change and development that this makes possible, by using case studies of individual students using the longitudinal interview data.

In both chapters 5 and 6 I had confined the discussion to the individual student's personal context for study. There is however another context within which the student must work i.e. that of the course with its structure and content and the university and department milieu. I will refer to this context as the situational context in order to distinguish it from the personal context of the individual student. This situational context has been much studied in the past, as shown in chapter 2, and has been shown to have great consequences for how students approach their study at university. It is not my intention in this thesis to add to this knowledge, but the effects of the situation context cannot be ignored merely because we are concentrating here on understanding the individual student's
university career. In fact when we come to consider how the student's orientation affects his or her study patterns, it is obvious that any affect takes place within the framework provided by the situational context, such that the student’s study pattern is only understandable as the consequence of the negotiation between the student's orientation and his or her perception of the situational context. Notice that this negotiation can still be seen to be totally within the students own view of the situation. This is not to say that objective factors do not have affects on their own. Clearly, they must do and this will be further discussed in chapter 9. But in this thesis we are concerned with understanding the students personal context for study; which is only visible from the 'inside' (or 2nd order) perspective.

In what follows, I will use three students as case studies in order to illustrate three different ways in which a student's orientation can be seen to develop and change through interaction with the course and university milieu. In looking at students' orientations and concerns, we can see that when these students arrive at university they have certain expectations about what it can do for them, or what they can do with 'it'. These expectations are not always met by the reality that students find when they arrive. Sometimes it is very clear to a student at the start, that the university or the course is not what they expected and will not provide them with the opportunities that they needed to fulfil their aims. For example, one student who had a personal intrinsic orientation (Paul, see page 169), thought that he would be able to supplement the course he had
chosen to take with any others such as languages that he happened to enjoy. In fact this proved not to be possible and shows a misinterpretation of the general studies programme described in the prospectus. This was a severe blow to this particular student, and contributed in some part to his eventual withdrawal from the course. Other students find that the course demands more time to be spent in formal teaching situations than they would have liked and this means that they are able to spend correspondingly less time on private study.

These differences between expectations and reality vary in degree of importance for the students. The more fundamental the discrepancy however, with regard to the students aims, the more difficult it may be for the student to reconcile him or herself to staying at the university for three or four years. It is possible therefore that a study of orientation, along with students perception of the course and university environment, may give us a better understanding of students' varying satisfaction with the university experience, and perhaps an insight into dropout or what is often termed student wastage.

This chapter aims to illustrate the different patterns of negotiation between a student's orientation and the reality of the course and university that confronts them. Another way of putting this is to talk about the match or mismatch between a student's personal context and the situational context of the course and university. The idea is, that if there is a mismatch between these two contexts, then this causes problems for the student. The aims inherent in their orientation may be beyond
reach. Some students seem to resolve the conflict by compromising, i.e. reordering priorities changing their orientation, or settling for less than they wanted from the experience. Others are not prepared to do this and drop out of the university altogether. Still other students have few of these problems; the course fits well with their aims and they find that they can go through their university career working in accordance with both the course and their orientation to it. One such case is Michael who, while not uncritical of the course, seems to have been able to go through the system without compromising his orientation. He is the example chosen for the first case study.

7.2 Case Study 1

Michael - an H&C Student from Group A

The First Year.

Michael was judged as having an intrinsic vocational orientation

"Mainly, well I've always been interested in food, beer and barmaids. I do enjoy meeting people and I found out on the last course I was doing that I wasn't suited to a small office job working nine to five. And I thought of this and it seemed like a good time to change so I did."

Michael had been doing a different course which was also of a vocational type, but he had decided that he was not suited to the job. After an unfortunate car accident which had put him in hospital for a number of months, he decided to change courses and applied for the H&C course. Since he had a number of months to wait before the course began, he worked in two quite different types of hotel. By the time he came to university therefore, he had quite a lot of experience in the industry.
His expectations of the course had been challenged when he found that there was very little practical training and he was very unhappy about this aspect of the course:

"The thing that I'm a bit shocked at is that we spend a single afternoon in the kitchens and I feel that it ought to be at least two afternoons a week to start being of any use. It's a case really of playtime. Just a case of saying 'well we've got an afternoon in the kitchen - what shall we do?' It's a waste of time."

Michael's concerns in the first year were very much to do with the relevance of the course to industry:

"I think my least favorite of the courses is Food Science which I think is a waste of time as far as the future is concerned because I can't see myself working in a hotel and walking up to a person and saying - 'I do hope you're enjoying your meal - the protein you have just eaten has changed into this and that in your body. My, aren't you a lucky man!' (laughs) It's, well I can see that it is a slight help in so much as it means that you can understand what is going on when food is being eaten but I can't really see that it is a great deal of importance or help."

He also complained about the 'reality' of the training he was receiving on the courses:

"I've worked in a hotel and I know a certain amount about the handling of food but there's a great deal of difference between a mayonnaise that has five or six eggs and one that has fifty. it's a hinderance really because we are being told that it's a questions of tasting it every now and then - and a chef would never use his finger, he would use a spoon. It sounds okay in theory but in practice you've got to serve up in ten minutes and you're doing something like that and it will be a case of using a finger. It will be quite interesting when we come to the industrial year because the students will by trying to do things by the book and it will take a long time and you've got to take short cuts. They will learn very quickly!"

As far as work on the course was concerned Michael kept very much to what was required by the assignments:

"I rarely do any extra work but on a few occasions I have done this. But I start thinking to myself - 'this is a waste of time' I do find it interesting but it won't help me. I've got other things I should be doing instead."

So, although he distrusted parts of the course, Michael
nevertheless kept to the syllabus as far as work went. The phrase that kept cropping up in the interviews was 'it will (or will not) help me', which seemed to be his criteria for what to do work wise. The work was to help him towards a training but also towards fulfilling the requirements of the course. Michael was one of the vocationally orientated students who did not have any family connections with the industry, he therefore was relying on the course as a way into his chosen profession. So although he was doing the course as a training, he also had the vocational extrinsic aim of getting a qualification.

Michael was learning to play a musical instrument which took up some of his time but he had not joined any societies or much of the social life of the university in his first year. This was partly for financial reasons because he was paying a good deal of his own expenses while at university. It was also however part of a strategy which he described to me and which involved 'sussing out' the situation before getting involved:

"- it sounds fairly mercianery but - I find that when I'm with people for the first time, for the first few weeks I keep myself to myself and I watch the other people. And I fairly soon sort them out into those I couldn't mix with and the others."

His main interest, therefore in the first year was the course and he felt that he was doing quite well by keeping up with the work. He was not aiming for high grades as much as to make sure that he didn't do badly:

"I find that if I say I'm not bothered about doing well and just potter along then I might end up failing. So if I say I'm going to aim for something reasonably high up then I don't always succeed in that but I always do passably well."

These comments show that Michael is fairly strategic. He knows what he wants from the course and he also thinks about his own
abilities and tries to take them into account in order to succeed in his aims.

Michael was unable to buy books for the course except when he found them second hand, so he had to rely on the library for the books needed in the course work. He often found that other students had beat him to the books on the reading lists (since there were often 60 students wanting the same book) so he had to find alternatives by scanning the relevant shelves. This sometimes meant that he got 'drawn in' to other areas and different subjects, but by making use of the catalog system he generally found reasonable alternative sources for use in essays. One thing he did every week was to buy a trade magazine in order to "keep up with things in the industry."

The Second Year

In the second interview, it was clear that Michael had become more involved in the life of the department. He was also finding the course more interesting because it related more to the industry:

"It's much more interesting now. It's far more concerned with the subject itself compared to last year when it was all just a base - the foundation year they call it anyway."

He still felt that there was a lack in the practical side but seemed to accept it as inevitable now:

"I find it far easier to serve someone with food than to be told how to do it in theory. I don't like the way some of them treat us as if we can't lay a table or boil an egg and they do everything for us saying 'I thought that you wouldn't have time' or something. That spoils the restaurant practice but by and large it's worth it. I still think it's far too short a time but I realise there's no way it can be increased well - apart from changing the course completely."
In becoming a member of the course board however, Michael was in a position to change things:

"Well General Studies just wasn't fair. Some people had far more work than others and marks weren't awarded evenly between the options. It counts towards the degree and I said that it wasn't fair on some people.

I - "And you got it changed?"

"Yes. Starting next term we completely stop doing General Studies and it means that there will be more time spent in the kitchen so I'm pleased about that."

Michael had made more friends in the second year and had even started a study group to try to increase the time he spent on private study. He explained the way that it worked:

"I've found that in the way I'm working I find I can work up until about 11 o'clock on my own and then I feel bored and can't concentrate. And I was talking to a few friends and they were finding the same thing. So we've worked out a system whereby each person works in their own room till about 11 o'clock and then we all meet in my room (I've pinched a table out of the kitchen) and we'll all work on the same subject till about 2 in the morning. And we've been doing it now most nights so it should help when it comes to the exams."

Again, we can see the way Michael handles his work. He seems to identify his problems and find strategies to overcome them. Michael had managed to keep up to average marks and was reasonably satisfied with his progress. He felt that he was using the library more in the second year, making more use of journals rather than books, but felt that he could go even further in that direction if he had the time. He thought that his marks might be suffering as a result of not doing this.

In general he had enjoyed the years work but was looking forward to getting into industry for a year:

"I'll be awfully pleased when the term is finished and I start work. It will be really difficult to come back I should think."
The Industrial Stage

Michael loved the industrial year. He had chosen to go into commercial catering in order to contrast the experience with the hotel work he was already familiar with. Within a few weeks of starting work, despite the prepared programme he was supposed to follow, he found himself in charge of the unit in the heart of London where he stayed throughout most of the year. He was given the responsibility and took it gladly taking the work very seriously and spending many more hours there than he was supposed to. He felt that he had soon built up a reputation for reliability and good judgement from both staff and the higher management, and was obviously very pleased to find that he was not treated as a student. He felt that the industrial stage was separate from the course in most respects and he treated it as if he were at work. The most valuable thing, he felt, had been the gain in self-confidence:

"I think the best thing was that I gained in self-confidence if nothing else. It was the first time I'd worked in that type of catering - I was concerned that I would do something wrong. It was learning about people more than anything. After six weeks I'd learnt how things worked, after that this was all a case of working with people and I think gaining in self-confidence."

"My feelings when I was there were that I was no longer a student; I was actually working for the company. I think the two parts of the degree are separate units and that was it. We had a week before we went called 'industrial orientation week' and it was a complete waste of time - just a matter of keeping us there for a week after the exams. We even had to sign our names for attendance."

The issue of relevance of the course work to the job recurs throughout the three interviews and the lack of relevance was, for Michael, the major problem with the course.

I - "Did you find that the first two years of the degree were useful in the industrial year?"
"Possibly 20% of it was of use and that's being generous. Maybe in a hotel it would have been more but I don't know. It didn't surprise me because I'd worked in hotels before I came here and so I knew straight away. The only part that is of use is the basic concept or basic idea. If one is concerned about being sued by a guest then there is no way a student is going to say 'well I'll look it up in my law notes' He will just get in touch with a lawyer. So the basic idea is useful but the finer details just aren't."

I asked him if he was nevertheless happy with the course as it stands:

"Well I've been told in the past - that's what we do in this degree. If you want to do some more practical training you should go to a technical course."

I - "And do you accept that?"

"No I don't, because I've always found that if you've got to tell someone to do something and they know that you can't do it then you've got no authority. If they know that you can take over and do it faster and to a higher standard then the chances are that they'll accept what you say. But we're only taught why things are done and that's it."

Fitting in with what he said about the separation of the course and industrial work, Michael did no course work during the year in industry except for the necessary report:

"Well I'd very much like to say that I did some work for the course while I was away but I must say that I didn't look at a book. The only time I did was when I started doing the industrial year report. When I found something that I thought would be of use I photocopied it but I didn't actually start writing until February. I first put pen to paper in late February and I completed the title page and was so pleased with myself that I went off to the pub and that was that. And I shelved it for some weeks but at least if anyone asked I could say that I'd started it. I finished it after I'd stopped work."

In fact coming back to the university was not as bad as Michael had thought it would be:

"I'm finding it terribly interesting. The subjects now are a lot more use I think and we also have a choice. I always find it much easier doing something that I enjoy."

Michael found that he was doing alot more work than he had before the industrial stage:

"Well in fact I do all pieces of work now in a similar
fashion - I do far more background reading and I've got lots of thoughts on paper all over the place. As far as work is concerned, I'm messier now than I used to be but I like to think that I'm being far more comprehensive."

Getting high grades was still not important:

"I think one begins to be more realistic. I think if I spent all my working hours working then I could do fairly well. But I don't want to. ---If I find something interesting then the chances are I'll work till 2.30 in the morning because I get involved in what I'm doing but then if I find something a bit tedious or if it has long words like - Human Resource Management (huh) then I'll stop as soon as I've done the barest."

In the later stages of the course, Michael was working harder but less evenly than he had done earlier with extra work on things that he found interesting. Michael was enjoying the final part of the course but was still looking forward very much to the future and taking up a job in the industry.

Commentary

Here we have an intrinsically vocationally orientated student who has all the concerns of relevance associated with that orientation and is very concerned about the lack of fit he sees between the course and the industry he has chosen to work in. He nevertheless is mainly 'course focussed' in his approach to working on the course. He feels that the industrial year has been a training but that the rest of the course has lacked much of the training quality he had expected from it. He does however do what he can to change things, and 'makes the best of things as they stand'. At the end of the course he feels that he has enjoyed his university career and gained in confidence and experience as well as some 'basic ideas' which will be of use to him. But the total university experience was perhaps less useful
than he had wanted it to be.

Since he knew this to be the case early on, and there is much evidence to suggest that this student is capable of manipulating his own situation, we must ask why he did not decide to leave or to transfer to another institution. One reason may be that he had already done this once in order to do the H&C course. Another possibility is that the qualification was also important to him. This seems plausible since he chose to do a second course rather than to go into the industry straight away, although he was already older than average. It is also clear, however, that the course improved at each stage for Michael; the second year being better than the first and the year following the industrial stage being positively interesting.

The case of Michael then, gives us a picture of a student who was critical of certain aspects of the course, but whose orientation nevertheless fit fairly well with the content of the course. As the course progressed, Michael found it more to his liking and he did not have to compromise his aims. At the end of the course he was satisfied that it had given him the kind of practical experience and training that would be of use to him, and was therefore content with the outcome of his university career.

The next case study shows a student for whom this fit is not quite so neat and where the student has to compromise with the system.
Rachael a Mature Student on the P P S Course

The First Year

Rachael was judged as having an intrinsic academic orientation. She had recently done 'O' and 'A' level Sociology as a part-time student at a technical college, and wanted to follow up her interest in the subject:

"I never came here looking for a grade, I came here because I wanted to do the course. And obviously, you know, I wanted to come out with a degree at the end of it but I mean it was more the course, the interest - the knowledge, for me."

She was rather surprised to find that the course was not designed in the way she had expected it to be:

"I found the course more structured than I expected it to be. It has been very much a case of just keeping up with the work and I think I would have liked more time to myself. I think I would have enjoyed it more if it wasn't so structured but I can see the reason for it, you know. I think it's more like school than I was expecting it to be. It was quite a surprise - the class rooms and everything and the large groups. I expected the lectures to be large but I expected that there would be more small groups."

Because of family commitments Rachael found that she was unable to join in the social life of the university and this aspect of it disappointed her:

I - "Do you come to the university in the evenings or at weekends?"

"No I'm afraid not. this has actually disappointed me more than anything because I thought I'd be joining in the actual social life but this isn't possible because of the time-table."

The pressure of work had meant that she had given up most of her outside activities in order to work on the course and as such her life was now very course-centred. She described how her life had changed:
"I haven't had time to read novels which is terrible but I found the same thing when I was doing 'A' levels. But you know, in a way I think I've had to be more single-minded than I have ever been. Before I was the sort of person who was always out visiting people but that is something that I've given up. I mean I used to have three sons at home and did 20 hours nursing but I always used to say that I knew what we were going to have for dinner. But now, you know, with only one son at home I find that I get so involved at university that it isn't till I get home that I realise that there isn't anything to eat."

She was enjoying the course and had found a new interest in Psychology:

"I'm very interested in it. I find especially with Psychology there is so much basic Psychology one needs to know but you don't really realise this until you come here and I think the more interesting part is still to come."

Her intrinsic interest shows clearly in this next quotation where she talks about the subjects covered by the course:

"I suppose I'm more interested in Social Psychology than in the applied, but on the other hand I've never done it before, and I'm realising more and more that the applied is necessary. I wish that I'd been able to read more Psychology before I came because I would have got more out of the first Psychology course. I like the Sociology very much. The course called 'Great Britain' - I found it quite a light relief after doing the 'A' level Sociology but it's very topical and up to date."

As well as being happy about the content of the courses she was taking, Rachael also liked the help she was given with reading in the form of reading lists. In contrast to disliking the highly structured course design she did like the structured reading lists:

"The reading list is very structured and it's very good because when I get a book out I'm inclined to read the whole book and this has been my problem and I must change and do my revision in a more structured way. In our Sociology reading list we have the actual pages to read. It's very helpful if it's a long list, you know which bits to read."

Moreover, she seemed by the end of the first year to have shelved her dislike of the highly structured course and to believe that it was necessary, although she had originally wanted more time to
follow up her own interests. She felt, particularly with subjects that were new to her, that she needed guidance on what to work on and she believed that in the second year she would be given more time to go deeper into a subject.

"Yes I do read round the subjects I always have done, you know. Next year will be different because we will have to do less things and will be able to do deeper reading anyhow on the subjects."

I - "Do you read the books that are recommended or do you choose your own that you are interested in?"

"Well, for Sociology - fortunately I have a lot of Sociology books and a lot of them are the ones that we use anyhow. Yes, if it's a subject that I'm interested in then I'll read - you know, any book that I can find. But if it's a subject that I don't know much about, like Psychology, then I have to rely on what we're advised to read - 'cos those must be the best ones."

As she did a lot of reading round the subjects, Rachael's use of the library was regular and frequent. She had also bought a large number of books. She did however take note of the course in her reading:

"I do use the library a lot - too much actually, because I think if you get too many books then you get confused. You don't know from which angle to base your own work. --- I usually look to see if some books are on three hour loan because I presume that if they are they must be important for that subject."

Although Rachael wanted to follow up her interest in the subjects, she relied quite heavily on the course and the lecturers to suggest what was important in that subject area.

Rachael enjoyed reading more than any other aspect of studying, and followed her interests by reading around a subject beyond what was required by the course. But she felt that there would be more opportunity to do this in the later years of the course and that this first year was a matter of keeping up with the work and learning about new subjects. She was therefore prepared to
allow the course to dictate much of the work she did in this first year:

"You have to allocate your time in a way. If you find things are going well then you might say well I'll have a little time off to do what I want but you can't do that to any great extent because, as I said, it's very structured what you do, there are so many essays and then the exams coming up so you've just got to keep going. I hate to get behind in things so I've always kept up because I've always done this, you know."

She was finding that the system of essays was beginning to make her more competitive - almost against her will:

"I never came here looking for a grade - this is the thing you see. It's only since I came here that - That's the thing you see, I came here because I wanted to do the course and obviously, you know I wanted to come out with a degree at the end of it. But it was the course, the interest - the knowledge, for me. For a job the degree then matters, but for myself I didn't mind what I got. But the minute you come here you hear people going on about 2i's and 2ii's and things like that and immediately there's another pressure."

The Second Year

Rachael felt that the second year of the course was an improvement on the first year because there was a little more choice, but she still found a problem with her wish to read round the subject and the structure of the course:

"I think at the beginning of the year you felt that you could take everything in your stride."

I - "Better than the first year?"

"Yes, you know, because the course wasn't so structured - we had more of our own free time. At least we thought so at the beginning (laughs). But then we found we should have been getting on with essays instead of just reading round the subject. The deadlines are usually at the end of the vacation and you find that you've still got it all to do at the end of the term."

Her growth of interest in Psychology was kept up through her decision to take joint honours in Sociology and Psychology:

"I think it's been nicer on the whole because you have smaller groups. Last year we were all doing the same thing..."
whereas this year we have dropped one subject. I'm doing Sociology and Psychology joint. I didn't want to drop either of those. I came here mainly for the Sociology but I would be very unhappy to drop Psychology now. I feel that with my nursing background the two go together so well."

As she began to find more structure than she had expected in the second year too, she again found herself looking forward to the next year (the final year).

"I've got used to the structure and I think we do have slightly more free time but all the year round I've had lectures every day. I think it would have helped me a lot if I'd had one day with no lectures so that I could have worked at home one day a week. I notice [in the transcript of the previous year's interview] I said somewhere that I thought that there would be more time to yourself this year. Well, I've found that there hasn't been. We don't really have much choice this year because there are two compulsory courses anyhow - well virtually three because you've got to do research methods in one of the two disciplines - cognitive psychology and sociological theory - so I had no choice at all in Psychology."

And she was surprised by the fact that the courses never seemed to get beyond the basics whereas she had expected to go into more depth on smaller areas:

"The Social Psychology - the basis of it appeals to me - my interest in both subjects. but I've found in the course this year there was an awful lot they had to cover and then you don't go into much depth with any of it. I don't think I will do it as an option next year."

I - Have you found that you've been able to go deeper into subjects than you did last year?"

"To an extent I have when writing essays but not otherwise. That is what is surprising - Every year you think you are going to go deeper into the subject but, as we've been told, you can do that when you leave. You'd never manage all those books. It's a bit of a disappointment but that is the way. I had all those books -'Introduction to something' You look for it and it usually is the largest and most ponderous book, you know."

Rachael's study pattern had changed in the second year because the essays were due after the terms work, rather than being spread out throughout the term as in the first year. This meant that there was more time for reading at the beginning of the
term, but it also meant that she did all the essays at once. Although Rachael definitely preferred the reading part of it, she nevertheless found that the essays served a useful purpose in "assembling your knowledge in a concise form". But she still felt the pressure to get high grades:

"Somehow a 'C' is not good enough and a 'B' is. But these are not things that we talk about - it's not official or anything, so I suppose it's self-assessment. It would be nice to get a 'first' but it's not possible. I'm not really aiming for a high grade but once you are here you become more grade conscious."

She talked of how her library use had changed in the second year:

"I think I've probably been more precise about the books that I've taken out. I think last year I just took books that I thought were interesting whereas I think this year I've restricted the number of books I've taken out. I have to walk past bookshops looking the other way because I'm always tempted to buy books."

I - Have you just bought the recommended books?

"No, I've bought others out of interest."

I - "How do you mean that you restricted your use of books?"

"Mainly it's what I need for essays but we use more journals this year. And for research methods we get a lot of handouts. You can't read everything that you want to in there."

The Final Year

In the last of the three interviews, shortly before the course ended, Rachael described how she had not found the final year so enjoyable:

"Well it has gone very quickly - I think in some ways it hasn't been as pleasurable as last year and the year before because it seems to have gone so quickly. And it seems to have been just a matter of getting essays in and then the exams coming up. And I don't seem to have enjoyed the social side quite as much. There was the dissertation as well, if you add it on there has been a lot to do."

The high work load and the dissertation did not allow Rachael
time to follow up her interests as she had hoped to be able to do. The dissertation had been enjoyable although exhausting work; but she commented that she would have preferred to spend the time reading:

"Well just doing all the preparation and the interviewing for the dissertation took ages but I think it was worthwhile you know. Because it's the only piece of work that is your own, you know. I think probably there should be more of it."

I - "Instead of essays?"

"Yes - well there's just too much. Essays on our course - you've got to do quite a lot of reading before you write them and because we spent so much time on the dissertation, there wasn't time to do all the reading. I've now got 11 essays to do before the exams."

I - "It was the reading that you found the most pleasurable last year?"

"Yes this is the one thing about the dissertation you see - the time. And I was peeved because I was having to miss lectures - because I enjoy lectures - but anyhow it's done now."

I - "So really the workload has been too much?"

"I guess they'd say that it wasn't but yes, yes in a way - because I feel we haven't been able to go into it deeply enough."

Again, Rachael had enjoyed her optional courses, but felt that there was too much packed into each course.

I - "What about Social Policy and Administration - how has that been?"

"Well it's very interesting but there's an awful lot packed into the course and in fact from next year they are making it into a two year instead of a one year course (laughs). We've done it in a year. Sociology of Asia, we've just completed the course this morning apart from revision. That's been very interesting - but there again a vast amount to cover. It has been mainly directed to China but you know we have included Asia."

Once again, she felt that her use of the library had decreased because she had not been able to spend the time reading as much as before. She disliked using the short term loan books but she
found no alternative in order to save time. However, she again praised the reading lists because of their comprehensiveness:

"Yes, I think this year I've stuck more to the reading lists - we seem to have had very good reading lists. In fact on all the courses we've had good reading lists."

I - "What do you mean by good reading lists?"

"So that you couldn't in fact read all the books on the list - they were very full ones. I was thinking especially the Sociology ones have been very wide. --- I mean, I find the three hour loan books the ones on the recommended reading lists - they are no good for me because I like to take books home but I try and get the three day loan copy. They are more useful. But this year I haven't been able to use other books so often."

Rachael's overall feeling was that she had enjoyed the university and the course very much. She felt that perhaps Surrey might not have been the best university for her because there had been very little contact with the staff, and she had found that it was quite like school.

"Well I gather that other places are the same as here but I came expecting much more contact with the staff, you know. I was very surprised to find that there is a staff place for eating and a student place separate, you know and there isn't really anywhere where you can meet and talk about things. There are quite a few in the department that I haven't spoken to in three years. I expected less sort of classroom teaching than there has been."

But she felt that university was only the beginning and that she would go on to further study after the course was finished.

"It just makes you very conscious you know, that there isn't an end there is just more to do, you know - this is it. Yes, you know, I still feel that there is a lot that we've only just been introduced to and you've got to go on reading yourself. We've said that we'll do this next year!"

Towards the end of the final year Rachael had considered going on to do an MSc, but found that she would need a 2i grade. She was not keen to have this as an extra pressure:

"Well actually I've been for an interview for an MSc but I don't know --- I'll have to get a 2i there's no doubt about that - and if I will get a 2i it will be a hard slog, you
know, a very hard slog to get one. you see I've got to get another four 21's from this years work if I'm going to do it - and I don't know if I want the extra pressure. I've enjoyed it here and if the MSc didn't require a 21 I'd be quite happy with a 2ii. I'd be quite happy - very satisfied with a 2ii. It's a funny situation to be in really. But I'd like to do it because it's Medical Sociology and they said that I would do better research after it, you know, that's the idea, to go back to some sort of connection with nursing."

Commentary

Rachael came to university with a very clear intrinsic academic orientation and tried hard to follow up her interest by reading as much as she could. She found the content of the course very much to her liking, and so it should have been easy for her to fulfil her aims of learning more about the subjects she was interested in. In fact she did do this and managed to also develop a new interest in Psychology. As far as study is concerned however, it is clear that she had to change her tactics in order to fulfil the requirements of the course structure and assessment system. The formal requirements of the course gradually took over direction of her studying. Although she is very concerned to go deeply into a subject and especially to read up on the subjects that she is primarily interested in, Rachael is syllabus bound in her approach to study. She is aware that the structure of the course and the perceived emphasis on the part of fellow students on grades are diverting her intention to study a subject deeply, but she is either unable or unwilling to break out of the hold they have over what and how she studies. Gradually, we can see the type of work that she does become more subservient to getting the course work done with the consequent growth in frustration she felt at the end of each year. In fact
Rachael was awarded a 2:1 degree class and could perhaps have worked less hard for the assignments without dropping down to a third class degree; (cf. Jane in Chapter 1).

It is informative to compare Rachael's university career with that of Simon who is the subject of one of the short 'career sketches' in Appendix G. Simon has a very similar orientation to Rachael. He does not however share her interest in Psychology, being totally preoccupied from the outset with the Sociology component of the course. He is unwilling to compromise his own interests in order to attend to the structure and assessment requirements of the course as Rachael has done. Simon left the university after the first year, partly as a result of refusing to hand in enough essays for Psychology because of spending all his time reading and writing about Sociology.

Another drop out - Steven - is the example I have chosen for the third case study. Whereas Michael more or less fulfilled his aims and Rachael partly achieved her aims as a result of compromise between her orientation and course requirements, with Steven, we find a third type of resolution of the negotiation - one which results in him leaving the university.
7.4 Case Study 3

Steven an H&C Student from Group A

The First Year

Steven was judged as having a vocational extrinsic orientation:

"--- because I couldn't get a job at home very easily and so I decided that I wanted a degree that would get me a job. I was vaguely interested in H&C so I came down for an interview. --"

I - "So it was the course and not the university that you were interested in?"

"Yeh, I wouldn't have come down here by choice. I didn't want to come to university I was dead set against it but I couldn't get a job so -"

Unlike Michael, this student is clearly at the university for the extrinsic purpose of getting a qualification. Furthermore, the choice seemed for Steven to have been a forced one due to being unable to find work in his home town in the north of England. He described to me how most of his friends had left school at 16, and that he thought that he would eventually reap the rewards of studying further by getting a 'better' kind of job. But this had not proved possible, and he was now looking to the university to provide the necessary qualification to prove that the effort had been worthwhile.

This extrinsic purpose in doing the course is not the most likely one to bring enthusiasm from the student with his new surroundings. Steven found it very difficult to settle in to the university, and found that he did not really like the course. He complained that it was biased towards a particular type of catering and that it was "southern" in it's approach:
"I'm a bit disappointed with the course actually because—well, they call it H&C but it's all geared to hotels and to the top side of hotels. And I don't know if it will change next term but it's lopsided, sort of thing. It's all geared towards the top side of things and you're expected to go and work in London, you know. --- All their examples are taken from the top side of the scale. Like in food preparation and that sort of thing they say about cuts of meat—'we don't bother with the cheaper cuts of meat'—but if you're working in industrial catering obviously you've got to know about these things."

Steven's feeling that the course was not really matched to his need was compounded by the feeling of being an outsider on the course. He felt that his background was very different to that of the other students:

I—"Do you get on well with the other students on the course?"

"No, not as a rule no. They've all come from very different backgrounds to mine. There's one who is a good friend but most of my friends are not on the course. I play football and that's where my friends are."

I—"Does that take up a lot of your time?"

"Yeh I play twice a week but there's the training too. Yeh it's quite important to me."

This lack of identification with the H&C department and emphasis on social aspects of the university meant that Steven did not do much extra work on the course. He did however make a point of doing everything that was required by the assessment system:

"Well everything is for assessment, you know. Obviously you've got to do all that work but all my reading is with the assignments in mind. If I've got an essay to do then I'll read those books that are necessary for the essay. But I often find that the books that are recommended have already been taken out of the library so I have to find other ones. I generally find something under a similar reference."

Steven was not prepared to study things that were not strictly necessary for the course work and he was rather disgusted that he had been told to buy certain books at the start of the year that he found he did not need to use.
"Well I made the mistake in the first term, you know; they gave us a reading list and I sort of looked at it and bought most of the things that were on it and the fact is that you didn't need to buy them. They were recommended to be bought you know. But now when they recommend books I wait a few weeks and see if you really do need them and then I buy it. I don't know why they tell us to buy books that you don't need to use. They are for background reading and that's all."

Although Steven rarely did anything that was not strictly required by the assessment system, he nevertheless did work hard when he felt that it was necessary. When it came to examinations he worked hard and he worked harder when he found the subjects difficult. In the following quotation he describes the differences between subjects that are difficult and those that are just boring:

"I find some subjects more difficult than others - the accounting I find difficult. Last term I didn't understand it but in the last three weeks I have worked hard for accounting and I'm beginning to understand it --- Same as for Food Science last term, I found the science thing difficult I've never done science before so I had to do a lot of work in order to understand it. So the things that I find difficult I'll work on. But law - I can understand it, it's just boring so I just do what is necessary."

Part of working hard for examinations was, for Steven, a desire to show the staff what he was capable of. He felt that they did not believe he was very intelligent and he wanted to prove that he was able to do quite well. He also felt that doing well in the assessment system would in some way make the experience of being at university see more worthwhile:

"I'm doing about average, you know, it's always been a bit like that. I tend to work harder for the exams and pull myself up there. You know, they [the staff] don't think I'm doing too well. I know I can do a lot better than I have been doing. --- The impression they get of you is through the assignments you know and that's all they can do. ----

I - "Are you aiming for a high grade?"

"Eh - I was when I came. I thought, well you know, if I'm going to do it, I may as well do it well. But since I've been here I've decided that I'll wait and see what happens
and work hard — well try and work hard. But if I don't feel like working hard then - but I'd like to do as well as I can or it's been a complete waste of time really. I mean to fail would be an absolute disaster - a complete waste of four years."

The Second Year

In the second interview Steven appeared to be much happier with the course and with university life generally. He contrasted his feelings with those he had at the beginning of the first year:

"Socially, I think I've enjoyed it a lot more and academically I think I've done better this term than before really - I did alright in the exams so -"

I - "Why was it better socially?"

"Well I've made more friends on the course this year and then I got involved in the football club and that helped."

I - "And the course?"

"I think I've done a lot better, because when I first came here all the subjects were new but now I think I understand what they are going on about a bit more."

I - "Have you enjoyed it more?"

"Yes, I think if you put more work in then you enjoy it — get more interest out of the course you know."

I - "So you feel that you've been working harder aswell?"

"Yes this term probably. But last term I did absolutely nothing because of all the football. But then I got injured and I can't play now."

I - "Does that mean that your football was taking first place over course work?"

"It always has. But I can't play now but I still go along to the matches and attend to training sometimes."

We can see from this quotation that chance circumstances appear to have played a part in Steven's change to working harder. He appears to be much happier with the course, but part of this he attributes to working harder and he is working harder due to playing less football. Nevertheless, when he read through the
transcript of the first interview he commented that although he could remember "feeling like that" - i.e. disillusioned with the course, he now felt much more accepted and accepting of the course and it's high class, southern orientation.

"I've accepted that they are going to teach it like that and it's up to me when I leave to go and work somewhere else."

I - "Do you ever read anything with your own aims in mind rather than theirs?"

"No. I just do the course, try to get the degree and see what happens afterwards. Partly it's because we're down in the south that everything is southern based, although for the industrial year I said I wanted to go up north you see - and I think someone had a sick sense of humour, because they've sent me to Inverness!"

I - "On purpose?"

"Yes, I don't mind. Well, it's not exactly what I meant but..."

In this quotation we can see both evidence of Steven's extrinsic orientation to the course, in that he is not using the course material as a training but merely sees it as a qualification. But we can also see that he is becoming less critical of the approach of the course - one might say that he was 'making the most of a bad job'. Then we can see that from the first interview, coming to university in the first place was rather like making the best of things. Steven could even laugh in this second interview at what he had thought might be a practical joke on the part of the staff in sending him to Scotland when he asked to go 'up north', and he did not appear to be fighting against the course as he had done in the first year.

It is interesting to compare Steven's attitude to the practical side of the course with Michael's who was concerned about the relevance of it. In the following quotation we can see that
Steven also feels that the restaurant practice is unreal, but his conclusions are not like Michael's. He wanted them to become more real and a larger component of the course, whereas Steven suggests that they be scrapped altogether:

"Really it's a bit of a waste of time - people regard it like you work for four days a week and then you are in the restaurant one day. You don't really regard it as part of the course you just muddle through it. It's just a bit of a laugh really. They would be better off scrapping it and concentrating more on the theoretical side of the course because I've worked in hotels and it's nothing like that. Everything is just too easy."

As with the previous year, Steven said that he tended to leave out things that were boring, and again he pointed to the law as chief culprit:

"Well it's just one assignment a term so it's a case of - one afternoon in the library and that's it."

So we can see that it was mainly the assessed work that Steven was concentrating on. This was also true of other parts of the course where Steven would work a little harder on the subjects but still geared to the assignments. So although getting injured and not being able to play football meant that Steven worked harder on the course than previously, we can still see the same pattern in how he worked on the course.

This next quotation shows how he still had the same wish to prove his capability to the staff, but he did not think that he would actually put his wish into action:

"I suppose I'm about average. I didn't do as well in the Summer examinations as I would have liked. I'd like to prove something to them you know. But actually getting down to the work to be able to do that is - well. I live with a rather lively crowd and it's difficult to ignore them and get on with work. It should be better when we come back after the industrial year and we're back on campus."
The Industrial Stage

Steven went off to Inverness, to work in a hotel, fairly soon after the above interview, and he never returned to Surrey to complete the course. One of his friends told me that he had met a girl in Inverness and decided to stay on. It seemed that the hotel he had been working for had offered him a permanent job, and he had accepted it.

Commentary

In this case study we can see a student who has vocational extrinsic type of orientation and who is rather unhappy about having to come to the university, but sees it as a way to get a 'good' job. Moreover, he has what he himself called (in the second interview after reading the transcript of the first), 'inverted snobbery', which makes it very difficult for him to settle in to the course and university life. It is only when he makes friends in the social side of the university life through the football club, that he begins to feel at home and more at ease. However, his orientation does not change completely to a social one. His main aim is still to get a job, and the thought of failing (whether he enjoys the four years or not) is anathema to him. He also wants to prove his own capability, which is a personal extrinsic type of orientation, and this also has a hand in Steven's way of working on the course, but is not strong enough to make him concentrate all his energies on the course work. It may be more active at times such as examinations, where
Steven sees the extra effort as being 'worthwhile'.

In the second interview we can see that Steven has a more relaxed and settled manner, and he says that he feels better about both the social and academic sides of university life. He seems happy to let things run their course, and there is little hint that he will not come back after the industrial year. Steven seems more amused than angry at his 'posting' to Inverness.

So why did Steven drop out of the course so near to its end? As we have seen, once in a job and after finding a girlfriend, the course (and its qualification) is not strong enough to bring Steven back from Scotland. Was it that the job (offered on a permanent basis) made the qualification unnecessary? Was it the girlfriend? Or both? Unfortunately we do not know how Steven would have explained it. Looking at his university career and at his orientation to it, at least makes his drop out understandable. In the light of his own aims, we might consider that Steven's university career came to a successful end.

Conclusions

The three case studies described in this chapter show three points on the range, between match and mismatch, of students' orientation with the situational context of the course and the university. For Michael it was not too difficult to find study patterns which allowed him to fulfil his aims without fighting against the structure of the course. Rachael found that this was more difficult, because her aims pulled in one direction, while the course with its assessment requirements pulled in another.
Rachael did, however, manage to find a study pattern which she was reasonably happy with, since she was willing to compromise with the course in order to continue to study it. For the subject of the third case study, the course and the university did not provide a comfortable environment. Steven's orientation to the course was extrinsic in the extreme because the qualification the main reason for studying and coming to university at all was seen as an unfortunate necessity. What Steven really wanted was a job, and as we saw, as soon as he found himself with a job he had no need to come back to finish the course.

My conclusions from studying students' orientations and their career patterns at university are that students have different orientations which embody their aims in coming to university. Different concerns can be identified with each orientational type and this means that students focus their effort and attention on different aspects of the course and university life.

In studying, students are trying to fulfil their aims. For some students, the course and the university provide an environment (situational context) which matches their orientation, and they find it easy to work in ways which will satisfy both the requirements of the course and their own orientation. For other students, this is more difficult, due to some mismatch between their aims and the situation they find themselves in. Some of these students are able to find a compromise position, working within the system and giving up the chance to fully achieve their aims. Other students are not prepared to make these sacrifices,
and leave the university altogether. This latter option is more likely to be taken up if students find another opportunity which they believe to be more attractive than the university (e.g. Steven). Some students, however, are so clear about what they want from the university, that they are simply not willing to settle for less. In these cases the student will not compromise with the system, and if the systems' requirements are contrary to the students way of working that are geared to his or her orientation, the student may be forced to leave (this is what happened to Simon see Appendix G).

This analysis points to the negotiation between the student's personal context for study and the situational context of the course and university as being of prime importance to what the career of that student looks like. What is important for a student's career is how far they believe that the university education is capable of fulfilling their aims. It also appears to matter how well developed, or 'fixed' their orientation is. It is clear from the first set of interviews however, that the students had already settled in to the system by the end of the first year. Changes did occur throughout their three or four years of study, as we have seen; but in the main, students orientations and their evaluation of what the university had to offer them, had been fairly well worked out by the time I first saw them (towards the end of the year).

In judging students' orientational types, I had used quotations based on their answer to the question about the background to their decision to apply to the university. This is what might be
called my operational definition of orientation. However, if we consider the concerns that the students had, it was clear that some students had 'working' orientations that were not expressed in the answer to this question. In other words the whole of the first interview and subsequent interviews showed that students were orientated towards the course in slightly different ways than their answer to that first question had revealed. This might be because they had changed their orientation due to interaction with the situational context they found at the university. It might also mean that they merely had more orientational types than the judges were able to see from the answer to that one question. Another explanation would be that although the reasons they had applied to the university expressed their main aims, once they arrived at university and had to find ways of working within the system, other short term aims were produced.

It looked as if the first few weeks at the university might be important in understanding this relationship between orientation and study pattern, because it is at this time that the student first comes face to face with the situational context and must find ways to cope with it. Perhaps by looking at the first few weeks at university we could find out the relationship between students initial orientation (i.e. why they had come to university to study a particular course) and their working orientation - the one that produced the concerns that led directly to the student study pattern and way of coping with the system.

In 1978 therefore, I interviewed a further group of nine
volunteer H&C students three times over their first year of study. This further research was undertaken directly as a result of early analysis of the main research data. The interviews took place after the first week (called an induction week), at the end of the first term, and towards the end of the first year (at a similar time to those undertaken with the main sample students in their first year). Chapter 8 uses the information collected from these interviews to describe how orientations are developed, and how negotiation between personal and situational contexts result in students establishing ways of working within the system.
Chapter 8

A FURTHER STUDY OF THE IMPORTANCE OF THE FIRST YEAR AT UNIVERSITY

8.1 Introduction

The case studies in chapter 7 show three different results from the negotiation between a student's orientation to study and the structure of the course and the university. Some students (like Michael) find what they expect at the university. The course and the university milieu seem to match their aims and expectations, so that they find it quite easy to fit into university life and to find ways of working on the course that meet requirements of both the course and of their own orientation. Other students find that their concerns do not neatly match the system, and they must decide whether to compromise (like Rachael) or to leave the university (like Steven). But how does this negotiation between a student's orientation and the course/university take place? When and how do these decisions take place?

It was clear from the main study interviews that a great deal of this change, development or readjustment was over by the end of the first year. When I interviewed the main sample students towards the end of their first year, most of these students were quite clear about what the university could offer them. Most of the students in the sample who dropped out of university had made the decision before the end of the first year (although Steven is
not one of these). Although some very important changes and developments did take place for students in later years, the analysis of the first interviews suggested very strongly that the first year, and especially the first term was a time of great upheaval for students. The importance of this time has been clearly described by Simons & Parlett (1976) in a publication called "Up to Expectations". The authors discuss the many types of changes that students are going through in coming to the university, and they point out the importance of the first term to students in setting the scene for their whole university career.

Since the first year would appear to be crucial for the development and change in a students orientation and adaptation to the University, I decided that I should try to get more information on students experiences of the first few weeks of university life in order to see the negotiation between the students' orientations and the course/university. It was difficult to gain this information for the students in the main sample because the first interview was at the end of their first year and their early experiences of the University and the course were rather remote and spoken about in general terms. I decided therefore to get this information from a new sample of students (group D) who were 9 volunteer H&C students. I interviewed these students three times in their first year (1978\9): once in the first week, once at the end of he first term and for the third time at the end of the first year.

The purpose of this chapter is to show how these students went
about settling in to the University, how their orientations matched up to their expectations and how they developed their response to this match. The data gathered from this further study is almost as detailed and rich as that of the main study and so in writing up this chapter I have not attempted a full report of the analysis. The chapter contains only those aspects which pertain to the analysis of orientation and study contract.

8.2 Initial Orientations

The typology of orientations derived from the interviews with the main sample of students, and reported in chapter 5, was used to judge the orientations of these students (group D). The judges found the typology to be adequate to show differences between student's orientations to university and to the H&C course and were able to judge their orientations as for the main sample. The judges did however find that there was a difference between this sample and the main sample in the complexity of the orientations of each individual student. The students tended to have more types of orientation assigned to them than the students in the main sample. Because of this, initial agreement between judges was not high and agreement was eventually reached by discussion of each case separately by the group of judges working together.

There are two possible explanations of this difference. Firstly, the complexity of the orientations may be due to the immediacy of the interview. The students may at this time be able to recall more of the background to their application to the university than students at the end of the first year and therefore more
factors in the decision may be mentioned. Secondly, the difference may be due to the greater degree of attention paid to this issue in the questions asked by the interviewer. It is certainly true to say that the length of transcript being analysed to judge orientations was almost invariably longer in this sample than it had been for the main sample students.

While it is clear that the extra information, for whatever reason, provided more orientational types per student, there did appear to be clear priorities among these types. For example, most students mentioned pressure from home or school to come to university, but only two students were judged as having primarily academic extrinsic orientations. All the students were judged as having vocational orientation but for some of them the vocational aspect of the course was clearly important, whereas for others it was merely one aspect of the course which had attracted them. This can be illustrated by comparing the following quotes. The first is from a student who clearly felt that the vocational aspect of the course was vital, whereas, in the second quote, another student shows that this aspect is only one among many features which attracted her to the course.

June
"I wanted to be a hotel manager and I wasn't sure of the best way to go about it. And I wrote to various firms and they told me to go and get a degree and then to go to them for further training."

Janice
"I've always been very much a generalist. I've never gone just for one subject. So I wanted an area that was varied which is what appealed about this course. And I wanted to do a degree that was directly related to work afterwards. I thought it would be more relevant."
In describing how they had come to apply for the H&C course at Surrey University, the students revealed great differences in their background knowledge of the industry. Two students had family connections with the industry and two more had experience of working in the industry prior to applying for the course. For these students the course had been chosen in full knowledge of the type of job it was going to lead them towards. For the other five students the idea of H&C had grown out of an interest in related subjects such as Home Economics, or else out of a careers search which had led them to the belief that the H&C industry would offer them the type of career that they would enjoy.

For the five students with little knowledge of the industry, the decision to apply for the course was a calculated risk and they tended to emphasise other aspects of the course or university as being important to them. Even though all the students had worked in some part of the industry during the summer break before the course started (something that was very much encouraged by the staff of the H&C department) they were still very apprehensive about their decision to study the course. Particularly in the first week, the students expressed reservations and worries about whether the course would suit them and many of these worries seemed to stem from a lack of knowledge of what the course would demand from them.

Even though some of the students clearly did not know exactly what to expect from the course, they all had images and ideas of what it might be like and they also had images of what university
life was going to be like. When I interviewed them in their first week at the university, all the students were busily weighing up the merits of the campus, finding out about their fellow students, the departments, the union etc. and beginning to discover the truth or falsehood of their images and expectations.

8.3 Expectations Meet Reality

All the students had expectations of what they would find at the university, but what these expectations were differed enormously from student to student and depended on how much contact the student had had in the past with universities or other people who had been to university. Most of the students had picked up their ideas about university life from books or newspapers and they tended to have ideas of students which seemed to describe the sixties rather than to reflect the picture in the late 1970's:

Ian

"It's not as studentish as I expected. In fact the first couple of people I met were all short back and sides - square. I thought everybody who went to university had hair down to their waist."

John

"I thought people would be more dossy as well, you know the picture of the university student as a drop out, intelligent but you know - plays around a lot."

The first impressions the students had were influenced critically by the kinds of expectations they had. Those students who had little background knowledge of universities were more awed by the first few days than those who knew more or less what to expect. For the former, first impressions were in terms of the size and scale of things around them, whereas the latter group of students
were comparing the things they saw around them with what they knew of other universities. Those students who knew more or less what to expect from the university were busy in the first few days weighing up the particular advantages and problems presented by the Surrey campus and facilities, whereas those students for whom university was a novelty talked about how big everything was and what problems they had encountered in finding their way round. It was as if the background knowledge of university life that some of the students had picked up from friends or relations or from visiting a university near their home meant that they could immediately begin to make sense of the particular strengths and weaknesses that they saw in the Surrey campus, while the students without this background were rather taken aback and overwhelmed by all the new things around them.

If we look at what the students said about the library in the first interview, we can see these differences very clearly. Those students with previous knowledge of universities are at a clear advantage in making sense of things around them. The initial induction week would appear to be extremely important for the other students, providing an essential settling in period.

William
"What a place! It seems a bit of a waste of money to me. Whether you really need all that computer system and things to find your book - it's guaranteed to bewilder any fresher. It will take me as long to find my way round that as the rest of the university I should think."

Janice
"Very bewildering. I was pleased last night because I thought I had better get used to learning how to use those catalogue and computing things and I did actually manage to find where a book should have been - but it was on three hour loan so it wasn't there, - but I managed to find my way round. I quite like libraries. I shall probably work up
there quite a bit."

John  
"It's the best library I've ever seen because it's designed for students and it's got journals full of statistics where you can look up everything you need really — except — well, it doesn't seem to have — there are 60 of us on the course and we're all given one essay to do. They are all going to want the same book and obviously they don't have 60 of each so -- a problem maybe?"

The second student quoted above shows that she is familiar with using libraries. She told me that she had been encouraged by her parents to use library, rather than buy books. She is at an obvious initial advantage over the student in the first quote in that she already feels 'at home' in the library. The student in the third quote has weighed up the situation vis-a-vis the library straight away. He already, in the first week, has recognized a problem that many students on his course faced in the first year of study on the H&C course. One can easily imagine that the students in the first quote would find it harder to understand the system and to take longer to establish routines with regard to the library.

While some of the students had decided by the end of the first week what the campus could offer them and how it met up to their expectations, the course was also being sampled for the first time. Here again, there was a big difference between those students who had a well developed sense of what was happening to them and others who described a feeling of disorientation. Almost all of the students were, however, aware of the importance of the first few weeks in picking up cues about how to behave although the students appeared to differ in the ways they went about picking up these cues and seemed to have different ways of
coping with the new situation.

Some of the students seemed to be standing back and looking at the situation they had found themselves in and took a rather passive approach to settling down whereas others were very keen to be involved from the beginning and went about at a hectic pace in the first few weeks trying things out and trying to cram as much in to the time as possible. In some ways, this difference is a reflection of how far the students had been able to anticipate their new surroundings so that the students who had known what to expect were able to immediately settle in to routines, but it also is to do with the level of commitment the students felt to the University and to the course.

About half the students were very sure that they had made the right choice of course and university and were therefore just trying to settle down. The other students had various degrees of doubt about their choices and were therefore testing out the situation much more and not taking their continued presence there for granted. This made the first term of extreme importance to these students because, rather than trying to settle down, they were trying to find out if they wanted to settle down or if they might want to leave. For two of these students it was not the course as much as the university that they were wary of. One of them (June) had wanted to go straight into the industry but had been advised to get a degree first. She had taken this advice but was not at all looking forward to the four years of university study. The other student in this category (Hilda) was used to a great deal of freedom to travel about and to do a lot
of very different activities, she was worried about the need for concentrated study and whether she would be able to "stand it".

Two other students (Ian & William) were rather put off by the ordinary nature of university students having expected a new and exciting world full of intellectual conversation well into the night, constant political debate and demonstration, and a hippy life style. One of these was also rather worried about the course when in the first week they were escorted round a large London luxury hotel:

William
"I've never had communistic urges before but seeing all that waste of money - there should be a fairer distribution of wealth than that. They were paying £32 a night for this room! I don't want to have anything to do with that side of the business."

The first few weeks then, found the students in a process of 'defining the situation'. They were all trying to find out how to behave in their new surroundings, what the University could offer them and what the course was all about. They were weighing up how far their expectations had been correct and whether they could be happy here for the next four years. It was certainly an exciting and an exhausting time and some students were clearly enjoying it more than others.

8.4 Settling In.

By the end of the first term, all the students had begun to evaluate the situation they were in. They had learnt a great deal about the University, the course and the other people around them and, in the second interview, they were able to stand back
from the experience and talk about the strengths and weaknesses they saw. The students all seemed to have answers to the questions (not explicitly asked in the interview): Do I fit in here? and; Is it what I wanted? Their answers to these questions differed however, and ranged from those who were very happy with their situation to one student who was extremely unhappy and another student who did not come to the second interview and who left during the second term.

8.5 University Life

As the previous section has described, some students knew what to expect from the university, while for others it was a novelty. For many of the students, basic aspects of life like cooking and washing were extra difficulties to cope with and organizing this side of life took up a great deal of time and energy in the first term. Establishing routines took some students much longer than others and for two students this had seriously hampered their ability to establish study routines as well:

June  
"I can't get used to it, well the routine, although I've just about got into a routine now. It's the cooking you know, I never had time for anything else. Organizing the washing and everything. There doesn't seem to be too much to do really but it takes up so much time. Just thinking about what to cook that doesn't take too long - but it's getting better."

All of the students had joined societies and clubs as a way of meeting people and trying out the facilities that were available for sport and recreation. For some this side of the first term was taken as seriously as the academic side, whereas for others it took a firm back seat from the beginning. By the end of the
term the students were settling into routines with regard to the social side of university life and deciding how many and which societies they could belong to and how many activities it was possible to sustain. The relative importance of this side of university life for each student was clearly visible at this stage, as can be seen in the two quotations below:

Gerald
"A lot of the sport is taken too seriously in my opinion, I like knocking a ball about for a bit of recreation but all this training is a bit too much. I enjoy sport but I haven't done a fantastic amount. I either work in the evenings or go out for a drink. If I feel like going out then I will, but work comes first as far as I'm concerned; that's what I spend most of my time doing - working."

Janice
"I shall have to do a bit more work next term I suppose but then I think I've got the philosophy that I want to enjoy myself while I'm here at the same time. It's no good just slogging away all the time, you've got to get a happy medium really."

By the end of the first term the students were well established in university life. They knew more or less what facilities were available and what sort of people were available as friends. Again, some were clearly happy with their situation while others were not.

The best way to show up these differences between the students, is to describe two of the students in more detail, one who was happy with the university and clear about wanting to stay, and another who was not happy and wondered whether he should leave.
Gerald's father lectures in a department of Hotel and Catering at a polytechnic, so he had knowledge of the work from an early age. He also had worked in numerous parts of the industry in holiday and weekend jobs. He had decided to go into the industry when he was about 14, but did not intend going to university until he heard from the careers master at school that that would give him the best start. His attitude to the course was that it should provide him with a training, but he was dubious as to how far an academic course could do this and said that the main reason for not going straight into the industry was for better career prospects:

I - "Did you think of going straight into the industry?"
S - "No, I wanted to do a course."
I - "Why was that?"
S - "It's the competitive factor, you know. If you go into industry now with no qualifications and people are going into industry with qualifications, they have always got the edge over me in future time span. It's an investment towards the future."

This attitude towards competition was carried through into his attitude to the course and he felt that working was the most important thing and leisure activities and social life must take a firm second place (see quote above on page 220). This did not appear to cause much of a strain for him however and from the beginning he appeared to be dedicated to 'doing well'. This shows up in his way of settling into the situation of university life; he was careful to watch other people and how they worked:

I - "What are your first impressions of the other students?"
S - "It's a bit difficult to say without being too critical but I've been able to assess people pretty well. I haven't got too much experience but I've got a fairly good impression of what they're going to be like. There are some who strike me that they will be hard pushed to make the
first year, although I myself may not do it, but I think that I'm sufficiently well motivated to do it. 'Cos things like drinking and going out with your mates and that don't worry me that much. Although I realise you can't do work all the time, but I'm quite happy to carry on working rather than going out, but some of them will do the complete opposite so em - there are some who I'm dubious about but there are others who I've noted in my memory that they will do fairly well.

Gerald was one of the students who was very quickly into a routine and seemed confident and at ease in the new surroundings. He was actively working out study strategies and by the end of the first week he had already decided to buy certain books that he thought would help in the examinations:

"One thing strikes me about the lecturers they've got in the department - They've all written books that we are supposed to buy. But if you don't buy those books but buy another book then you are missing out because they are going to quote from their books. You might as well have their books because that's what they want - their personal viewpoint - which seems to be quite important in the exams and the assessment pieces they give you. It appears from talking to some of the fourth years, if you don't get the right end of the question - because the questions are ambiguous - then you don't get good marks for it."

The above quotation shows that Gerald was consciously making strategy decision very early on in the first term. This was characteristic of those students who were already committed to staying at the university and completing the course.

In the second interview at the end of the first term, Gerald had confirmed a lot of his early ideas. The attitudes he expressed were almost identical to those in the first interview. He still put work on the course first, he still compared himself with others to make sure that he was doing enough work and he still was strategic in his approach to studying. He felt that the first term's work had been a gentle introduction and that, in future terms, more work would be expected:
"We've had a fair amount of time to do what we want. I can't believe it's going to be as easy as this all the time."

He found that he liked most of the subjects taught on the course and, although some of them were new to him, he had enjoyed getting involved with the new ideas:

"There are some subjects that I've got a fairly sound background in, like Economics but there are others like Law which I've never done anything on before but I have this habit of latching onto new subjects and just getting my teeth into them so it's quite an interesting subject I think."

I - "Oh so you like Law then?"
S - "No - it's part of the course (laughs). Lots of people go around saying they like this and they don't like that. Well, I'm not going to say anything about I don't like so and so because it doesn't do you any good."

Gerald was careful, in the interview, to make it clear that he was a sceptic as far as studying went. His comments made it clear that his interest in the course was extrinsic, and yet he worked very conscientiously on the course because of his competitive drive, which seemed to keep him going. This attitude to the course together with clear aims and self-awareness show up in a strategic, but thorough approach to studying. His comments on reading will illustrate this:

"Well, I've done a fair amount of reading but I wouldn't say all of it because there's no point in doing all of it. But I've done most of the reading - you can't get away with doing no reading in a degree course, can you?"

I - "Some people say that they do the reading necessary for the essays but not the 'reading round'"

S - "Oh I've definitely done that as well, I mean, I don't go to the library and get fifteen books out and read them all. I probably read the text book and then if there's something a bit confusing, then I'll go and read about that in a bit more detail but I think you've more or less got to read the basic text. If you can assess what the exam is going to be like by looking at past papers and such - which is easy to do, you can tell more or less what is actually going to happen. I go entirely for the exams and what you need to know for the exams."

Not surprisingly, Gerald was doing quite well in his assigned
work and was fairly confident of doing well in the examinations, which took place immediately after the Christmas break.

In the third interview at the end of the year, Gerald described how he had been ill, first with flu and then with a broken nose which had put him in hospital for two weeks. He had consequently missed some valuable study time and blamed this for getting a B grade average instead of the 'A' he had hoped for. He spent most of the interview describing how the grade system worked and what you needed to do to get A's. He seemed very knowledgeable and still confident that he would be able to manage to keep up his high standard without working too hard:

"Nobody ever gets 10 out of 10. They give the odd 8 or 9 but there seems to be a psychological barrier against the 10 out of 10. 7 is an 'A' anyway so people say it doesn't really matter. Like in the Spring term, I know I got 'A's for everything but they don't tell you whether it was 7, 8 or 9. The way I look at it is - Is there any need to do any more?"

Gerald seemed to have enjoyed the first year of the course, except for his illness which he looked on as a waste of time. He anticipated that the second year would be more demanding work-wise, but, in the same way as in the previous interview, he refused to comment on the content of the course being to his liking or not.

"You're here to do a course and you've got to accept the fact that they're going to teach what they are going to teach. You've got to adapt yourself, otherwise you're hitting your head against a brick wall. I know I probably sound totally mercenary and going with the rat race but it's probably true. You're here for one purpose - well I'm here for one purpose - which is to get a degree in H&C from Surrey. What my final aims are when I leave here is something different. You've got to bend with the lecturer while you're here."

Gerald's attitude to work and the course shows a clearly extrinsic orientation. He also shows a remarkable degree of
consistency in his attitudes to the course throughout the three interviews. This is most probably a feature of his being totally committed to doing the course from the beginning, as well as knowing in advance more or less what to expect from the university and the course. Gerald's orientation then, was set before he arrived at the university as an extrinsic vocational and extrinsic academic orientation. He developed his strategy in line with this orientation, but the orientation itself did not develop or change over the year.

We can see in the case study of Ian below how different the situation can be for a student who does not have this clarity of aims and prior knowledge of what to expect from the university.

8.7 Ian

Ian's father had been in the navy as a chef and this had stimulated his interest in a career in catering. He looked for a course which would allow him to train for such a career and worked in various parts of the industry during holidays to gain experience in the two years prior to applying to the university. Although his orientation was therefore primarily vocational intrinsic, he was also interested in studying at a university for the other aspects of the life there. He said that he liked the countryside around Surrey University and that this had been important in his choice because he expected to feel the need to get off campus and into the country fairly frequently.

"I like the idea of a campus but I still think you've got to get out of it. Because, I think if you don't you'd get very narrow minded."
I: "You said that you were looking for more than a good course?"
S: "Oh yes - I think that's much more important really, because I think if you're in the wrong sort of environment then you don't do your work anyway."

Ian had worked in two kinds of hotels before he started the course, one was a three star hotel the other a small country hotel. He said that he had enjoyed working in the latter hotel best, because of the more relaxed atmosphere. He was thinking in terms of working in hotels rather than other types of catering, but in the first week when the staff had been describing the different types of work involved he was already having doubts:

I: "So is it hotels that you are really interested in?"
S: "Yeh, You might say - haven't you got a social conscience? - that worried me when the tutor the other day said; "What about the other side of things, haven't you got a social conscience?" And I wondered whether I had or not. I think I have but I don't want to go into the school meals side or the hospital side of things, I don't know why though."

Ian was very surprised at what he found at the university and he described his first impressions as 'revolutionary' (see quote on page 216). He found that a lot of the other students had right wing views which he hadn't expected. He was surprised at the apparent disorganisation of the first week, that students were allowed to laugh in lectures and that the staff were not as formal and stiff as he had thought they would be. Overall, the feeling of the university had been a complete surprise to him. He had spent the first week finding his way around the campus and getting to know other students who lived in the same residences. He had joined some societies and said that he was beginning to feel less overawed:

"When I came here for my interview I thought that the library was extremely large, this time I thought that it was ever so large - it's got a little bit smaller somehow because I've seen it before."
In the second interview at the end of the first term, Ian had started to have doubts about being at university. He began the interview with this statement:

I - "So how are things going?
S - Well, I've found that a lot of people on my course have a lot of different ideas than I have got and I was beginning to wonder whether to - well, whether to bother with it at all. But I'm not strong enough to say - 'right I'm not going to do it' - and get something else which is more what I want to do - but still I'll probably go through with it now. It sounds bad doesn't it?"

Ian went on to explain that he thought the staff were trying to turn out a stereotyped manager, and one which he did not like. It was clear that he had found fundamental disagreements with the way some things had been put across. Whereas he had been alarmed at the picture of the industry created in the novel "Hotel" which they had been asked to read, he found that the other students on the course had been amused and excited by it:

"We had to read a book called 'Hotel' and do a critical appraisal of it. Well one of the men in it is a big tycoon and all he's out to produce is - what did they call it - 'An efficient economic package' that's all they want to produce - stereotyped hotels with American service in all parts of the world. That's another thing they seem to be trying to get over to us - which I don't agree with, because I like individuality. Also I haven't been getting on too well with the 'Food' lecturer because I'm against factory farming and all he considers animals as are machines to get meat out of. He said - 'if you shove this much in then you get this much out' and - huh I don't know." (sigh of exasperation)

Ian's comments showed obvious confusion over what he should do next. He was clearly not happy, and was aware that he did not fit easily into the department, but he also felt that he did not have the strength to really do anything about it:

"Ideally I'd like to do something like - I don't know - I was thinking that like, do I want to get a degree? I would like to get into something really simple if you like - get out of this. It seems to put a magnifying glass on the rat race - it's incredible really. I can imagine myself pottering round a forest measuring trees or something."
As the interview progressed, Ian began to talk about aspects of university life and the course that he did like, and it was clear that there had been compensations to his difficult relations with the course. For one thing, he had found one other person on the course who seemed to agree with some of his views, although that person was not prepared to speak out about them as Ian had. He also showed that studying itself had been enjoyable; he had not been struggling in an academic sense:

"I don't like studying for all those tests because that's just parrot fashion and I always leave it too late, but I like doing the essays. We had to do a seminar on shell fish farming in the UK. And I spent four hours on Saturday and five hours on Sunday sitting in front of the type writer. But you know it counts for only 0.105% of your degree and all those hours including reading say about 12 hours work. It seems a bit pointless but then again I enjoyed it - learning about crabs and mussels and things. But it's not exactly the most important subject in the world is it?"

Although he was having doubts about staying on the course, Ian had kept up with the work and was fairly strategic in his approach to it:

"I've been doing essays with the attitude - 'right - what do they want to hear'. I don't know but I tended to do that at school. That's something I've been unsure about, because the first essay we were set was a beverages essay. I was wondering whether they wanted you to give your opinions or do they want something out of a book? I ended up using two books that most other people used and got quite a good mark for it. That made me wonder if it was the same as school. Then we had a Social Framework tutorial where we had to criticise a paper, and there, you know, I put forward ideas rather than just what had been said in articles and he said that was what he wanted. So, you know, maybe it differs for each subject. He wants something out of a book, and he wants what you think." (laughs)

Ian had also been doing quite well in some of the subjects and felt that he was about half way in the year group. Although he obviously was having doubts about being at the University and continuing to study H&C., he had not given up working on the course and was aware that he might feel differently after the
next two terms. He had not seriously considered leaving and was willing to give the course a 'fair trial' to the end of the academic year.

In the third interview, Ian showed that he had come to terms with his situation and was much happier. He was still not sure whether he was doing the right thing by staying on the H&C course, but he had found that he did not like any of the alternatives. The main difference from the first term seemed to be in his social life. He had found a set of friends and had a steady girl-friend. These people were not studying the same course as him and he still found most of his H&C colleagues of a different mind to his. He had also found one lecturer who he liked and he felt that this had helped him cope with the course:

"I'm still not entirely happy with the lecturers but I've been doing a Gastronomy option and I really get on with the lecturer in that subject. And that's made me a lot happier. --- He's not one of the boys, you see."

I - "How do you mean?
S - "Well he's fairly new and he mixes more with the students for a start. He's funny as well and so he makes his lectures interesting. He's more of a person than a lecturer."
I - "The others feel a bit remote?"
S - "MM Yeh - still!"

Ian's problems with accepting the course still hinged on the attitudes of the staff, but he felt now that he could get through the remaining time at university because he was enjoying the other aspects of the life.

I - "You sound a lot happier with the course?"
S - "I'm a lot happier socially as well which makes the difference - yeh I think I am. There has been a lot going on, the beer festival and disco's galore. When I get a bit sick of them I go to London or out somewhere for a walk. I haven't felt so hemmed in this time."

Ian seemed to have changed his orientation to one where the social part of university was more prominent than it had been. Because
he was dubious about certain aspects of the course, he was becoming less concerned with the content of it and more concerned to do well:

"You know, although I'm not committed to the course, that doesn't stop me working for it because while you're here you might as well try."

This attitude to the course seemed to have resolved many of the former problems and Ian found that he was trying hard to get a 2i, almost for the sake of it. The change in orientation then seems to have been to a vocational extrinsic and social orientation equally weighted. Ian showed the extrinsic nature of his orientation in the way he now was very concerned with the course grades he was getting. He was very knowledgeable about the weighting system used in the continuous assessment and was worried by the fact that he had performed relatively badly in the first terms work. Although the first years' assessment is weighted lower than later years, Alan felt that the results would still make it difficult for him to achieve a high final grade.

"I've just been to see my personal tutor and he says this term's assessment is a B, but at the same time I didn't do too well in my foundation terms exams and so unless I've done very well in the end of the year one's then I'll find it hard to get up to a 2i which, you know, at this early stage in the course seems hard to believe. --- It seems a bit unfair you know because it's only the first term and it counts 8%. I didn't work at all over the Christmas holidays for the exams and I hadn't really settled in then either."

Ian had clearly changed over the first year at university. At the end of the year, he was much more sure about staying on at the University and finishing the course, than he had been at the beginning. Over the first year he had found a compromise which he was prepared to work with and seemed altogether more happy and settled than he had appeared in the earlier interviews. At the
same time he was less sure about what he wanted to do after he left university than he had been when he had chosen to study the course, and this was reflected in his change of orientation. He summed up the new feelings thus:

I - "So looking back over the whole year what do you feel about it? What do you think you've gained from it?"
S - "It's been fun - that's the first thing. It's had its ups and downs but it's been pretty good on the whole and I'll be glad to come back."
I - "So, do you think you made the right choice to come here to study H&C?"
S - "Ah -- (laughs) to come to university - definitely, as for H&C I don't know. I'd say no initially but then if you were to ask me what would you do? I'd be stuck, so I don't know."
I - So you feel happier, but you're not committed to H&C. Have you thought about what you could do?"
S - "Yes quite a lot - I've not really thought about changing because I've not considered anything else. So if I failed these exams and couldn't come back I just haven't a clue what I'd do. I was thinking that if I got the degree I could do something like run a youth hostel which would be a bit more -me- than a hotel. But I don't know what will happen, I'll just have to see."

The first year at university had clearly been a challenging time for Ian. He had gone through a period of self-examination that had proved unsettling. This had come as a result of the mismatch between his orientation and the course. The change in his orientation seems to have come about fairly gradually over the year, mainly due to establishing friends and finding a lecturer on the course that he could talk to. At the end of the year, Ian had come to terms with his situation and was even reasonably happy with it. It was not, however, what he had anticipated when he had originally chosen the course and he was therefore less sure about his long term aims.

Ian might have been one of the many first year drop out students but for two limiting circumstances; one positive and one negative.
Firstly, on the positive side, he had a secondary social orientation and did manage to fulfil these social aims and make this part of his orientation more important. Secondly, on the negative side, he did not see any alternative course of action that he could take. His misgivings are clear, but there was enough to be gained from staying at the University to satisfy Ian that it was the right thing to do. This decision having been reached somewhere between Christmas and Easter, he was then able to relax and work hard for a 2i at the same time as enjoying the social life of the University.

8.8 Conclusion

The study of the nine H&C fresher students has allowed an analysis of the negotiation between a student's initial orientation and the course and university. Whereas the main sample students had orientations which appeared to be fixed, and had generally worked out their own particular way of coping with the match or mismatch, the interviews with the new students showed this process more clearly.

The two case studies above show one student whose orientation and expectations were well matched by the situation of course and University and another student for whom there were problems of mismatch. It was possible to see that the problems for Ian were caused partly by expectations which were not met by the reality of university life. Where students found what they had anticipated, they were generally able to settle into university life more easily. The other main reason for Ian's problems was
the lack of a clear commitment to the course. From the very beginning, he was questioning whether he was right to want to stay and complete the course. This again was exacerbated by his feeling of being different from the other students taking the course.

This further study of H&C students has shown that students initial orientation is, for some students, very fragile. Those students who have little knowledge of university, or who are not sure what to expect from the course, are at a disadvantage in settling in to life at the university. They have to spend the first few weeks finding out if they are happy enough with the situation to remain at the university. Students whose expectations are not met by the reality they find at the university must reassess the situation and rethink their orientation to it. As we have seen, students like Ian will adapt their aims to the environment that they find because there is enough at the university to satisfy them that there is no better alternative. Other students take the decision to leave the university because there is not enough to hold them there. This mismatch of aims and expectations with perceived reality, explains a good deal of early drop-out. Rather than students finding that they are not able to cope with the work, it is more likely that they do not cope with the work because they are not suited to the situation in which they find themselves.

This study of the first few weeks of university life, underlines as other studies have done (eg. Marris, 1964; Simons & Parlett, 1976) the importance of this time and the crucial nature of a
student's introduction to the course and the university. The induction week is seen by all the students, as a period of settling in to the new situation; finding out where things are and introducing oneself into new friendship groups. While it is therefore useful to all students, it is essential for those who find the university environment different from their expectations. While some students are ready to establish study routines immediately after this week is over and the course proper begins, other students take much more time, due to their misgivings about the course or the university. Students who have the problems of mismatch between their orientation and the course and university may take most of the year to resolve the difficulties involved in compromising or deciding to leave. During this decision making period, they may merely coast through the course, doing only essential work and not settling into any kind of study routine, due to their lack of a firm commitment to staying the course.

This has important implications for continuous assessment procedures which tend to count the first year's work, even if it is weighted less than the later years. For the H&C course, the examinations after the first term count for 8% of the degree and Ian's tutor could inform him, after only two terms, that his chances of coming out with a 2.1 degree were rather slim. This itself may prove a disincentive to a student to stay on the course.

Although there certainly is information about the course and the university in the prospectus, students seem remarkably ill-informed about what to expect from the course. This, in part, may be due to
the individual nature of the H&C degree but there may be scope for a deeper discussion of the type of teaching arrangements and subjects that will be covered by the course. Telling students in advance about the more abstract aspects of the course; how it feels to be a student; is probably beyond the scope of a prospectus but the more students' expectations can be matched by the reality, the more able they will be to settle down easily.

This further study of the H&C students, confirms the analysis of the main sample student interviews; that orientation to university forms an important part of the relationship the student has with a course of study. The concerns a student has, come directly from the orientation and the definition of the situation the student forms. Mismatch of a student's orientation and the demands of the course makes problems for the student which have to be resolved by a change in orientation, a compromise with the system, or the student leaving the university. The quality of the match between the student's orientation and the course and university are crucial to the student's happiness and contentment while studying. Because a student's orientation is a personal set of aims and attitudes, changes do not occur overnight; they have to be resolved through an internal process of assessment which can prove a personal challenge for the student. Ian, for example, was clearly going through some sort of personal crisis at the time of the second interview. His disenchantment with the course involved him in new thinking about himself and his future, which went much deeper than how to study the course. Since the lecturer who he liked seemed to have some effect on his attitude to the course, it may
therefore be worth considering some type of counselling help for students in their first year. This help is often available for those who seek it out, but students like Ian are likely to keep their problems to themselves unless they are asked direct questions about 'how things are going' by an independent person such as myself in the interview. Resolving the problem is certainly up to the student himself, but being able to express the problem to another person often makes the alternative solutions appear more clearly.

Much has been done in recent years to take account of the settling in period in a student's university career. The interview with the nine students showed how necessary this is, and that there are still more problems for students that are not overcome by the current induction and counselling services.
CHAPTER 9

PERSONAL STUDY CONTRACTS

"Knowledge is structured in consciousness"
(from the Rig Veda.)

9.1 Introduction

In the previous four chapters, the idea that students have an orientation to study has been explored. We have seen that there are different types of orientations and that students with different types of orientations have different concerns in studying. Chapter 7 explored the negotiation between the student's personal context (orientation and background) and the situational context of the course and university, to show that students develop their own career and study patterns. In this chapter, I want to re-introduce the idea of Study Contract that was first raised in Chapter 1. By looking at the results of the study of orientation presented so far, I want to show that the concept of study contract can help us to understand how students go about the task of becoming graduates and fulfilling the aims expressed in their orientations to study.

9.2 Orientation and Study Patterns

In Chapter 6, we saw that students with different orientations had different concerns in studying. So that, for example a student who had an academic intrinsic orientation to the P.P.S.
course, was concerned with following his interest in Sociology, (e.g. Simon). This meant that the student was willing to put much greater time and effort into some parts of the course than others and his study pattern was at least partly determined by choices which were based on his orientation. We saw in Chapter 7, however, that this relationship between orientation and study pattern is not a straight-forward one and that the course, with its structure and assessment procedure, is itself a pressure which constrains the student and forms the context within which choices about how to study have to be made. Some students find that their orientations fit neatly into the course structure and content; and their concerns are met. Others find that there is a mismatch, and they cannot easily fulfil their aims, while at the same time fulfilling the demands made on them by the course. As we saw, some students compromise with the system (like Rachael) while others leave university. So study patterns are obviously dependent not merely on the student's orientation nor merely on the requirements of the course, but on the negotiation between these two which takes place through the perceptions of the student and is dependent on the student's willingness to change or compromise (and on the flexibility of the course; see chapter 10).

In Chapter 1 the results of the initial study suggested that all students made a study contract, such that their study patterns throughout the course were geared specifically towards fulfilling the aims expressed in their orientations to study. Looking at students in their final few months at university, made their discussion of orientation to study and gains from study look like
a simple relationship achieved through a conscious strategy, which had been decided upon in advance. From the full three year longitudinal data however, a much more complex set of relationships has emerged. Is it still possible then, to talk in terms of students making study contracts which guide them through their university study?

9.3 The Features of a Contract

In order to answer the above question, we need to ask whether the analogy of a contract is a good one. So what are the features of a contract? The Shorter Oxford English Dictionary defines a contract as: "A mutual agreement between two or more parties that something shall be done or forborne by one or both, a writing in which the terms of a bargain are included." In addition to this we could say that a contract usually has clauses which set out each part of the agreement, and specify time limits for completion of the action. Sometimes, written contracts are complicated and there is the problem of the 'small print'. Because of misunderstanding or not reading carefully enough, parts of the contract may be missed by one of the parties involved. Also the contract usually has some sort of legal status and this makes it binding on both parties. Failure to live up to the terms and conditions of the contract can involve penalties for the party concerned. The contract then, has both advantages and potential disadvantages: it produces a set of agreements and expectations which are likely to be met, while, at the same time, carrying with it obligations on the parties concerned to act in certain pre-specified ways. In signing a contract, both parties expect
that their agreement will provide a satisfactory outcome to their relationship but because the contract spells out the terms and conditions of this relationship, there is inevitably some loss of flexibility in the arrangement.

A contract then could be described briefly as involving the following features:

1. Two parties
2. Agreement or bargain
3. Time period
4. Clauses including terms and conditions
5. Small print
6. Payoff or penalties if unfulfilled

9.4 The Features of a Personal Study Contract

In Chapter 1, the particular type of contract which I have called a Personal Study Contract, was described. In terms of the above features of a contract, the study contract is made by the student with him or herself. It is a commitment on the part of the student to work in certain ways while at the university in order to fulfill the aims expressed in the orientation. The contract will involve different aspects of the student's situation (clauses) i.e. how to study, how much effort to put into different parts of the course, how much time to have for leisure activities etc. It will also involve certain 'ifs' and 'buts' (terms and conditions) which make these clauses dependent on certain features of the university context. The 'small print' could be seen as aspects of this context which the student is unaware of. The payoff is in terms of the success or otherwise of the total strategy in fulfilling the aims expressed by the student's orientations to study.
9.5 Usefulness of the analogy

i. Two parties

As has already been said above, the personal study contract is a contract within the individual student. The student is making a commitment to a strategy in order to achieve certain aims. There is however the situational context to be considered, because the facilities that are available at the university, and the course, with its structure, content and assessment system, provide the context within which the student's strategy must work. The strategy that the student develops, is essentially linked to the student's own perception of the possibilities offered by the situational context. This means that the appropriateness of the contract itself relies heavily on the knowledge that the student has about that context.

As we have seen in Chapter 8, the knowledge that new students have about university life affects their ability to settle down to a routine. We also saw that students differ in how quickly they can make sense of their new situation and develop a strategy to cope with it. The study of students in their first few weeks at the university gave a picture of students learning about the university and about their own position within it gradually, over a number of weeks, or even over the whole of the first year. So it is clearly not the case that students develop a personal study contract simply as a result of their initial orientation to study. We can talk of students developing personal study contracts as a result of a negotiation between their orientations...
and their perception of the situation, rather than as a one-off decision about strategy made at the very beginning of their student career. For some students (like Gerald) this development happens fairly quickly, while for other students, who do not know what to expect from the university, the development can take almost the whole of the first year.

Similarly, in looking at the three case studies discussed in Chapter 7, we see that students do not always seem to have a firm strategy in studying. Rachael, for example, realized only gradually that her own aim to follow up her interest in the subjects of the course was being subverted by the pressure to get good grades. Her compromise with the university system, the views of other students and the assessment system of the course was not something that she could fully articulate in the early interviews. Rather, the negotiation was felt as a slight pressure; a lack of complete satisfaction with things as she found them. Clearly, for Rachael the mismatch between her own orientation and the situational context was not so great as to make her think of leaving the university. She did manage to find a strategy that she was willing to work by. But in what sense was this strategy a study contract? Rachael's strategy was based on a wish to fulfil the requirements of the course. She was either unwilling or unaware of the possibility of not working in line with the wishes of the teaching staff. Her own aims were pushed rather into the background in her efforts to fulfil the requirements of the course. She could have made the decision to follow up her interests and spend time on reading round, rather than taking so long to write assignments or cover the breadth of
the course, but she did not do this. Rather, she let the course structure her study. In this case then, the student's negotiation of a study contract involved her in giving up much of the control of her own strategy. She accepted that the situational context of competition with other students and the structure of the course with its assessment system, should control her study patterns more than her own orientation. The 'two parties' in this case are therefore Rachael in the situational context and Rachael in her own personal context. Her study contract formalizes the compromise which involves giving up full control of her study patterns.

ii. Agreement or bargain.

If we consider the idea that a contract involves an agreement, then the personal study contract is a commitment by the student to structure study in particular ways, as was the case with Rachael's decision to compromise. The problem is to identify at what point this agreement is made. In the case of Gerald in Chapter 8, there did appear to be a conscious decision made early on in the first year that work on the course came first and therefore that sport and leisure was to be fitted in with study and to be seen as unimportant. Gerald's competitive attitude to his university career defined the task as covering the course with eyes firmly on the assessment system. It did however take him some time to work out exactly how much work he needed to do in order to surpass the other students on the course. He too had to learn about the situational context before the details of his strategy could be formalized.
In other cases, the student's study pattern appears to evolve very slowly. In the case of Juae in Chapter 8, we see a student who is much less committed to being a student than Gerald. She is less sure about whether she will like the experience, and has only the long term aims of working in the H&C industry to guide her. This uncertainty is reflected in her descriptions of how she studies, which appear altogether less strategic in nature than that of other students like Gerald.

In order that an agreement or a commitment about study can be made it is obviously necessary for the student to have a clear view of what that study is aimed at. For those students who are less sure about this, their study patterns seem based on habit and necessity rather than on a strategy. Such students would appear not to have made a conscious study contract.

Before students can settle on a strategy for studying and develop a study contract, they need to have a well developed sense of their own aims and an understanding of the situational context. Students without this awareness nevertheless do form study patterns, and these study patterns have consequences from the beginning. Ian, for example (Chapter 8), found that his lack of work in the first term, which had been due to the lack of fit between his orientation, expectations and the situational context of the course, would make it difficult for him to end up with a 2.1 degree class. Study patterns then, whether based on strategy and awareness of self and system, or based on habit and necessity have consequences from the beginning. There is a consequence of
any action and also of non action so even where there appears to be no study contract worked out by the student, the study patterns that they have will have consequences for what they get out of the university and the course. Lack of a study contract then, can mean that students are quickly in a position where fulfilment of their aims becomes impossible.

iii. Time period.

The next problem is to see how long these agreements must last in order that we can talk about students having personal study contracts. From the students in Chapter 8, we saw that commitment to a study contract is not an instant decision. From the evidence in the longitudinal data for the main group of students, we can see that various things can interfere with any study pattern that students have. These appear to be of two main types: changed circumstances and changes in the student.

If we look firstly at changed circumstances; it is obvious that certain unforeseen events, for example the death of a close relative, may change drastically the student's ability to carry on with university study. In the case of one student in the main sample of students (Christine), this event prevented her from completing the industrial year and she had a year off from the university. When she came back certain of her ideas about the place of university study in her life had altered as well. A second student (Carol) married during the Summer break at the end of the second year and did not return to the university.
Another student (Harry, described in appendix G), who married before the final year, lived with his new wife near the university. He experienced some difficulty in coping with two sets of obligations - to friends and wife - since his wife was not at the university and felt left out of things if he spent too much time on campus. The result was a change in study patterns because he had been used to sharing ideas and studying with a small group of other students, but he now found that he worked alone at home. He felt that the loss of combined effort had affected his interest in the work, and that he was working less hard on the course as a result.

Other students experience less radical changes during their three or four year student careers. But each change in circumstances has to be coped with, and may affect the student's commitment to a particular study strategy. Some small changes can be dealt with without completely altering the student's study pattern, but other changes require adjustments, and some require a completely new strategy. In these cases there may be development of a new study contract, and this underlines the need for flexibility in the student's relationship with the course. Students who recognise the situation and are able to respond quickly to changed circumstances, are likely to be in a better position than those who continue old study patterns thoughtlessly in new circumstances. Some study contracts involve less flexible study patterns than others. Those students whose study contract requires hard work, for example where gaining a high grade is one of the aims, may be less able to cope with changed circumstances than other students whose contract is less dependent on sustained
effort over time.

The other sort of change is a change within the student. Some students seem to go through the university years with the same aims in view throughout (e.g. Michael in Chapter 7). Other students, however, change their ideas about what they are doing at university during their three or four years. One student in the main sample provides a good example of this (see \( \text{Appendix G} \)). \( \text{She} \) went through the first two stages of the course with little distinction. She was not too interested in the course, but didn't really have anything else that she wanted to do. During the industrial year, she experienced some difficulties which resulted in her leaving university without completing the year. She was persuaded to take a sabbatical year, and spent this year taking science courses and working in a chemistry laboratory. She found that her real interest was in science and wished that she had taken a science degree. When I saw her again, she had somehow resolved this confusion of directions and was retaking the industrial year and determined to pass the course and work in the industry. Because of the problems throughout the four years, she only scraped through the examinations and her study pattern throughout the course showed a series of stops and starts. This example illustrates that a change in the student's orientation to study can fundamentally affect the strategy. \( \text{She} \) 's study strategy was initially based on a lack of interest in the course and she described it as 'doing the bare minimum'. The industrial year, with its heavy demands, brought a crisis for \( \text{She} \) which, when resolved, resulted in a change of strategy based on a real wish to succeed in
passing the course. The changes to study patterns however, took place very late in her university career and she was unable to get beyond a pass degree in the time available.

Changes in what a student wants out of university then, can also affect the student's study strategy. This could be seen as the replacement of one study contract by another, but many of these changes appear to take time to be resolved and so there is at least some time when there is no strategy in operation and the contract could be said to have been suspended or even broken down.

iv. Clauses including terms and conditions.

Most contracts have various constituent parts, or clauses, which deal in turn with different aspects of the agreement. For the student's personal study contract, we could think of these clauses as having to do with the different aspects of study and university life that are involved in the total strategy. Each of these aspects has to be coordinated, such that the student has clear priorities between different aspects of university life. A clear strategy would be one where the student was very sure about the relative importance of, for example, study and sport, or between one subject and another within the course. There might also be a clear order of priorities between different types of study task, for example, between reading round a subject and getting the assignments completed.

Most students do appear to have priorities, which are expressed in their concerns and are linked to their
orientations, as was shown in Chapter 6. Even when the student appears to have 'let things slide' by not doing work, even though there was time for it; this can still be seen to be linked to their orientation to study. There are clear reasons, for example, why students with either intrinsic interest in the subject or a need to get good grades should work hard, while for students with less need or less interest, there may be little reason for doing so. Some students do appear to be constantly weighing up the relative value of doing one thing in terms of not being able to do another (the opportunity cost of any action). How frequent these weighing up sessions are and how important they are, depends on how easily the student can fit in with the requirements and structure of the course while fulfilling the aims expressed in their orientation.

We saw in Chapter 7 that Rachael constantly found that looking back on a year's work showed the lack of being able to follow up her own interests in reading round the subject. In every interview she was looking forward to the next year because she thought that there would be a greater opportunity to do this deeper study. She was, however, waiting for the opportunity to be provided by the course, and was unwilling to go against the perceived demands of the course in order to fulfil these aims. Rachael had, it seemed, imposed conditions on following up her interest; that it should be totally compatible with fulfilling all the demands of the course. She was willing to do extra reading, only in so far as it did not conflict with 'doing the best I can' on the assignments.
The terms and conditions of the contract then, are intimately connected to the situational context of the course. More importantly, they are connected to the perceptions the student has about this context (the definition of the situation). A student who does not realise that the second year is as important as the third in awarding the final degree class, for example, may not work hard enough in the second year to get the grades required, and realise too late that this extra effort was required to fulfil his or her aims. But the contract is decided in advance and cannot take account of information learnt after it has been made.

The contract is, therefore, a collection of interrelated parts with terms and conditions set against each part. The students do appear to make decisions about how to study by looking at the likely benefits and disadvantages and to set limits within which they are prepared to work.

v. Small Print.

One problem with the strategy that a student uses, has already been pointed out, and that is their knowledge of the system. The student's ability to form a strategy which results in the desired aims being fulfilled, depends fundamentally on the accuracy of his or her perception of the possibilities offered by the situational context. A student can have too little knowledge, and this can result in mistakes. For example, a student who does not know that the first year of the H&C course has a low weighting on assessment of the final degree class, and
who is concerned to get a good grade, may work harder than necessary and miss the opportunity to try out social and sporting facilities which are also important, while a student who did not realise that it counts as 8% may not work hard enough. The student can also have misunderstandings which have similar results for the appropriateness of the strategy. For example, a student who believes that the teaching staff know who attends lectures and that this affects their marking of assignments, may attend more lectures than he otherwise might. If this belief is incorrect then he is wasting time which could be spent better in the pursuit of his aims.

Miller and Parlett's idea of cue-consciousness is relevant here (1974). Obviously, the more cue conscious students are, the more information they have to help them make the best use of their time and effort. Cue-deaf students are at a great disadvantage in assessing the possibilities that are open to them.

As well as being aware of the features of the situational context, the students need to be aware of their own abilities. If the success of the study contract depends on gaining a good grade, the students need to be aware of their own ability to achieve such a grade. To make a study contract which has a reasonable chance of succeeding, the students need to be aware of their own abilities in relation to the situational context, i.e. their ability in the subjects covered by the course in relation to the ability of other students; their own shortcomings in
willpower and study habits in relation to the demands of the course etc. Awareness would appear to be the key to making a successful study contract.

vi. Payoff or penalties if unfulfilled.

These are fairly obviously to do with the results of the contract. If the student's strategy works, the aims expressed in the orientation should be fulfilled. To some extent this will only be found out right at the end of the university career, for example in the degree class the student is awarded, or in the job that he/she gets. But students have certain forms of feedback throughout the course in terms of examination results and assignment grades. They also find interest in the subjects covered by the course as they go through it. They find that the course is relevant or that it is not. All their experiences throughout their university careers are constantly giving feedback and information about the adequacy of their strategy and its failings. This again poses the problem of flexibility and change. A student who is clearly not succeeding in getting good grades although that is what he is aiming for, will be likely to change his strategy or else his aims. Similarly a student who finds that she is doing much better than she thought possible, might extend her personal intrinsic aims to include academic extrinsic ones and consider going on to do a Master degree (see Susan in Appendix G).

Through a continuous process of feedback, then, students are constantly reminded about the progress of their aims. Thus
payoff becomes an important cause of re-negotiation of study contracts. There is not just one payoff to the contract; rather, some aims are being partly fulfilled throughout the three of four year course. At times throughout their three or four year student careers therefore, students can discuss their progress. Their satisfactions and disappointments as well as their concerns, show the current state of their study strategy in terms of their aims. Where the important aims are to do with the final degree class or the type of job gained after university, however, the student only has clues from continuous assessment, other graduates' employment and so on. While students' aims are to do with the process of their education rather than the final results of it (intrinsic orientations) they will know how successful their aims are as they progress through the course. The students for whom university is a means to an end (extrinsic orientations), however, have to wait until they graduate to be sure of the payoff from their study contract.

9.6 Orientation and Study Contract: a model

From the longitudinal interview study reported in this thesis, it is possible to describe a model of student orientation and study contract. This model is a description from the student's point of view i.e. it is derived from their descriptions of their passage through university. It involves a number of aspects which have been discussed separately so far: personal context or orientation, situational context, definition of the situation, study contracts.


i. Personal context

The first element of the model is the student's own orientation to university and the course. This personal context includes the aims, expectations and attitudes that students have which form the basis for their relationship with the course and university life. As we have seen in previous chapters, students each have a different orientation, but there are seven distinct types which can be described. Each of these types of orientation carries with it different concerns, and through these concerns, we learn about what is important to the student and about the reasons behind their satisfaction or dissatisfaction with their university life. Orientation then, is the personal context behind any decision the student makes about how to go about studying.

Another aspect of the personal context which has shown up, without being a focus of the present study, but which has been shown to be important in previous studies (e.g. Marris, 1964) is the background education and family relationships of the students. These together, form the backdrop against which the students assess the situation they find at the university. And, in the case of parent and teachers, can be an important influence on the student's choice of course and university as well as an influence on the student's own orientation.

ii. Situational context

The situational context includes all the concrete features of the
university and the course that exist, and which the students find as a 'given' context within which they must work. The university itself has certain facilities and lacks others, it also has what we can call a milieu; an atmosphere, based on the people it involves, their relationships and formal and informal rules governing behaviour. The department also has a characteristic milieu. The course has certain content and a structure, which includes a system of assessment. Also included in the situational context are the people, staff and other students whom the individual student has to live and work with while at university. The importance of the situational context is not merely that it represents the formal structure within which the student must work, but it also provides the interpersonal structure of relationships which can affect fundamentally, what it feels like to be a student. In chapter 4, description of this situational context also included the wider context of British Higher Education in 1976-9. The particular time that a student attends university and the type of economic and social climate also must have an influence on what it feels like to be a student. The situational context provides, therefore the objective, impersonal and interpersonal context within which a student makes decisions about how to study.

iii. Definition of the situation

When these two contexts meet, i.e. when the student first comes to the university, is a period when the student has to find out about the situational context for the first time. The student is asking questions such as: Do I fit in here? What facilities are
available? What does the course involve? What standard of work is necessary to pass? etc. Particularly at the beginning of students' university careers, but all the way through it, the answers to these questions, and others like them, form the students' own definitions of the situation, and thereafter contain their own individual beliefs about the possibilities offered to them by the university and the course. In the concept of the definition of the situation, we can account for the different perceptions of the situational context that individual students have. Students will perceive or construe the features of the situation in a different way, not merely due to their different orientations and concerns, but because all their previous knowledge and experience acts as a filter through which they perceive this new situation. Of course, since students are in the situation along with others, their definitions will be altered and negotiated through the views of other people. It is not the case that each student is an island, rather they come to their views as much through the definitions of others as through their own private thoughts about the context in which they find themselves. The definition of the situation, however, although it changes and is not static, does provide the essential background to a student's decisions about how to study. A student, like Janice (chapter 8) who defines the first year as a time to settle in to university life, and as fairly unimportant to the main part of the course, acts on this definition by deciding to do little work and to enjoy the other activities that are available. Students act on the basis of their definitions, and so recognizing the definition must be an important part of understanding students' study patterns.
iv. Study Contract

As we have seen, students have their own orientation to study and their own definition of the situation they find at the university. These together form the individual student's way of thinking about their student career. During the three or four year courses, the students must study and live their lives in such a way as to get the most out of their university experience. Students' satisfaction with the end result depends, not on how well they perform in an objective sense, but in how far they have met their own aims.

In order to fulfil the aims of their orientation, students have to be able to manage their time well. They have to consciously decide between priorities and make study contracts which are consistent with their aims and which take into account the features of the situational context. In other words students have to be good managers of their studying.

The student's ability to make a study contract depends on having clear aims and an understanding of the situational context. The ease with which the contract is made depends on the fit or mismatch between the student's orientation and the situational context. The success of the contract depends on how far the student's definition of the situation matches the objective reality and how far personal context and situational context remain stable during the time the student is at the university. Changes in either the personal or situational context may
necessitate changes in the study contract, and because the study patterns involved start having consequences from the beginning, changes are likely to cause problems. Study contracts that are changed frequently therefore may not prove successful in fulfilling the students' aims. On the other hand, where there are situational context changes, flexibility is an advantage. Being able to respond to changes may be an important ability for a student to develop. Again, awareness is important here since the student needs to be aware that changes have taken place and that they have consequences for the appropriateness of the study contract.

As we have seen some students are very clear about why they are at the university and what they want to get from the experience. For these students it is easy to decide how to study, because their aims are clear. For other students who are less clear or are confused, or who just do not think about the future in any conscious way, a strategy is much less likely to be geared to their own aims. It is much more likely to be a case of drifting through the system, allowing the external demands to determine what work is done. Such students appear not to have made any conscious study contract.

From the longitudinal interview data, there does appear to be this kind of difference between students. There also appears however, to be this difference within students at different times. It seems that at some times: at the very beginning of the first year; after a set of examinations; before big decisions have to be made, for instance about where to do the industrial
stage; or when there is some sort of crisis in the student's life; students are aware of having to make choices and decisions. At these times the student appears to be more strategic; while at other times when the same student is talking about studying and life at the university, the way it is described sounds much less strategic with less links being made between aims and study patterns.

It may be, that when a particular strategy is put in motion and there is nothing in either the personal or situational context to challenge the workings of this strategy that the student appears to be on 'automatic pilot', whereas at times when key decisions have to be taken, the strategy, together with the orientation and concerns that it is based on, become more visible. This would help to explain why the students who appeared the most strategic were the ones who were experiencing difficulties or who were less satisfied with the course.

Not all students have study contracts and of those who do, not all students have study contracts all the time, since these take time to develop and are subject to modifications and change. This means that we can see a number of different models of student study patterns ranging from those where students are working in line with their orientation and have developed a study contract which fits in with both their orientation and the situational context, through to those where students appear to have few links between their own aims and their study patterns and seem to drift through their university career relying totally on outside forces to structure their study.
Conclusions

The results of this research show that students have different orientations to studying at university. These different orientations mean that students have different concerns when studying and different priorities for how to spend their time. Students try to fulfil their own aims while at the university, and therefore they form study contracts which they work out on the basis of their knowledge of the situational context i.e. their definition of the situation. Because the context within which the students must study is not constant, and also due to changes in the students' own aims over time, study contracts have to be changed throughout the students' university career. How well the students are able to fulfil the aims expressed by their orientations is therefore best viewed as the result of good study management. Students who do not consciously form a study contract are less likely to fulfil their aims, since they are giving up responsibility for their study patterns to external agents such as the structure of the course. How successful the study contract is depends greatly on the quality of the awareness of self and system (of personal and situational contexts) that the student possesses.
DISCUSSION OF THE RESULTS AND IMPLICATIONS FOR FUTURE RESEARCH

"... by looking just beyond the educational experience, [we can] give meaning and strength to the proposition that learning and thought are personal, that they are embedded in person-in-society experience. ... The university typically ignores or denies that we are unavoidably engaged with 'whole persons', not minds in the abstract nor students as a stereotyped social category."

(from- "Faces on the Campus" Graham Little, 1979)

10.1 Results of the Research

This thesis has reported the results of a three year longitudinal investigation into student's orientations to studying at university. The interviews showed that students have different orientations to studying at university and that these can be described as seven distinct types. Different concerns are associated with each type of orientation and these concerns show clearly the different priorities that students with each type of orientation have.

The individual three year interview protocols for the sample students showed a range of orientational types, and the different career patterns which occurred as a result were described. The individual protocols showed a number of different ways of coping with university life and these were to do with orientation, but also to do with the willingness of the student to compromise and change orientations according to the context provided by the course and university.
The further study of new students in their first year showed the negotiations which took place for students trying out their aims against the system, and confirmed that orientations can, and do change over time, particularly in the early stages of university study.

The interviews showed that students' study patterns reflected the relationship between their orientation and how far this fitted with the situational context as they defined it. The idea that students form personal study contracts was discussed and this relationship was described as a conscious link that students decide upon in order to guide themselves through their university career and achieve their own aims. The Personal Study Contract is only successful as long as students are sufficiently aware of both their own limitation and those imposed by the system. Changes in the system or in their own aims require flexibility from the student, unless the system itself is flexible enough to allow the student to readjust study patterns without a complete change of the contract.

10.2. The Status of the Results

As was described in chapter 2, this research has been conducted in terms of the second order perspective, a phenomenological stance which starts from the subject's own view of the world. Clearly, the only way to find out about the students' view of their own university career is to ask them about it, and this research has therefore, been exclusively based on interview data.
Similarly, the analysis has been restricted to using the students' own meaning, and prior theoretical frameworks have been avoided in making sense of the students' reports. The typology of orientation, however, is not within the students' view of the world, (although I would hope that they would recognize themselves within it). It is what Schutz has called a second level construct, but one which is firmly based on the first level construct of the students' own reports.

On the one hand, therefore, the results of this thesis are limited by the truthfulness or accuracy of the students' reports, and on the other hand, they are limited by the accuracy of the transfer of meaning from the students' reports to the typology. These limitations are not however restricted to this type of research. Surveys which ask students to agree or disagree with statements about themselves for example, are equally subject to the first limitation, and have further limitations in the interpretation of what the student means by answering such questions. Research which bases its data collection and analysis on theoretical assumptions, is restricted to findings totally within the boundaries of these theories; the results can only be as good as the theory. Furthermore, while the present analysis of orientation is based firmly on the constructs of the students themselves, it has an advantage over the type of research where analysis is based on the results of administering tests, the answers to which are already based on second level constructs. In other words, while the present analysis is close to the students' own views of the world because it is based directly on those views, research which sets out to
test a hypothesis based on a particular theory, can be very far 
away from the actual experience of the subject involved. Since 
Educational Research, of its nature, demands useable findings, I 
would argue that the present choice of perspective is preferable.

As was said in chapter 3, the judgement of the thesis must be in 
terms of it's usefulness in helping us to understand students 
studying at university. This type of research does not set out 
to explain reality, but to help our understanding of a subject's 
place within it. The concepts of orientation and study contract 
are useful while they aid our understanding of students studying 
at university, or until a better analogy or description can be 
found.

The results have been checked, as far as possible within the 
bounds of this project, by the use of judges in line with other 
similar research studies. Quotations are also provided so that 
the reader can check their interpretation against mine. The most 
important test, however, is that of the reader or user of the 
research ideas. Does the thesis seem plausible? Does it make 
sense of the interview data provided within it? Does it help to 
make sense of the experience of other students at other 
universities? If it does, then it is useful, and as far as it is 
useful, it is valid. Since the present thesis is situated within 
a constructivist view of the world (cf.Kelly, 1955, Northedge, 
1976), it must accept the constructed and temporary nature of its 
own constructs.

10.3 Implications of the Research
University education is generally thought to provide an education which includes general stimulation of awareness and maturity as well as providing high level training in a specialist subject. But few teachers consider the wide variety of reasons that students have in coming to the university. The fact that this wide variety of reasons exists, would surprise few, but the implications that these differences have for how students work at university, and their level of satisfaction with the courses they are taking, has certainly not been recognised. The present thesis shows that there is indeed a wide variety of orientations to university. Not all students consider the development of specialist knowledge to be of prime importance. The difference between intrinsic and extrinsic orientations also points to the important fact that the knowledge gained by being at the university is of differing significance to individual students.

The importance of understanding the variety of orientational types in a group of students, is that some of the orientations will be more in tune with the views of the lecturing staff and what they believe themselves to be providing, than others. The mismatch between students' orientations and that of the lecturing staff can therefore provide some insight into student discontent. It could also help to show staff where they might improve their courses in order to please the kind of students they wish to attract to their courses.

As we have seen the structure of the course and the system of assessment, provides the situational context within which the
student must study. Whatever the system is like, some students will find it conducive to their aims and other will find it a hinderance. Take the example of the continuous assessment system now introduced in most university courses. Continuous assessment is clearly helpful to students who find it difficult to pace their study and for those who do not perform well in examinations, it does however, have other unintended consequences. The pressure to produce work at regular intervals which all counts for assessment, means that assessment, with its extrinsic pressure, is always in the students' minds. It often means that students can not afford to experiment with ideas, since, if the experiment fails, it will count adversely towards their degree. The continuous assessment system therefore tends to help those students who have extrinsic interest in the course and to hinder those who are intrinsically interested in it. Rachael, for example felt the pressure to get good grades and this meant that she gave up time she might have spent following up her interests by reading, in order to complete essays that were to be graded. For students like Gerald (see chapter 8) on the other hand, the continuous assessment system provided the important information he needed to be able to judge exactly how much effort he needed to put in to make sure of a 2i grade.

Continuous assessment is merely one example of how the structure of a course, as well as the syllabus, affects students with different orientations in different ways. If lecturing staff thought about what type of orientations they wished to foster on their course, they would be in a better position to
know what type of syllabus, course structure, and assessment system to provide in order to foster them. If, for example the H&C department at Surrey were most concerned to foster the intrinsic vocational type of orientation in their students, then they should concentrate on the concerns that these students have with the relevance of the syllabus.

A third implication of the research findings is that some students need more counselling help than they at present receive. Clearly, some students find ways of working that fit well with the system and with their own orientations, but others find difficulty in reconciling the outside pressures with their own aims. Counsellors who understood the idea of orientations and who were prepared to take students' own orientations as a starting point, might be able to help those students who find difficulty, by concentrating on the choices that face the students as a result of these mismatches, and they could help students to form study contracts which they felt happy with.

On the other hand, the research shows that at least some dropout is to do with the mismatch between a student's orientation and the situational context being too great. In this case, the dropout should be seen as sensible. The question which remains, is to do with how better to inform prospective students so that they are able to make better choices of course and university in the first place. There is no doubt that more and better information is required for applicants, as the production of the alternative prospectuses produced by student unions shows. However, there is no way round the fact that students have to
learn much of what they need to know about the university and the
course after they arrive. Induction terms are obviously useful
in this respect but staff need to be aware that students cannot
find out about what it feels like to study the course until they
are studying it. Although induction weeks are clearly important
in allowing students time to settle in to their new situation,
there is nothing more frustrating to some students than endless
introductions just when their motivation to work is at its
height.

Information about the course before the students arrive is
needed, and there is also a need for information throughout the
course. In order to manage their study well, students need to
know as much about the system and what to expect from it, as
possible. The weighting of different components of the
assessment system, for example, may be crucial information in
order that students can make the best choices about how to spend
their time.

The general implication of the whole thesis is therefore that
students can and do manage their own studying in line, as far as
possible, with their orientation to it. Students differ in
what they want from the course and the university, and therefore,
whatever is provided will inevitably please some students more
than others. Staff need to be aware of these different
orientations; firstly, so that they can provide the right
environment for those orientations that they believe to be best
for their course and secondly, so that they can provide the
counselling help that students may need to help them manage their
study successfully. Most important is the implication that success is subjective and that students be considered to have a legitimate right to try to foster their own aims, rather than to be subject to those of the institution. Where the syllabus and structure of the course offers students genuine choice as to how to study, there will be flexibility enough for students with different orientations to be able to make study contracts which work well. Where a course has heavy demands on students time without this flexibility and choice, many students will find it impossible to work in ways which, at the same time, fulfil the requirements of their orientations and those of the course. This fits well with the findings of Ramsden (1979) on students' attitudes to the different department milieu, where flexibility and staff accessibility were seen as supportive of study, in contrast to academic departments where lack of choice and aloofness of staff were features.

The most important audience for this thesis should be students. The research is about students' experiences and it is based on students' reports. The results show the problems that students are faced with in trying to manage their study. It emphasises the importance of awareness of the student in forming study contracts. Recognizing that they do have choices to make, may be as important to the outcome of studying as the choice itself. Students who do not recognise the possible alternatives that face them in deciding how to study, have denied themselves the opportunity of choosing ways which suit them best. They are handing over responsibility to the system, rather than taking it for themselves and gaining the greater possibility of achieving
their own aims.

The thesis shows that when there are problems of mismatch between the personal and situational contexts, students can take a very long time to make the necessary adjustments and compromises. Much of this time might be saved if students recognized the nature of the problem. An understanding of the ideas of orientation and study contract could enable students to work out their own solutions more quickly and efficiently.

10.4 Further Research

Due to the fairly limited sample of students used in this research, the most important piece of further research required, is to find out if the seven types of orientation adequately describe other samples of students studying different types of courses. The typology needs further illustration, especially for the categories of personal orientation.

Such work has been started since the present research was completed. A sample of students studying with the Open University was interviewed, and part of the interview was about their orientation to studying, (Taylor, Gibbs and Morgan 1981). The typology was found to be adequate to describe the students' orientations, and there were quite a number of the students who had personal orientations making this category appear useful and providing further illustrations.
There has in the past few years been a great increase in research on student learning which has been conducted from the second order perspective used in the present thesis. It is therefore important to see how far the concepts of orientation and study contract fit in with the concepts developed by others working in this area.

To some extent, this work has also begun, with the concept of orientation being related to that of approach and outcome again at the Open University, (Gibbs, Morgan, and Taylor in press). Case studies of students working through a year of study at the Open University have used the concept of orientation and related the student's orientation to their approach to study.

Another way these concepts have been related together is in a logical, abstract way (Marton, and Svensson, 1982). Here, the concept of orientation is seen as providing the background personal context within which approach to study, for example, is located.

There is still more scope for relating these concepts together, particularly in empirical studies. The present thesis does not include any information about whether the student's study of a given subject involved deep or surface level processing. The discussion of strategy, stayed on a broad level, and was all within the students' own description of their own studying. It would be interesting to have information about how orientation to study influences approach to study. Laurillard (1978) has demonstrated that the relationship exists. Further research could
concentrate on finding out how far a change in orientation influences approach to studying.

From a first order perspective, work at Lancaster has involved looking at the relationship between motivational aspects and approaches to study (Entwistle & Ramsden in press). Through factor analysis of results from a survey, general tendencies to adopt particular approaches to learning were described which were also associated with characteristic forms of motivation. They have called these constructs 'study orientations' and found four types which they labelled 'meaning orientation', 'reproducing orientation', 'strategic orientation' and 'non-academic orientation' (cf. Biggs 1978b). To avoid confusion it must be pointed out that there is a distinction between the word orientation as it appears in this thesis and the way it is used in the Lancaster study. The Lancaster 'orientations' are labels given to a factor which included motivational and approach variables. It describes characteristic ways that students orientate themselves to studying; from an outside perspective. The term orientation as used in the present thesis, refers exclusively to the aims and attitudes of the student in studying at the university; from an inside perspective. Early efforts are currently being made to link these two concepts together (Entwistle in press) and this direction is another way in which the present research could be taken further.

The concept of personal study contracts needs further investigation. One of the distinctions made in chapter 9 was the difference between times, on the one hand when a student makes
decisions about how to work; at the beginning of the course, after a change in circumstances, or when there is a mismatch between the personal and situational contexts; and on the other when their studying looks habitual, referred to as being on 'automatic pilot'. A deeper study of this difference would help to illuminate the distinction between those students who have study contracts but are on 'automatic pilot' and those students who do not have conscious study contracts.

The present research has a number of unusual design features. Its longitudinal nature has allowed the study to investigate development and change in a direct way. The depth interviews have provided very full data on a small number of students rather than the more usual restricted data on many more students. The inductive analysis has provided findings which are direct reflections of the students' views, and which are not restricted by preorganised theories of student learning. These features are becoming more common, as researchers in the student learning field realise the more accessible and useful nature of findings within this second order perspective. The present research has demonstrated the usefulness of these techniques, and hopes to contribute to the debate over perspective and methods, as well as to the understanding of the importance of the personal context of students' learning.
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No. 1, (January), 17-21.


APPENDIX A

LIST OF QUESTIONS ASKED IN INITIAL STUDY

Q1. Could you tell me something about why you came to Surrey to study Hotel and Catering?

Q2. Now that you have almost completed the course, could you tell me how important you think your university experience has been?

Q3. Have you any particular friends on the course? Do you ever discuss this kind of thing with them?

Q4. Do you get on well with the staff in the department?

Thinking about the course:

Q5. Do you mainly work on things for assessment?

Q6. Do you ever do more work than is necessary on a topic out of interest?

Q7. If you come up against a topic that is boring or uninteresting, do you try to avoid working on it?

Q8. Do you work regularly on anything that is not connected to the course? How important would you say that is to you?

Q9. How well do you think you are doing so far on the course?

Q10. What will the main benefits have been to you when you leave?
Dear

As you may remember, I interviewed you last year about your study habits and library use. It is important to my research that I gather information over three years and I would therefore very much like to interview again.

As before I will pay £1 for the hours interview which will be held in 32AY21.

If you find it convenient please use the enclosed reply slip and envelope and put it under B in the P.P.S. pigeon holes. Otherwise contact me at the above address or leave a message.

Thank you for your cooperation.

I look forward to seeing you again.

Yours faithfully,

ELIZABETH BEATY
APPENDIX C

Questionnaire for background information.

Please fill in the questions below (unless you object to any). The information will be confidential.

1. Name
2. Age
3. Year
4. Courses taken so far (including General Studies)
5. Details of Industrial year placement
6. Place of Residence (term only)
7. Name of last school or college
8. Date of leaving
9. Employment between school and university (excluding vacation work)
10. A levels and grades
11. Other qualifications (not O levels)
12. Fathers Occupation
13. Mothers Occupation
14. Home town

If you wish to make any comment on the above or explain any answer please use the space below. Thankyou for your cooperation.
Aims Questionnaire

Think about yourself at University this year. What are your most important aims in being here?

Below you will see a list of aims. Please tick the appropriate box for each item. Then rank the aims in order of their importance for you: 1-10 (on left hand side).

<table>
<thead>
<tr>
<th>No.</th>
<th>AIM</th>
<th>very important</th>
<th>quite important</th>
<th>not so important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A) To Learn independence and self-sufficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>B) To be stimulated by new ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C) To complete my education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>D) To meet interesting people</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>E) For self-discovery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>F) To help me to get a good job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>G) To follow my interest in particular subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>H) To get a further qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I) To get a degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>J) To be involved in University life generally</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have an aim which is not covered above please state here ...

Name: -
Department: -
<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I) A degree will help me to get a better job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) The lecturer knows more than I do about everything to do with his subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) A university education is valuable without the degree certificate at the end of it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) I have to work harder here than I did at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) The final degree class I get will be an objective measure of my ability in this subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) In my courses I have to work on my own a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) The lecturer knows more than I do about academic subjects generally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) I am near the top in my year group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) It is useful to work with other students on problems in the course work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) University education is very different from school education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) I know more or less what I want to do when I leave university.</td>
<td></td>
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</tbody>
</table>
Example of Student Interview - Full Transcript

Cathy - A Hotel and Catering Student

Interview 1

I - Could you tell me something about how you came to be studying H&C at Surrey?

S - Well I worked in so many hotels you know at home and I did Home Economics 'A' Level at school and I was very interested in doing something to do with food. When I was at school I didn't realise you had to have chemistry to do food technology, nutrition, which was what I wanted to do and I did physical science instead so that I could take more art subjects, so you know - they wouldn't accept physical science - they accept it as a science but not as a chemistry subject. And so I was also interested in hotel work because I'd always worked in hotels in the vacation all the time and that's how I came into it you know. I would have done nutrition as my first choice this is really my second choice. And I think I may do dietetics - a diploma in it later on. I don't think I will work in a hotel. It's hard work you know it really is and - I don't think it's worth it. I will do that or tourism - do a post-graduate course you know. I should think, you know. If I get that far. Oh yes - I've got to pass my exams first.

I - Did the school go wrong there then?

S - I blame the school yes because they didn't tell me about the chemistry and they knew I wanted to do something with - you know food. They could have looked it up - well maybe I should have looked it up as well but I found out when I was in the lower sixth well of course thinking about university. It was too late then - I should have been told in the fifth when I was deciding my options. Anyhow - I enjoy it here so.

I - How did you find out about this course?

S - Oh well to do H&C there were only two universities and they were easy to find out about you know. So I wrote away and I got interviews at both of them and I preferred this.

I - Did you want to come to university?

S - Oh yes, definitely. At the time you know I wouldn't have minded if I'd gone to polytechnic but now you know - I definitely wouldn't go because I enjoy it. It's worth it.

I - How are you finding university life so far?

S - It's fantastic. I don't know why really - there's so much to do all the time and you're always occupied and people I think it's people really because everyone's got the same
interest really. They all want to do some work and yet they all want to have a social life. You know at school there are some who don't want to work and aren't bothered and then there are the ones who work all the time it's much different here it's good so...

I - How are you finding it being so far away from home?

S - Oh I don't mind it because I used to go on holidays at school. I've been to Russia and Czechoslovakia and all those places so it doesn't bother me. You know my parents always encouraged me to go as far away as possible - not to get rid of me - I think because they never had the opportunity and all the rest and so they encourage me. Now I'm far away I have to write every week and they complain that it's a long way but they are coming down to see me next week. So - it's the first time you know and I've been here for three terms but I'm not lonely or anything so it's okay.

I - Do you live on site?

S - Yes, Cathedral Court. I've got to get off next year. It's great I suppose, it's so cheap really. You usually pay £12 if you go outside you know - if you want a place that's decent.

I - What about the courses you are taking? What about the food prep?

S - Oh that's really good but you find well you all put it on the table at the end and everybody else's dish has to look the same as yours and of course they don't and they say you shouldn't have used those plates they are used for such and such a thing and it's always at the end so he can take us down - which annoys me a bit but we have to do things that we're told to do we can't do our own dishes and we have a 2½ hour demonstration the week before which is awful it's so boring you know. It's not boring - it's so long and drawn out you know.

I - What about the economics?

S - Well that's the hardest well um it's one of the hardest, that and accounts, it's hard and the lecturer is very - well he's quite old anyhow and he mumbles you know, you've got to sit at the front or you don't hear anything. He's very knowledgeable of course but with doing economics at school which was theoretical I bring it in my essays which he doesn't want, he wants it applied to the industry as such and not all the rubbish behind it so you've got to be very, very careful. That's the main difficulty I'd say.
I - So doing a subject before you came is...

S - Is a disadvantage yes definitely. So yes...

I - The other thing you do is law?

S - Oh law, yes, that's okay you've just got to go to all the lecturers and make sure you've got all the notes down you know if you miss one you get stuck. It's funny how no one goes to economics well only about half but you go to accounts and everyone's there you know because if you miss one you're just left way behind and you can't catch up cos you just don't understand them and there's law and he well swops subjects all the time and you get mixed up all the time so again if you miss lectures you get left way behind. So everyone turns up to that as well but that's very interesting because we went through the law of contract all in two weeks and you had to write as fast as you possibly could you know we covered virtually a full course you know in law college in two weeks. Now it's really interesting cos you do food laws and hotel laws which is good.

I - Do you like the things that are applied best?

S - Oh yes, mm.

I - Do you get on well with the other people on the course?

S - Mm, I don't know really everyone is in their own groups really. Well I don't know, everyone is my friend but no one is my great friend if you see what I mean. I don't really bother with them too much cos they've all got their own little groups you know so I suppose really I don't bother with them.

I - So you don't socialise mainly with them?

S - Not with them no. My boyfriend is at the university and he's a keen sportsman and so I've got in with all the sports people. That's away from the people on my course that's maybe why you know if I hadn't done that I would probably have gone in with one of the groups. I'm glad I haven't really because I'm not that kind of person you know really.

I - What course does he do?

S - Engineering.

I - You met him here?

S - Yes, mm.
I - What about the staff?

S - Oh they're great. When you get to know them they're very nice, my tutor is very nice.

I - Who's that?

S - Mr K he takes us for accounts. They are all helpful. If you go to them and ask questions they are great you know they'll help you, no one shuns you or anything.

I - Do you go and see your tutor quite often?

S - No not really. I go if I've got a problem with my accounts I don't go too often. The beginning and the end of the term to see how I've got on. It's too far to walk (laughs).

I - What about the course so far?

S - It's been really interesting. Well - the first term with Maths and such things, it wasn't really so interesting it wasn't related to the rest of the course - thought I'd got over Maths - so I had to do that again - it was a little bit boring really but now we're doing things in economics and accounts - it's much harder mind you but it's very interesting and I really like the food subjects that we do; food prep, food science and gastronomy, they're really very interesting. I think it's the food science that's turning me again towards the nutrition side because I can do it so much easier than the rest of it you know. Like accounts at the moment - oh I can't do it, it's impossible - oh never mind.

I - Is the course more or less as you expected?

S - Yes, because I'd done economics at school so I knew about that basically even though it's completely different you know, it was very theoretical at school - here it's much more practical. The rest - well all my A Levels were relevant to the course really so it gave me a bit of help. I did home economics which virtually is the whole of food science and we went onto the food prep you know it's different learn different things but at least when we made pastry I knew what quantities to use and things so it was all a help. Without that I think I would have found it very hard really.

I - Do you work mainly on things for assessment?

S - Yes I suppose so. We're just given all our course work at the beginning and it's got to be handed in on a certain date and that's all I do really. I do some extra work but I wouldn't say a lot - not as much as I did for A Levels. I'm doing more now cos of the exams so when I read through my notes and find I don't
understand it so I've got to go back then but mostly I just do course work get it done and out of the way. It always takes a long time cos some of them give us great long essays to do which needs things looking up in the library cos they are so vague you know. I suppose that's to make the subjects harder. So it's the library that takes the longest and trying to figure out what the question means.

I - So you don't find that you read round an awful lot?

S - Oh I read round. I don't know really - I do what I feel like. I suppose I do really towards the end of term when I get back into the swing of things, now I am. But in the first two weeks didn't do much of course just did the work - kept up but now yeh I do. The books I find, once you get into them are interesting. I do use the library a lot though I suppose.

I - Do you ever do more work than is necessary on a topic out of interest?

S - Oh yes, yeh. I have to on some things cos eh well as I say, you don't pick up everything that they say in lectures and you have to do more. There was something in law the other week and I had to go and do more. The other night - I had to because you just don't understand them.

I - So you do more work than you really need to?

S - Yes.

I - Is that our of interest?

S - I don't know really - it varies with the subject. Food science definitely I do do more for that because I like it and when we did beverages in the first term, oh I did loads of work for that because it was really interesting and so I suppose I do if it's interesting.

I - What about if you find a subject boring or uninteresting?

S - I don't try to avoid it. I don't think. I won't do more than is necessary but I wouldn't try to avoid it. But if I didn't understand it and that was the reason then I'd get myself to go to the library and I'd go and do it. I'd have to read around it. I couldn't leave it.

I - Do you ever work on things that are unrelated to the course?

S - No

I - Member of societies or anything?

S - No I'm not. Oh just the one in the department I am. I'm Secretary of the SSLC.
I - Does that include everyone?

S - Yes it goes right up to final year.

I - What about other things like reading novels?

S - Oh I love reading. I adore reading. I read very varied subjects though not just heavy books I read light books as well. I suppose they are mainly novels.

I - Do you get those from the library?

S - No I buy them mostly and I've got a lot at home and I bring those down and I usually read them twice as well. I usually read very long books like War and Peace and things like that because eh I hate them when they finish. I like them when they go year ahead you know. I like to read them for a long time so you get really involved.

I - How well do you think you are doing so far?

S - Oh okay eh well it varies again with the subject you know. Food science I like you know I was top in that - I was near the top anyhow but when you get to other things but I didn't do as well in them. I think I was okay in everything but eh - well I might as well tell you the marks I got. We were marked out of ten and I got 9 for food science, account, I got 6 for that, I got 6 for law and gastronomy, for food prep I think I got 5, economics I got 6 again. That's how they vary you know, that's about average I suppose we'll have to see.

I - Are you near the top?

S - No about middle maybe it's hard to say. A bit higher than middle - not the bottom.

I - Are you aiming for a high grade?

S - Eh, I don't know really. I set out with the intention to, but I don't know if it's still there. You know I just plod on and see what I get you know. I would like something I wouldn't like just a pass I suppose.

I - Do you use the library as a place to study?

S - Oh yes I like using it I don't know why - I like the surroundings. It's nice and quiet you see. I like working in my room - but it depends you know, you tend to mess about a bit, go and talk to someone and then come back and do a bit more and of course it takes you longer to get the bit of work done but if you go to the library well - everyone's quiet and it's very good to work in. But I use my room when I've got to use a lot of books because you can spread out you know. It just
varies with the work I've got. I go to it at least once a day I suppose and perhaps once at the weekend. I use it fairly often I mean I was in there all last night. Sometimes I just go in to copy something sometimes I use it for a long time.

I - Have you bought many books?

S - Yeh, it cost me a fortune.

I - Just the ones that were recommended?

S - Yeh, well all those and a few extra ones.

I - Have you found them useful?

S - Well eh um - some are, but I think I've got about two books that I haven't even looked at because they are useless, but I didn't realise at the time. And I think it's wrong them saying these books because they must have known that they were you know that they weren't really good. Like the law one is just hopeless and I think it should be crossed off but I know it's on next years list you know carried on, which I think is wrong but you can't say anything. And for economics well I had to buy Lipsey do you know Lipsey? yes, well so I asked him if I could use Lipsey instead of Samuelson which was recommended and he said he would be refering to Samuelson all the time and he hasn't referred to it once. So I've got another book I don't want - that to me is annoying.

I - Have you bought any books to do with the course that aren't on the reading list.

S - Yes one for food science of course and one for gastonomy, I bought an extra law book and an accounts. Usually things that make it easier to understand. I bought two of the made simple books even though they make it easier to understand and then you can go on to the harder ones.

I - Do you use the three hour loan system?

S - Yes, cos we have the big books that we have to use you know they tell us to use them. When we did foods in the first term you know 66 of us had to use it clamering for it. We had to use them but not so much now though.

I - Are most of the books that are recommended on three hour loan?

S - Not really no but the ones everyone uses there are always a lot of them in the library.

I - What about the three day loan?

S - I use it occasionally not as much as the three hour loan. You can usually just take books out.

I - How often do you use periodicals and reference books?
Once a week you know most of the time when I'm doing an essay or something they are very useful.

Is that for modern up to date things or?

Eh, yes well you know. It depends because you know I'm supposed to keep up with this because they are just interesting. Then sometimes for essays and things.

When you go into the library do you always look for a specific book?

Usually yes.

Do you go and browse on the shelves or do you use the subject index.

Em I've got this essay to do in gastronomy that requires loads and loads of books because it's on eh - flour, different counties that use flour as a commodity, so you need quite a few books because you have to use four different countries as examples. And you've got to use four cook books and I usually find a few more so eh you know I knew I had to go and browse on the shelves to choose four countries you know because I didn't know which ones would be there. Normally eh I usually go to the index and have a look, then go straight to it but sometimes I look along and I find the subjects - well for instance - like for food science he just said out of the subjects we're doing this term I want you to write on one of these headings. Em I was just looking along the shelves and I saw a book on proteins and I found it was quite interesting so I said I'd like to write an essay on proteins and he said fine so that helped me just looking along the shelves.

Do you ever use books that aren't on the reading list?

Eh yes, you know if I see ones on the shelf yes. In fact the ones on the reading list I've bought already so I don't go to the library for those so if I go to the library it is for books that aren't on the reading list. The reading list is just bare essentials really they don't include all you want. You have to go to the library. Sometimes in the lectures occasionally they'll say recommend a book, another book which they've just done in food science and in food preparation as well. But nobody's bought it but I've bought it because it's really good it's on what the different titles of the food mean but you don't really need it.

Do you usually find what you're looking for in the library?

No cos someone else has got it. Cos if they read it out you know everyone just goes over to the library and it's first come first served and you've had it for the next two weeks until they bring it back. There's so many people
using it it's a disadvantage really you. If the lecturer says a book they just take it out and read it which is selfish really because by the time it comes back you've moved on to something else and that's it.

I - Do you get books from other people?

S - You have to. Like we've got an essay for economics comparing any industry to the H&C industry and you have to find the books you know and 66 people choosing a different industry you know there just aren't enough books I chose the steel industry and so I got it from another person.

I - Did you have any library instruction at school?

S - Oh we had a library at school it was a big one, it was quite useful. It took me all term to get used to this system when I first came here. I think it is a complicated system.

I - Do you find the staff helpful?

S - Yes they are really. The times I've been to the one on our floor you know he's always been able to help. And the time we were doing the project he spent about an hour with us looking for books so yes they are very good.

Statements

Number 5 - Em I just didn't know at first. Well sometimes I don't do enough work but I'm one of these people that if I don't do it, it gets on my conscience and I have to do it and I don't think that's the way it should be at times. So sometimes it is a measure of my ability and other times when I really get down to it then I think it's worth it and to get a good degree or something.

I - Any of the others?

S - Not really.

Number 10 - Do you know Wyndam School? Well in the sixth form we were given fifteen hour timetable a week and the rest of the time you had to learn to study on your own which was like university really but here you see you're on your own all the time and you've got to think of more than that - shopping, laundry and all the rest of it and that makes it different from school cos I think that's also education - really you learn to look after yourself. But as far as study goes it's the same really. And at our school there was a common room and everything, so you had to be strong, there were distractions. It was really good to come here because it wasn't that difficult it must be very difficult for some.

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I: You disagree with Number 1?

S: Yes well in years before I would have agreed because so few people had a degree really but now when a lot of people have degrees I think it's your personality and the way you put yourself more than anything else. I don't just think it's that piece of paper that counts. It's a good help you know that's why I'm doing it. It will let me go up the ladder a bit better but it doesn't say you'll get a better job - some people may have had more industrial training and they may be better off. You don't necessarily need all the academic things all the time I don't think, you know.

I: Did you think of going straight into the industry?

S: No because I wanted to come to university and also because I like studying, I like, I love school and I still love it. I love reading and I love the subjects. I would have thought I was missing out on something. And I would have been. I'd like to do something after, yes.

I: Will that be an industrial training or an MSc?

S: I'm not sure yet.

Interview 2

I: Could you tell me something about how this year has gone?

S: Right well I found it a bit boring at the beginning but that was just because they didn't give us enough work you know they gave us it all at the beginning four weeks work and four weeks to do it in so after that there was nothing to do. That was last term - but this term it's really bad because it's all spread out and they just gave us an assignment last week and we've got exams. It's got to be handed in in two weeks time which takes us right up to our exams, isn't it stupid. Last term we had all the work at the beginning and this term we've got ten weeks work in seven weeks. So that's the difference really. So we had to hand it in in week five so then we had five weeks with nothing really. I've got my head chef and head waiters report to do in the last two weeks of term and then the exams which again is a bit bad for me but anyhow so it's really bad.

I: So have you got more work to do this term?

S: Oh yeh, yeh a lot more.

(Interuption)

I: We were on the second section weren't we, going on about working and how the course has been. Now you've told me about...
S - I really said that right at the beginning about how the course has changed.

I - Yes.

S - I don't think I need say anything about that really cos virtually it disagrees with all that, cos it's so different you know, but it is more related now and when I said it wasn't it is more interesting now. And when I said it wasn't accounts and economics was hard I still say that but not so much economics but accounts.

I - Do you get on well with other people on the course?

S - Em do I get on well with other people on the course? I think I'd say the same again because eh em they're still all in groups but I get on with them better than I did in my first year you know, they've come out of their groups now they're much more individuals and before it was just like going back to school again but it's not now.

I - Do you get on well with the new people you've come this year you know they do the second and fourth years?

S - Oh yes direct entries they're really nice as well. One I go around with quite a lot is J and you know they're all really great. There's four boys and a girl - five boys. Six of them. They're very good really as well because they help you. They've all done HND's and they've worked in industry in the kitchens especially. They're great in the kitchen because they know how a kitchen runs kind of thing and they're very very good.

I - You'll only see them for this year cos next year they're in the fourth year?

S - Yes, I also socialise more with the people on the course now because now Phil isn't at university. Which has been a good thing really cos I've got to know the university better now. Cos it's a disadvantage when your boyfriends at university in your first year cos that's the reason why you don't meet so many people on your course. I think that's why I've met more people on the course now because he's not there.

I - Do you think there's an advantage definitely with getting on with people from...?

S - Oh yes. Not having a boyfriend at the beginning really. I enjoyed it, I've got nothing to complain about, I had a fantastic time, you know, I got taken everywhere but I think, those I met - with Phil being so old I met people a lot older than myself who were in final years. So of course they left at the end of my first year so I didn't have anyone, or they went into their industrial year and I didn't meet
anyone who was in my first year. It's a bit of a
disadvantage but I must say I've got over it.

I - So you've found that the friends you've got now at
university are a different set of friends?

S - Yes, definitely, yeh. Oh I can tell you something about
the staff. They're really good. They - they're very
much aloof from the rest of the university. Hotel and
catering you know, they think is the thing to be in;
you know, and you're better than everyone else. I told
one of the lecturers you know that I thought this and
another girl on my course agreed with him - mean agreed
with me sorry, and he said "oh, I don't think so" and I
said you really do think it's, better. You try to make us
think we're better, like we're going to be the highest
paid and we're going to get jobs, you know. And no one
else in the university is going to which is so silly it
really is. But it's true.

I - They really plug that do they, they say they keep telling
you oh we're going...

S - Yes, we're the best.....oh terrible isn't it? Well it's
quite interesting.

I - Is Mr K still you're adviser?

S - Yeh right through to the final year.

I - Do you see him quite often still?

S - Yes, you know once you get into the second year you
get much more - close to them really. Once you get past
your first year I think they feel you're going to stay
so they want to get to know you better. Once you're
in your first year, while you are in your first year,
you're just out of school and you're just really school kids
you know, but now I suppose they treat you as a bit more
mature and - cos you are which is quite good. But it's
a bit of a pity on the poor first years, you know they
just don't get treated with any kind of respect at all.

I - So you are happier with that situation?

S - Oh yes, yeh, much better. I think in fact the final years
are extremely close to them, I suppose because they're always
going and asking for advice on jobs and all that so it's
quite good.

I - Then about the way you work on the course?

S - No I work more on things, well I work mainly yes on things
for assessment because they're the things that you get marked
on but I do more reading now and you've got to look for books now you have to go and ask eh certain things like Government Publications, I've got to go and ask for you know. You can't go to the library to get a book out and walk away. You've got to stay in the library for much longer, you know, cos they're usually three hour loans and that kind of thing.

I - Are the books still on very high demand?

S - Oh yes, yes. I'll tell you about that. It's terrible. Last week we were given this law assignment and everyone had to do it, so that's what - 70 people? And we had to get it in for the next week. So there were 70 of us clammering for this one publication well this one act and it was just impossible to get it. I was lucky because I went for it the day after and got it photocopied because it was only about 5 sections and I was really, really lucky there but you know, that is really bad. They should give everyone well every 10 people a different assignment. It would be better I'm sure for the lecturer they would get so bored with the same subject you know, copied out of an act. It must be boring because I'm sure he must know the act.

I - This was the problem last year wasn't it you all had the same assignments - so it hasn't changed very much?

S - No, not at all.

I - What about last term when you had 5 weeks?

S - That's better, yes that's better cos everyone goes and gets it at the beginning, so if you want to leave yours till just before the end then you're okay cos you can get the book. Yeh they go the day after and you've to wait a couple of weeks till it dies down. Otherwise you just get frustrated. You know, you go up to the library and it's not free for a couple of hours and really it's a waste of time you may as well get on with something else.

I - But things are on three hour loan are they?

S - Yeh always, It's a good job...again there's still not so many books for us really. The system really is a bit silly because I know I've had a book for a term now and I just keep going back and renewing it because I know if I took it back to the library I wouldn't get it back out again and it's a book you need. So really I'm holding everybody else up, people who should really have it but there's nothing you can really do about it because you need it.

I - They wouldn't let you take them out again if someone had recalled them though.

S - No but nobody recalls them usually.
I - I wonder why not?

S - I don't know I really don't know because I've had it for a term and no one has asked me for it.

I - So you still work mainly for assessment. I heard you say that you work for the exams.

S - Oh yes that was because with my head chef and supervisors report this term during the next couple of weeks I've got to work on those. Well that takes me up until the first week of the exams so I've had to revise because I won't be able to so much the next couple of weeks. It's a little bit bad as well I feel sorry for the person who has the job on the last couple of Fridays. That is bad organisation again. It's really terrible that. They expect you to revise for exams and everything and work at the same time which isn't possible nobody can do that. Not with... that depth of report you have to give in. Just doing the thing for assessment you can usually get rid of it in an afternoon but because the books as I say are on three hour loan but when you've got a report to do and you have to go round copying up all the facts and figures and asking people how they got on and everything, it takes quite a lot of time finding the people for a start off.

I - Oh yes, so you've really got quite a lot of responsibility?

S - Yes, yes.

I - So do you do more than is necessary then?

S - Yeh, more yes I think so more than I did in the beginning.

I - More than last year?

S - Yes, I think so. Cos I think you've got more to do you know, they give you so many more references. You've got to read round the subject to do the assessment because usually the assessment is on the lecture topics and eh and so you have to read round it a little to get a decent essay out of it and also, you know the books now are on hotel and catering developments and the lectures don't give you anything like enough on the subject so - if you want to you go and read up on it. It's quite interesting as well.

I - Do you think you get more out of it than just getting the assignment done?

S - Oh yes, yes definitely.

I - What about the boring things, do you ever find anything boring or is it all interesting?

S - Well, like looking up an act or something well yes, that's boring but later on its interesting after you've written it up you think well oh I've learnt something and so you knew
that's interesting to me so I don't know at the time maybe I do find it boring if I'm sitting in a lecture for an hour and he's talking about something that I'm not very interested in at the time for the last hour of the day but later on you go back and read your notes when you come to revise and you find that it all fits together and it's interesting.

I - Would you think you would find it just as interesting if it wasn't applied to the industry or do you think - oh I'm going to be able to use it?

S - Mm, yes, mm, I've never thought of it like that but yes I do think you think of the industry you know further afield and I know I find it interesting because I can go home and work maybe in an industry and someone talks about accounts or something and I think well I could do that now or maybe they talk of licensing or something and you think well pubs should open at this time and close at this and you know it's really good knowing that but if it was another subject well um I always did find general studies a bit of a bore because it wasn't what I was interested in, so I suppose what you say is right.

I - A bit of a leading question there I think. What about things related to the course?

S - Well I'm not on the committee any more cos em it's a lot of work because I was secretary last year and that is quite a bit of work taking notes and organising meetings and everything. And I don't feel you should be doing that when you should be working and if I've got some spare time you know I'd rather go out, out for a while. I can't work all the time you know like it's really good now so I'll work all during the day and really enjoy it in the library and yet I come home and I make a meal and then I sit down and watch television if I want or read a book or something and I enjoy it but I don't want to be doing anymore than well not as necessary really because I do like reading around the subject but not something like the SSLC which isn't going to get me anything really. I've done it for the first year because it was necessary to get to know people and also I enjoyed it but eh not now really, I don't really want to do anything like that at the moment.

I - It's just an extra commitment really.

S - Well there just isn't the time really. Because it starts at about 5 in the afternoon they go on for about 2 hours. Also the SSLC is now in the board of studies
meeting which goes on all afternoon you know you just
don't have the time for things like that.

I - How well do you think you're doing so far?

S - Em I'd say I'm working hard and getting decent marks
I suppose eh I don't think I'd need to work any
harder because I'm satisfied with what I'm getting.
I'm not exactly a first I mean I won't get a first
or anything like that, I'll get a 21 or a 2ii but —
and that's okay for me because I'm putting enough
into it. If I didn't put enough into it I would get
really miserable and really down so I know I've got to
do a certain amount to keep happy so I know I must
be doing okay in my reading and everything and I seem
to be okay. Cos if the lecturer doesn't like you, you
know you've had it. Oh yes we've got one — he doesn't
care for me at all, I don't know why. He's in the
restaurant it's Mr F he gave me a rotten mark
in the first term this second year. Terrible, thank
goodness that is why it is important to have other
lecturers taking you as well and giving you assignments
to do cos that brings your marks up again if you have
someone who doesn't care for you very much.

L - You really think he's marking you down do you?

S - Oh if he doesn't like you he does definitely, mm.

L - Do a lot of them do that?

S - Yeh, Mr. D, he's terrible if he doesn't like
you. You can't get anything out of him, yes he just
won't speak to you or anything. I've always been okay
with him, oh crumbs, if they don't think you're working
hard enough, yet they don't know you they don't know
how much you're doing outside university. I suppose
if you're hanging around the university not going to
the library and all that then they think well you know
why should we help them, why should we bother and they
just don't. And that's really bad cos so, em people don't
work during the day they work during the day, they work
during the evening.

L - You think they get these ideas about you and...

S - Yes definitely. They see you with your boyfriend and
they think well she's not working or he's not working.
You know, I think they forget they've been young sometimes.

L - You think they think it should be all work and no...

S - And no play. I'm sure of it. So you know some are
really good and think you should get away for a break
sometimes. I think maybe because they've worked so hard
to get maybe where they are they think you should too. Am I aiming for a high grade? Again, I don't know. I suppose yes I am - I don't want to go out with a pass degree, because I've enjoyed the work really it wouldn't be, I wouldn't feel I would have achieved anything. If I didn't enjoy it I think I would just get a pass degree but as I have enjoyed it I would like to get something out of it. Because I'm really that kind of person I like to get what I can out of it. Well, for the sake of me because I wouldn't feel good if I didn't get anything.

S - Do I use the library, yes very often. Every day of the week.

I - Do you use it more than last year?

S - Yes, not living on site you spend all the day in it and also because you have to use so many more books. You really have to go for references now.

I - Do you use it as a base because I suppose you have lectures in the morning and then again in the afternoon.

S - Somewhere to go yes it's a good place to go really. I prefer working in my room though because there you're not as restricted you can get up if you want and go for a little wander round and get a coffee and you can't in the library and so I like that aspect. If I'm going in to do an essay or something like the library and I get down to it straight away and for three hours I can work none stop but here I couldn't. I leave here for doing easier work like copying up notes or not having to think very hard like for the assignments you don't exactly have to think hard. Not like as if you were writing an essay you see what I mean. So I like using my room then.

I - Are there some subjects where you have to do a lot more thinking than others?

S - Economics essays you really have to think what does he really want from this essay so I got to the library but sometimes I go to the library I get the sections I want out of a pamphlet or a survey or something photocopy because it doesn't cost very much and saves an awful lot of time better than copying them out and I'll come home and do the reading and then I can put my thoughts together I don't usually do an essay straight out in a day. I read everything one day and then the next day I'll go and do the essay. I don't usually leave it weeks apart I usually do the reading one day and the essay the next day. I'll do the reading in the library and I'll do the essay at home. I don't know why I do that, but, so sometimes the library is a terrible distraction in many ways cos there's
people coming in and out there's people talking so you may as well sit at home anyway it's not exactly the quietest place to be. Especially when you're doing an essay and everyone else on the course is doing an essay and everyone just comes and asks you where on earth you're getting this from and you know.

I - What about references and periodicals?

S - Oh yes, more now.

I - Is that just the current periodicals or more for...

S - I don't know I use law and economics reference books a lot. Which you're told to use. And you do because there are essays that are related around them. I use them more now than I did in my first year.

I - Do you always go for a specific book?

S - Yes, I don't usually go and browse round the library because you just haven't got the time for browsing round the shelves you know you're given the references anyhow. And you now 'now what books are on the shelves anyway. When I do go to the department shelves I do know what the books are and what they are on. And I don't go down to engineering and browse their shelves or anything you know. After a year you get to know what's on them.

I - Do you use just the ones they tell you to use?

S - Yes mostly.

I - Is that what they expect or do they expect you to use more?

S - No cos it's a very comprehensive list each week we've got these lists loads of references on them and sometimes they'll say further reading and so you're given virtually every book they know of so you don't really have to go looking further. You don't have to browse at all.

I - But do you use books that aren't on the reading list?

S - Yes but they are usually past books that I know about.

I - Just things you come across?

S - Yes.

I - But what, when do you use those is it just to supplement what you've already got?
I - Or when you can't find something?

S - Yes when I can't find something then I'm given an assignment if it's something that we haven't done then I'll go and look around the library that's the only time that you do go looking for further books. Using books not on the reading list we've just been given this food and beverage one and it's not on the reading list it's a past exam question which we haven't done anything on so we'll have to go and look round the library and see what we can find.

I - You say you've got to use the 3 hour loan system a lot?

S - Yes now.

I - What about the 3 day loan as well?

S - Not as much I use a lot more 3 hour loans because, especially in economics when you've got to have these government surveys, and they're all on 3 hour loans. It's not very good in the library really because you don't know what is on 3 hour loan and you know you have to go right through the micro film reel. Instead of, I didn't know if they could put it in a booklet or something, probably cost too much but I think it could be easier than having it on microfilm and you're waiting for everyone to use it. You know you could have each person with a booklet I don't know how many books there are on 3 day loan but there can't be that many because there aren't many shelves behind the counter. Then at least you can flick through a book at home and say well I'll get that one tomorrow.

I - So you think it would be good if they published a sheet with the 3 day loans on?

S - Yes, I don't know what is on 3 day loan until I can't be bothered because there are so many people using it and the department don't tell you. They don't say which are on the 3 day loan and which aren't. Maybe it's just me but I don't think the library is used as much as it could be, because people don't know what is on 3 day loan and 3 hour loan without going through the whole catalogue. Maybe if the department also had a pamphlet saying which books were relevant to H&C which and which were not instead of you know. We have to use all the levels of the library except engineering you know the books are not all on our floor so then you spend half your time looking for books which aren't even there. It's quite a difficult system really it's not one of the most easiest I don't know how you would alter it at all but half the books you just can't find.
I - Do you think that it is because you just can't find them rather than they've been taken out?

S - Yes I think I do remember doing a project something to do with food science. About food additives and they weren't in our section at all it was being used for nutrition people as well you didn't know you'd think they were on our level but of course other people use them as well. But you're told that all the H&C books are on these couple of lines. Which they are not. But 3 day loan I definitely think there should be something.

I - Is that because you normally go to the shelves first and just look around?

S - Yes always. Have I bought many books? Yes I have and again it cost me a fortune. I haven't bought any this term because I can't afford it but the first term I did.

I - Were they the ones that were recommended?

S - Yes, I bought an awful lot because you've just got to have them for example for cost control Mr. D, took us for it and he just took all his lecture notes out of his book and you've got to have the book to keep referring to it because he did miss out certain sections. Also accounting books you've got to have. You've got to have a lot books for our course except law really. Economics you've got to have quite a few you know those great big heavy books Samuelson and those. Accounting in the hotel and catering industry that you've got to have. Food service book but there are quite a lot of books. I think I'll sell some of them you just need them later. Like reference books that you can't get from the library because people have taken them so you have to go out and buy these books.

I - So you bought them last term and they've done for the whole year?

S - Yes.

I - What about the project things?

S - Also again you have to go and look for yourself cos there just not referenced at all you know. No references are given.

I - Do you usually find what you're looking for you say you have trouble sometimes?
S - Yes with the microfilm you just can't go through the whole lot all the time because it goes too fast anyway you'd have to sit there for a full day and look at it. And there's plenty of other people wanting to use it. You have to know what you're going to look for, for that microfilm and go straight to the alphabet you know go straight to whatever you need, for the title of the book.

I - Do you ever use the subject catalogue?

S - I use that more often than the microfilm. It goes too fast the microfilm you've got to keep going back all the time I find what what do you call it?

I - The card index?

S - Yes the card index more useful.

I - Do you use the subject index?

S - Yes both of them.

I - There we are then let's look at what happened to the statements.

S - So it was all the same except for that one and why I said that...

I - Now you do think it's going to get you a better job but before you didn't?

S - Yes now I agree cos em I feel more and more people are getting them. Yes and there's so much competition you know outside now for jobs that that bit of paper is quite necessary really. Before there wasn't so many people with the hotel and catering degree but now there's quite a lot been processed as it were.

I - Have you changed your mind about it or is it because you know more now?

S - Yes definitely. It's quite interesting that one - apart from that I haven't changed at all it's strange that.

I - Some of the ones you said last year were difficult to answer are there any of the explanations you now disagree with?

S - Em, I've said exactly the opposite this year about No 1. Last year I said it went on personality well I still think it does go on personality but I think you've got to have a degree or some kind of qualification to make anything of yourself and get a decent job if you want a decent job - if you don't you don't necessarily have to work
really. You don't need to have all the qualifications I don't suppose but I think if you are trying to do something a bit better, I think you do. But I think there's a lot of arguments to that really. You know it's very difficult.

I - So apart from that one that you marked differently the rest do you think is about the same? Did you find it interesting looking back on what you said last year?

S - Yes really interesting. I couldn't believe half of what I said. It's funny how you change in just a year. And I remember believing everything I said.

I - So you think it is a true record of what you said?

S - Oh yeh, cos you know it's so vivid.

Interview 3

I - Okay so tell me something about your industrial year - what were you doing first?

S - Well for the first six months I was in Camberly at one of the units that Sutcliffe south have and it was a large unit with 250 meals a day. I was given a programme that I had to follow and it was set out in weeks. The first 11 weeks I was in the kitchen where I went from pot wash one week right up to being head chef for the last 5 weeks because the one that they had was sacked so I was given that job and that was really really good having to do it for five weeks they asked me if I'd like to do it I was a bit frightened but I said yes of course and I had a go and I really enjoyed it, it was good fun. And after my 11 weeks in the kitchen I went to vending for 3 weeks which was probably a bit too long because there wasn't a lot to do other than clean and fill machines up, that was all I did in that time. And then the last 5 weeks I did management and it was really good because they let me sort of be assistant and make my own decisions and in fact for the last 2 weeks I ran the place because the manageress went on holiday so that was really good. After that again following the programme I went up to London and I worked in the accounts dept first for 5 weeks where I learnt how to, every unit they have has to fill in a monthly return sheet in and I learnt how to process the wages and things and then I had a look at budgets and things like that the financial director helped me a lot. Then I went onto special catering I think I did two and a bit weeks there now that was really good fun. It was quite hard work - I used to have to start work at about 7.30 and it used to mean travelling up to Earls Court because
that was their main kitchen and we'd do outside functions such as... The one I did do was the Farnborough Air Show. I worked there for 10 days and that was really good. I started at 7 and was there until about 10 at night and I've never been so tired in all my life. That was... they made me up to a chef and I was allowed to work with four others and we prepared all the meals, 300 buffet meals. What else did I do in special catering? Help with the food mainly I didn't really do any book work there. Conferences that sort of thing. After that I went into personnel and training division for 3 weeks which was a bit of a waste of time because they didn't know what to do with me and considering they made the programme in the first place! But then they split that and gave me a week right at the very end which was useful because they gave me the training plan to do for this year 79-80. So I completed that for them and in fact used it in my report the special study.

L - So you produced a training programme for the next person?

S - For the whole of Suttcliffe South. Every person is given an appraisal and I had to, you identify their needs and after that you choose courses who are going to be suitable and when these courses are going to be located throughout the year. You make a great big programme of where people are going to be fitted in it was really interesting and we started induction courses for the new employees I did that as well. That was my last week there so that was fairly useful. After the two weeks that I did I had to go and do a week in vending, now [? line missing] sorted out my programme well from the beginning. He took me to Bristol one day to see the refurbishing centre for vending machines where they buy old machines and do them up. That was quite interesting and then I went to see how the machines worked and they took me to the place where they make the money exchanges, it's all done by electronics and so I went to see how they were made. And I only had 4 days in fact with him because the final day I went into design equipment which was a bit of a waste of time really because all I did was sit round and design a kitchen which was... but I mean it was a mock kitchen I didn't learn a lot. After that I did one week in sales and marketing and I went round with the manager there for the whole week and I was allowed to sit in on proposals and see how they were prepared and on interviews when they went to see places to take on new contracts which were very good. Then I did 6 weeks back in the operational field with the area supervisor and she's one position above the unit manageresses in charge of 14 units and makes sure that they are not stealing or anything like that. And I became one of her relief manageresses and I ran units about 4 or 5 different ones, 1 in Guildford that was quite handy. One disadvantage was that I couldn't drive at that point and I had to use
public transport it was awful. Oh God it was terrible. Some of those I just did the book-work and others that were smaller I had to do the cooking as well as the book-work. After that I went out with the area manager who was in charge of the whole area and I visited most of the units that he ran and just saw what he did day to day. But they were absolutely fantastic they were great. They showed me everything. The area director took me around a lot as well. Except the money was bad - diabolical - really it's a put on students - in many respects cos the director who was in charge of all the training throughout England he said you know we take on you lot but really you are sort of no use to us. And I said well after all you do get paid something like 25 a week and we work for the other 15 I can assure you I said because we fill in where you don't have to get outside people from agencies which would cost you a fortune - you must be saving some money by having us. He seemed to think that they didn't that it was a bit of a waste of time so I used to get really annoyed about that. Especially that time there was one particular time when I worked for about 5 weeks as a chef - I wasn't really costing South company anything I was being paid by group and it would have cost them to bring in an agency chef about 100 a week so I used to get annoyed about that but they still argue that they don't care for taking on students. And then he said at the end really we don't like taking degree students on when they're finished because they've already been motivated in a certain direction we can't really manipulate you to go anywhere else - we prefer the OND's and HND's because they haven't got quite the same knowledge so we can plough in some knowledge you know so I thought well what a waste of time then doing it.

I - Do did you argue with him then?

S - Oh yes, too true. I invited him to the employers function you know June 13th, I've invited him to that. I think it's wrong because I think students are used. 35 a week you know some of the directors gave me a bit more but that's not the point it should be recognised. That used to get me down a bit. Especially when you had travelling but then again that was my own fault because I didn't want to move into London but then it would have cost me far more to live in London. In fact my Dad paid for my travel because I could not have afforded it. I couldn't save any money. You aren't really a student you are employed I mean you get tax and everything off.

I - So what was the high point, the best bit? Or the best aspect?

S - That's difficult. I think I enjoyed the sales and marketing seeing how they gained new contracts see how they did proposals and going out with the area director because it was so high powered you know it
was really interesting to see how they got out of certain situations. One situation was when the client said turned round and said to the director why is Sutcliffe's better than any other industrial caterers. Now to me that is ever so difficult because the contract caterers are all the same throughout but he got out of it really really well you know that was really interesting. I like that kind of aspect more than being in the units even though I enjoyed being in the units but a lot of the staff in the units it's an awful thing to say are of low intelligence and you don't know what to talk to them about. I mean they have their family problems and all that sort of thing and you're not really that interested so I used to find it a bit difficult especially when you were the manageress and didn't have the cooking to do you used to wander around for half the day doing nothing. And you'd be there from 8-12 and there was nothing to do except a bit on the books and then you help serve at luncheon and see to the client and then in the afternoon do the books the four hours in the morning were just wasted. So I used to enjoy doing the more specialised aspects where I could at least do something. But I enjoyed the time with the area manager and the area director. I suppose being in catering they had to take them to decent places and they didn't leave me out they used to always take me along and introduce me so the client could talk to me as well. Which I thought was good because they always introduced me as being an industrial year placement student you know even though I was an employee but never mind I mean I used to enjoy that. One day they went out with 6 of us and it cost the company 160 pounds it was really good though. But it's so untrue it's not a realistic situation walking around all the time to different divisions so it's just not true, to real life but it's not a waste of time I'm not saying that...

I - So you didn't feel as if you were really working?

S - Oh no, for the first 6 months I was working yeh and I had to work hard because the girl I worked with, she was only about 26 or something like that not a lot older than me and she was in charge of this unit and she was very well known and very well liked she didn't half make me work though, I mean if I went to her and said I don't like doing this or that she'd say "you'll get on with it and you'll do it and you'll do it well". You know I used to think well great you know at least she's taking an interest in me and she taught me how to do the books superbly and things like that and some of them were quite difficult and she was marvelous, great. I was lucky in that respect getting a decent manageress because some of them were slap happy you know.

I - How did you get on with the other people you had to work with?
S - At first it was difficult - oh I'd only been there about 5 weeks and I'd fallen out with one girl. She was quite a bit older than me in her early 30's and she would keep sort of pushing me to one side and of course me you know with my temper and I turned round to Linda the mangeress and said I'm not going to work with her - she said why not and so I told her the reason why and she had the other girl in and she said you know sort yourselves out that's all she said, get back in there and sort yourselves out, I'm not here to look after you and after that I sort of learnt how to look after myself and so I never really used my student status or anything like that and that was the only time I fell out with anyone I think I learnt after that. And when she gave me the responsibility at the end I mean I got on well with this girl she was great eventually after we sorted it out. And it all worked really well. If I hadn't coped then I wouldn't have been able to look after the unit for that 2 weeks. I wouldn't have had the confidence. And then I went to the offices they just treated me like someone, not a student in many respects I think they were proud of having someone from university okay I'm not intelligent particularly but they were just pleased that they'd got someone who they could say well she's from the University of Surrey. Some of the girls bring it up in conversation you know would you like to meet C that was a good thing about it. They used to boast about it as much as anything else. Sometimes it would get embarrassing because they would ask you high powered questions you know especially the director he would say come on C we'll look at some budgets and he'd ask me questions about budgets and I wouldn't know I used to hate that. The area director took an interest in me.

I - So you feel that you learnt quite a lot from the year do you?

S - Maybe they sort of molly coddled me a bit too much when I look back now I think it was all soft soap all the way through really, the last 6 months you know I was taken out for lunch and treated more special than anyone else which I suppose is wrong but at the time I really enjoyed it. When I think of it now it shouldn't have been so. But then I would have been put out if they hadn't done, wouldn't I really. I would have been a bit upset, I remember I was left out once and I was really annoyed because I'd been asked to go, it was only a canteen committee meeting and too many people arrived and it was me that had to be left out and I was fuming because I wanted to go to see what people said about the catering at Camberly.
I - Do you feel that the 2 years that you did before you went away helped/useful?

S - Accounting and things like that were, yes. I suppose many aspects of the practical side were useful I suppose the food science and things like that weren't really because you fitted in to what Sutcliffes believed as regards hygiene and things. I think I must of, the work that I'm doing now fits in. If you said to me 'can you remember what you did two years ago?' I think I'd be inclined to say no, not a lot of it anyhow. But now things like marketing I wish I'd have known about marketing when I went to Suttcliffes and things like HRM you learn how to deal with people that would have been so useful what else would there be - the options economics and finance would have been useful. I don't think any of the work before the final year was - it's a funny thing to say isn't it?

I - So at the time when you were doing your industrial year it felt as though it was something completely different did it?

S - Yes, yes it did - awful isn't it. I just can't think how it did fall in really. I suppose it did because going through a university at least it gave me an insight into the industry but you didn't always compare back to your notes what you were doing that day I mean - it must have been in your mind but you didn't think of it consciously I don't think well I certainly never did not till may be I came to write my report. And then I did have to look back and especially accounts I did, I used that a lot.

I - So when you came to write your report the work you'd done before...

S - Was useful yes.

I - What was the report like to do? Did you find it easy enough to find the information?

S - Yes because they were great I collected loads of stuff half of it I had to throw away it was a waste of time getting it. They were very good especially things like accounts and things like that they let me into a lot of information that other people wouldn't see, you know so that was nice. But writing the report, I'd never written a report before so that was hard, especially when it came to typing it. I had to send it home to be typed.

I - Did you do it all the way through or did you...?
S - I did start when I was in the unit I did start it then, but when I went to the office I couldn't do it in the evenings I mean I was getting home at 8 o'clock at night and then I had to get up the next morning to leave at seven I was too tired to be honest, to sort of think. So it came to be when did I start again, about 2 months before it had to be handed in which was far too late really. I mean it was panic at the end to get it all done. I was scribbling at nights until I was half asleep. I mean I got it done and I enjoyed it but I wish I'd started it earlier now though. But the problem was - I didn't finish my industrial year before I had to have the report in I was still working. That as a problem whereas everyone else had 2 months off. I - Because you sort of started late?

S - Yes that was awful. So I think that's one thing that should be changed. This poor bloke who's started now started even later than I did so I don't see how he's going to be finished even in time. I mean he just won't be able to take any holidays. I didn't take my holidays I didn't have enough time. They were even good about typing it for me because I was sending it home to my Dad and I had to have it typed so at least he could read it and I got that done I mean I didn't have to pay anything for it. And any help I mean they read things for me to see if it was alright. That was good I've still got to find out what I'm going to get I have the clinic next week. I was lucky in that I had quite a lot of help with it I mean sort of reading it to see if the facts were okay. I was quite pleased with it once I got it all together. Even though I wrote too much and so a lot of it had to go in the appendices. And there was so much that had to go into the appendices by section that the part that was left was a little bit short I think. I'll have to see what they say next week. I was a bit worried about that but it should be alright hopefully.

I - And then your special topic was your last weeks work on the...

S - Well in fact it was about 3 weeks work I started it about 3 weeks to the end but I was given a week to do it in, which was handy. That was a bit of a rush mind you but I got it done because I was working through the day on it as well.

I - So was that something that they chose for you or something that you wanted to do?

S - They suggested and I thought yes I'd like to do that but I just didn't think it up so I mean it had to be done and I was going to be given it anyhow. If I didn't choose it for my project I would have had to have done it outside so I thought oh well I might as well use it.
I: Was it something that was nice to do?

S: Yes I sent it to the HCITB and things like that you know and I got it approved and everything so there was some merit in doing it which was nice. Yes, it was interesting to do because there was a lot of evaluating. It was quite good. Looking at what people thought about their jobs, interesting. I was surprised that I even did it because I hated personnel work I couldn't stand it, it was awful.

I: Why was that?

S: Well things like filling in accident reports and things like that was all I really did and looking at application forms for jobs and I wasn't, they weren't terribly organised the department was being swopped round all the time so they didn't really know what they were doing with themselves you know in that position so that was very difficult to work there. But apparently it's a difficult job to understand in 3 weeks. I think you've got to be doing it a long time to know what you're doing. So I was surprised that I did do it because the original project that I was going to do was on special catering because that was a new department. As it was when I went the woman who took it over wanted to make it profitable and expand outside Suttcliffes because before, the bloke they had before he only contracted out to clients that we already contracted with but she wanted to go further afield which she did and did it very well and I was going to look into that aspect of it. Eventually I didn't because the department was closing down because they didn't have a kitchen anymore so I had to abandon that.

I: You had a fair bit of responsibility in some ways when you were looking after things.

S: But not enough because I didn't know enough. I wasn't in any department long enough. This was one of the problems that I put in my report you know you have to put down the problems that you faced and I stated that because once I was there only three weeks it just isn't long enough to find out anything in that department to do anything that's valuable to them because to know that you've got some knowledge of whatever and then be given the responsibility. One example is sales and marketing, I mean there, just being there for a week I learnt what they did but I didn't do anything else, I didn't contribute anything. Which is maybe just going to a few departments but not all of them because I don't think it's necessary to go into personnel and training. I don't think it's necessary to see vending
because I did vending in my earlier 6 months. If I'd been a bit longer in accounts where you have got some knowledge for doing 2 years before and then maybe sales and marketing you know just a couple of departments and then at least you could be of some value to them.

I - Did you feel that you could make suggestions if they would be useful to them?

S - In the units yes, I was able to and certain things were taken up but not in head office, I don't think. I did suggest things in accounts, when they make the accounts up they are not in standard form and I suggested that there may be some way of putting it in a standard format and they did agree but that was only because I was in there 5 weeks. The others there was no way that I could contribute anything. It would have been a waste of time and my time really. It would have been a case of me trying to think of something to say really.

I - What about your industrial tutor?

S - He came twice. Mr. M. He was, quite good. I can't remember what value there was as regards training he got out of coming to see me really because I only saw him for about 10 minutes. I mean he talked to the unit manageress which was the first one and then he came up about 8 weeks before I finished and talked to everyone I mean the 8 people who had been responsible for me and they filled in an assessment form or something. That's all really.

I - And you didn't need to get in contact with him?

S - If I had any problems I just went to see the area manager or the director they were going...

I - The programme you had, was that produced by Sutcliffes or by the department?

S - Between both of them, it was quite interesting it gave days that you were doing to be in departments and where it was going to be and the person responsible and the objectives of you being there. It was useful for when you came to write your report. They stuck to it very well. I wanted to do another week in special catering and I just, I think I rang Mr. M. up then and said I was doing another week and he said it was fine. I never had any problems with going along to the next place and finding they didn't want me. They let me get on - I was really sort of one on my own if you see what I mean. I wasn't belonging to anyone so I would just say well tomorrow I'm off to special catering, you don't mind do you and got on with it. I think you had to get on with it yourself.
I - So you had to stand on your own feet?

S - Phh, yes, too true, you did or you would have been out. I know one of the girls that had just gone, she's very quiet and the director said to me I don't know if she's going to stand on her own two feet because it is important you realise at the end how important it was. Especially, I had 4 weeks which was allocated to project time and I wanted to do another couple of weeks in another section so I just went along and said I'm going to go and do some more work outside and it was fine. And I said you don't mind if I work at home sometimes because it was pointless going all the way up to the office and coming home again and they didn't mind. You had to go and ask.

I - So do you feel that you sort of learnt to be independent?

S - Yes, because at the beginning, I was never independent, yeh.

I - And a good insight into the industry as well? Or not?

S - Yes it was, it was into that particular industry yes, I'd like to work in hotels to compare. Really I'd like to do another industrial year and do another aspect I think that would be marvelous. You know just do it all over again and then you can compare it. I think it would be very useful.

I - Did you do any other work apart from your report and topic, did you do any reading or...?

S - No we were supposed to do course reading and I can't say I did it really. I looked at the book list and looked at what I had read and thought that'll do. I don't think there's enough time really to do outside reading. I mean once you're working I find it terribly difficult to do studying as well. I really find that hard.

I - So it feels quite separate from the course?

S - Yes, I just couldn't get round to reading, I don't sound dedicated but I was so tired I couldn't.

I - Well what was it like to come back?

S - Terrible, oh it was awful. I came back the first week I didn't have to get up till 8.15 before I was getting up quite early and then not doing a full days work it tended to make you terribly lazy. I mean I was used to such hard work and now not having an awful lot to do other than reading it's very very difficult to get down to reading. And also taking notes again, I found that hard.
very hard. And I missed working a lot. Even though I think it's because it's an artificial situation, things like going to the library and things like that. Really, isn't it awful, I go in the evening but I won't go during the day.

I - Have you found it difficult to do the amount of work that you were doing before you went away?

S - Yes, it's hard to get back into it and adapt again. To get down to the reading is so difficult. The effort, it's made me lazy, I know it's, well not I've started to do it again after these 5 weeks but at first it was horrible the first week I thought I'll never be able to do this, I don't like it. I thought I could pack it in at this rate. What 10 lectures a week, 10 hours work and even then I know it's only 10 hours I enjoy them once I get to them but I mean thinking about going to them I thought I don't really want to go to these. I may as well stop in bed for one lecture or something what's the point in getting up you know. But in the end you had to go, it's hard, strange, but it's nice coming back and meeting everyone that's the nice thing about it.

I - I don't suppose you saw many people while you were away?

S - No not a lot, but I saw my lecturers quite a lot being in Guildford, I saw then a few times and kept in touch there. That was one thing that was nice, I used to come to the library a lot. I used to come more to the library during my industrial year than I do now.

I - Was that for the project?

S - Yeh, to work there and to do some reading you know, okay I said before I didn't do a lot of reading on my course, but I used to go and have a look at some of the journals and things, I used to enjoy doing that it was good.

I - What about the course that you are doing now, Catering Management Economics and Nutrition, HRM and Marketing?

S - HRM now that was difficult. The first few weeks I thought what on earth is he talking about. It was such a new subject I mean no one had ever done anything like it before. It's really psychology isn't it. You know the mind how you react to things. You've got to do so much reading around it until you understand it and now I've done some reading it's easier. Marketing again is such a new subject which would have been nice to have known before. But that's it, it's a lot of reading I mean we only get an hour for each subject so all the reading you've got to do you know.
Catering management that's related to marketing so that's not too bad. Economics and finance that's split up, we have an hour of finance and an hour of economics. We've got the professor for economics who isn't good at lecturing, absolutely awful. Well, we've been going for 5 weeks now and all he's done is national income. In 5 weeks! I mean we've done economics before so we don't have to go through national income again. I'm finding that a bit of a waste of time. I think that's also making, I don't think I'm the only one to feel a bit lazy. It's so much like what we did before that you don't take any notice and you feel like stirring it up a bit but you don't.

I - Is it boring because it's a low level?

S - Yes, and then when he does put into a high key he goes so fast that you miss it anyhow, it's terrible. Catering management with Mr. B, I've never known anyone go so fast. You're mind suddenly goes blank and then you've missed half of it. So that's terrible. They are interesting but they are so new that you've got to do so much reading until you can understand the lecture. Nutrition, I did nutrition all the way through school and so I suppose I've got a bit of an idea there and it's not high powered than we did at school level so that's interesting. It's just a vast amount of reading. I've never know so much reading.

I - Is it reading that they sort of suggest?

S - Yes, additional reading. We have a manual for HRM because we don't have lectures for that we just have tutorials and it's got in all the reading but there again the additional reading is about ten different books that you've got to go to the library for and the main reading he photocopies for us so it's quite good. And then there's lecture notes as well. That's quite a good way of teaching I think I mean you have to read it every week because you've got the tutorial so you have to know what it's going to be about because they ask you questions on it I think it's good. It's really good. I really enjoy it because the lecture notes now that I've got to know some of the jargon is about, it's really interesting. That's one thing, I do the reading for that. Because you have to do it to go to the tutorial. Whereas you won't to go to the lecture, if I've been to catering management say he's given us the reading for the day I tend to go home look at what reading I've got and put it in the file and forget about the reading.
because it's gone, it's done whereas this HRM you've got to do before. I think it's very good.

I - Did you find that having had the experience of the industry that, that helped you understand some of these projects?

S - Yes because you relate it to the field that you were in which is a bit narrow. I used to think about the whole field but now I relate it straight back to industrial catering. I think that maybe being a bit too narrow but at least you've got some real live things to base, you know what you are getting from the lectures on which is useful.

I - So now you're settled down a bit more?

S - Yes now I've got used to being a student again.

I - So are you looking forward to next year?

S - I wouldn't like to leave now no. I think it's because I've made friends and I suppose it's an untrue environment isn't it really. Yeh, I've enjoyed my university life, I've loved it I'll really miss it when I leave. But I think the time will come when I do want a job and I do want to earn some money. I think that was the nice thing you knew every month that there was going to be money coming in that was nice you know. I know it's a terrible thing to get money orientated but I mean everyone needs it.

I - So how well do you think you're doing so far, I don't suppose you've got the marks for the year yet?

S - No not until next week, I really want to do well though. That's why I put every effort into it in the end. I think if I get a rotten grade that will finish me. I think it's because you put so much work into it I think everyone deserves a mark above you know C and above. I think to give anyone, well you know if they put the effort in and done the pages and had it typed and taken photos and things they deserve it. It will be interesting to see what comments I get though.

I - What sort of marks did you get at the end of the second year?

S - I think I was B/C that's why I would like to do well.

I - So you are sort of wanting a 2i?

S - Yes, yeh I wouldn't mind if I got a 2ii really I don't really mind what I get as long as I finish it and I've enjoyed it. I think if I'd worked really hard and not
had a social life I could have got a 1st, if I'd done all the reading and everything and put my heart into it, I know I could have done it. But I don't regret not doing it, I think I could have done, it's not difficult.

I - Briefly do you think that these things that you put down as one, two and three... (aims questionnaire)

S - That came from school I've always had that.

I - But now are you thinking about the industry even more than before you went into the industrial year?

S - Yes, definitely, but that I rated number one because it always has been. I always wanted to get a degree and again that comes from school and from my parents really. I knew it would be sort of nice to have and better than maybe someone else at home. That was inbred in me and that follows from that the qualification. And I wanted life because I suppose I came from a small village I wanted to get into another life really. That again follows from that. I wanted to be independent I wanted to do things for myself.

I - Do you think that you've actually succeeded has university sort of paid off as far as...

S - Yeh cos I am independent. I go home now and argue all the time I couldn't go home again. I like doing things for myself and getting meals when I like, things like that and I've made friends I've got no friends at home now. I hope I get my degree then I've achieved something.
be it the tour of a hotel group and I thought it was ideal.

and that seems to be the sort of subject you can easily go abroad with,

and that's how I thought this was the sort of thing I like doing

enjoy doing. So I asked people and they asked people and we came up

stuff done. So I asked people and they asked people and we came up

they wanted me to think about my career. Young - but they felt it up

they wanted me to think about my career. Young - but they felt it up

a teacher and my father was a business man and so - obviously I suppose

in fourth year - I would be - what - 13? And so I was - my mother was

5 - so I came to study it. You - well, ever since I was in fourth form

It could you tell me something about how you came to be studying this.
APPENDIX F

Orientations of Main Sample Students

Group A

Tony "I didn't want to go straight into the industry cos, as I say, I worked in hotels before I came here and I've always got the fear that if you go straight into anything, somewhere along the line you're going to get overtaken by someone straight from university; a bit wet behind the ears, with a degree, who's going to jump ahead of you. I thought I wouldn't like that to happen to me. So I thought that I would get a degree myself and then I could do that to other people."

Tony "I've always had it in mind to do H&C somewhere along the line and I thought that Surrey was the best place to learn so I applied. I never really thought to any great extent, you know, hotel work has always been, more or less, there. So when it came to the time to apply I thought 'well that's what I'm most interested in' so I applied. If I hadn't got in here I would have applied elsewhere for a similar thing."

Stuart "My father works in H&C, he's got a hotel, and he said he wouldn't actually give me a job unless I got a degree in H&C from here."

Linda "Well there are only two universities that do it and this one is nearer my home so I came here. And how it was H&C was because I'd worked in hotels at home and I couldn't believe how badly run there were and so I thought something should be done about it. I thought that if I was in control I could do a better job you know, and that's how I became interested."

Linda "Well I hadn't really thought about coming to university at all. It came as a big surprise to me when I got all my O levels and then I thought 'Oh well I suppose I'd better do A levels now and I just chose the ones - it was silly really - I just chose the ones that I was best at and they were a strange mix really but then I found that they fitted very well with H&C and I was going to do an HND then I thought I may as well try and see if I could get accepted for university."

Hugh "Well it was originally planned for me to take
Voc. Int. languages and oxford entrance in the summer. But I applied to do H&C because that's what I wanted to do. Basically it interested me. I read the prospectus and fancied the course anyway and I thought naively, I suppose, that I was going to get a job after it as opposed to not getting a job."

Christine "I suppose it was management that I was thinking about. I knew I wanted something to do with H&C cos I've got relations in the business. And there are only two universities that do it and I preferred this one cos of the industrial year. I thought it would be good to get some kind of academic qualification. Quite a few industries don't mind what kind of a degree you've got as long as you've got one."

Michael "Mainly, well I've always been interested in food, beer and barmaids. I do enjoy meeting people and I found out on the last course that I was on that I wasn't suited to a nine to five job in an office. And I thought of this and it seemed like a good time to change so I did."

Edward "I decided to do H&C in the first place and also I wanted academic studies; I wanted to combine both. So I looked for where I could go, and in my country there wasn't anywhere but my English is okay so I came here."

Cathy "I wanted to do nutrition but I didn't do the right science subjects at school so I had worked in hotels and I thought that H&C would be the next best thing, you know. I think I might do diatetics as a diploma later on. I don't think I will work in a hotel - its hard work, you know, it really is. I will do that or tourism - go on and do a post-graduate course, you know. I definitely wanted to come to university - either that or a poly, you know."

Anne "It was basically the thing that all my friends were going to university. At school there was just an absolute system to push you into university. I think I would have done Geography if I'd not done H&C, you know."

Nigel "Well I was interested in H&C for many years and I wanted something with a fairly safe future. I wanted to come to university anyway so it was a matter of choosing between here and Strathclyde. I didn't fancy doing your years on a degree when you don't know what you're going to do with it afterwards. I thought I'd like to go to university but I wanted to be trained at the same time so I came here."
Steven

"I couldn't get a job very easily at home so I decided I wanted to do a degree that would get me a job. I was vaguely interested in H&C so I applied here."

Neil

"I didn't know whether I wanted to come to university, I didn't like the idea of studying English for three years. I wanted a job and I was attracted to this."

Diana

"I came because I didn't know what I wanted to do. I had studied languages at O level and then at A level because I thought they'd be easy but I didn't have the faintest what I wanted to do. I didn't want to do languages, I'm interested in English but apart from that I don't have any academic interest. And because the course was varied and, you know, it covers Mathematics and Economics and Social Sciences as well, it seemed a good all round thing to do at the time. And I suppose I've been geared to University ever since childhood you know - middle class environment."

Paul

"Well my father is a business man and my mother is a teacher and I suppose they encouraged me to think about my career early but they left it up to me to decide. And they asked people and I asked people and we came up with this because - the old cliche - I like meeting people and I like travelling and it looked as if H&C was the sort of thing you could go abroad with in tourism or with a hotel group so I thought it was ideal. To tell the truth I went to the careers advisor and he just pulled out the prospectus and said "well this is the best course there is" -- I came here thinking I'd be able to take anything that I wanted. I thought I'd be able to supplement it with other courses, languages and things and I like the course because it is widely based."

Group B

"I wanted really to go to university but I wouldn't have been good enough to specialize in my A level subjects. And I wanted to do something that would be useful to me later on. I thought it was a bit of a waste to do 'A' levels and then just go out to work. I wanted to go further and it was probably the influence of school, you know, they tended to push you a bit towards university."

Carol

"Well it was dead easy, because I lived in a pub for about eight years and it was a natural progression."
and I came to university just for the sake of getting a
degree - there are two universities that do the course
- and so if I hadn't have come here I would have gone
to do an HND or gone straight into the industry."

Judith
Ac.Ex.

"Well I wanted to do a Physics degree but I didn't take
Maths. so I couldn't. And I worked in hotels to see if
that's what I wanted to do and the course looked
interesting so I applied. I wanted to come to
university anyway because my elder brother and sister
have both got degrees and they enjoyed it. I would
have gone to university anyway regardless of the
course. It's the way you are brought up really."

Pat
Voc.Int.

"I was doing Domestic Science at school and I was
interested in doing something with that but we got
alot of information about Catering courses and I had
worked in hotels and restaurants in the holidays and
enjoyed that so I thought I would enjoy something like
that in a course so I decided to apply. I wasn't
intending doing a degree I was going to do an HND, I
thought that would give a better practical training but
I found out about the industrial year here so I
applied."

Terrence
Voc.Int.
Voc.Ex.

"Well basically I started off with an interest in food
in general and I worked in a bakery for a while - I
thought more actually catering on the chef's side. And
my parents suggested, you know, it may be better to get
a degree or a qualification behind you and then if
you've got the flair okay you can do it."

Jenny
Voc.Ex./
Ac.Ex

"I wrote off and asked for details of the industrial
training programmes because I thought that I might fail
my 'A' levels but I thought that really the
qualification was obviously the better way. Especially
being a woman - whatever they say about equality - its
just not on. I mean, I think I'll find it difficult
enough as it is, even with a degree, to get a job and
salary on a par with a man. So I thought that
university was going to be the best way for me.

Peter
Voc.Int\
Voc.Ex.

"It wasn't really H&C that I necessarily wanted to do
but it's an interesting degree and you get taught about
a whole lot of different subjects. And at the time,
employment prospects were not good and I thought I'd
better do something that was going to be of some use
later. So by the time I left I'd be trained in
something."

Nick
Ac.Ex./

"I didn't particularly want to carry on with my
education but I didn't want to start work at 18. I
Soc. mean you've got all those years of work ahead of you. If I hadn't got onto this course I'd have done something else. --- "

Voc.Int. "Well my Dad has a hotel you know, and although the hours are unsociable, I quite fancy it. You meet a lot of people and I like that. And the job varies from day to day. When I get tired of management, I can take over what my father does which is the financial side of it. When you tell people that, you know, they think that you will automatically take over from your father but you know, I couldn't have stuck a 9 to 5 job."

Gillian "Well it looked like a job in H&C would be slightly different from the 9 to 5 routine. I was interested in people and this is a people's industry, but at the same time, I wasn't absolutely sure that this was exactly what I wanted to do, so I was glad that it was a business course as well - I could go into other things when I graduated."

Les "Well I applied to get into a sandwich course for clerical work but I didn't get in and I was disappointed about that so I went to a careers advisor and they gave me a form to fill in which told me that I should do hotel and catering - or that's what I read from it anyway. So I tried to get a grant but I had to wait a year. So I went off to learn more about it and I read up a bit and realised that there were two universities that did it so I thought I might as well go to university. I wouldn't just go to university for the sake of it - I wanted to do something where I had a qualification like, you know, accountancy or like H&C - there is a job leading from it."

Group C P.P.S.

Susan "I suppose I'd always wanted to come to university. I suppose periodically, when I was working I felt the need - I thought I'd like to study something further, I don't know why I chose social science really. The course is a very broad course so if I didn't like any part of it I could drop it after a year."

Per.Int. "The thing I wanted was a broad coverage, you know. This course has three main subjects and you get a broad coverage of all of them. There are bits that I like about each. It's a way of expanding your horizons I think."

Rachael "I never came here looking for a grade, I came here because I wanted to do the course and obviously, you"
know, I wanted to come out with a degree at the end of it but, I mean, it was more the course, the interest, the knowledge - for me."

Melvin

"To have a good time is part of it, I mean, what is education? It's just as valid to go and talk to someone in a pub or something or to read a book. I don't think it is more important, you know, to read a book than to meet people."

Ac.Int.

“Well it's interest really. At school I did a science course and I didn't particularly like it So I went back to technical college after a year and did Sociology 'A' level which I did like. And I didn't just want to do Sociology, I wanted to do Philosophy and too, and see what that was like. So I applied - just out of interest really in Sociology because I wanted to do that anyway."

Mary

“I was teaching, and I wanted to go into educational counselling although I knew it was going to be very difficult to get onto a course because it's very selective. And I wanted to move in that direction and I thought that the other possibility was Educational Psychology. So I thought I'd try and get a degree in Psychology at Surrey first and then perhaps go into Educational Psychology. It's really with a view to getting a job. I want a job that's connected with mental health and vocational guidance - so I will major in Psychology I think.”

Voc.Ex

"I'm here to get a qualification. I don't really care about the course, I just go through it. I know it sounds odd but I'm just here for a purpose. I don't think much about the course."

Helen

“One thing that is nice for me is that there are people to talk to about the things that I'm interested in you know, I think that is one of the things that I wanted. I wanted the contact with other people - I think I needed it after being at home for 16 years."

Per.Int.

"I decided that I wanted to do more studying when the children were old enough because - I think to give me some time off. I thought I'd try to do some science subjects because that's what I did at school but it was all out of date and the only course that appealed to me was Sociology so I applied for that."

William

"I always wanted to go to university but I was prevented from doing so by the second world war, so it's only now that I've got the opportunity to come. I see university education as an enrichment of life. My main preoccupation is with Philosophy and this course
is the only one which deals with Philosophy so I chose this one."

Per.Int./ "The degree is not terribly important to me. What is important is to enrich one's life. To do deeper study than one has been able to do in one's career. I'm not terribly interested in assessment and yet I'm competitive. One doesn't want to do badly. I'll always try to do as well as I can, I think that's part of the satisfaction of being here."

Per.Ex.

Simon "I wanted mainly Sociology and Psychology because I'd done them before and so this course combined the subjects - it seemed a fairly good course for someone with my interests. On the whole I would just like to study my subject through having an interest in it - which I do anyway. But there is also an instrumental point because you get a little piece of paper which means that you can go and do something else with it."

Ac.Int./ Voc.Ex.

Charles "This where the whole thing looks ludicrous. It was just expected that I would go to university you know, and I thought 'blimey what is there that I'm going to be willing to spend my time on. What am I going to spend three years of my life on.' And after long deliberations I thought of doing Biology or something because I like gardening - But even then I was getting a dislike of academic work; just sitting there with books, so I thought - it sounds very cliched now but I had to do something that really interested me - I have always been interested in people so Psychology, I thought sounded alright. I thought, really not in any depth, 'I'm going to university, what am I going to be able to tolerate for three years?'"

Ac.Ex.

Alan "I decided when I was about 10 that I'd never go to university but as it came to the end of school, my father became very insistent and the whole school, you know, it was the thing to do - to go to university. And I fell out with my father and I thought that my mother would support me but she came to the school and talked to the headmaster and decided that it might be a good thing after all. So I thought I'd give it a go and get it over with. I thought that at least I'd find some musicians and be able to improve my playing."

Soc./ Ac.Ex.

Martin "Well I'd been to Exeter University to do Law because my father suggested it but I got chucked out and I hadn't been interested in the course. So, this time I was very concerned with the course and wanted to do Sociology, Psychology and Philosophy which I thought was quite good - doing all three because I didn't know much about them and it looked like a broad based course. I
just felt that I wanted something in that sort of area.

Sarah Voc.Ex. "Well at one point I wasn't going to come to university at all but then in the sixth form I became interested in social work. But my parents didn't like the idea of my going straight into it because of the prospects so I thought perhaps I could do this and get to a higher level."

Beth Ac.Int. "Well I wanted to do a degree in Home Economics, but when I came here it wasn't what I expected at all and I decided to either leave and not get a degree or else change to do something else. I've always been interested in Philosophy but I didn't apply for that first time round because I didn't think that I had a chance of getting in to such an academic course straight from the Air Force. I went to see them and they said I could change."

Barbara Voc.Ex./Ac.Int. "I thought of the subjects that I wanted to do and I thought that I wanted to do social work actually and then looked at the places where I could do a qualifying year afterwards. It was the course that I wanted definately not the university because I was fed up with people just going to university for the sake of it."

James Ac.Int./Ac.Ex. "Well originally I was going to do German - I've got an uncle who's a professor of German and he said - 'Do German'. I was looking through the prospectus and it just didn't interest me and then I saw Psychology and thought it looked interesting and might be useful as well so that's why I chose it."

Wendy Ac.Int. "Well basically I'm studying it because I did three A levels and one of them was Sociology. English doesn't seem too good really unless you want to teach, and Economics - well I find the Maths difficult. Sociology I enjoyed and was interested in it and I seemed to get on well with it so I thought that I'd like to do a degree something to do with it. it was definately because of the Sociology, I wouldn't have come here to do anything else."
Examples of Dropout Students

Alan

Alan was judged as having a social and an academic extrinsic orientation. He was heavily pressured into going to university by his parents and chose to study P.P.S. as the "best of a bad bunch". His main aim in coming to university therefore became to find a group of musicians in order to improve his guitar playing.

From the beginning, Alan was not particularly interested in the course but he worked hard enough to fulfill the requirements of the assessment system. He said that if it had to be done then he might as well try to do it well. His enthusiasm, however, did not increase and he continued to find studying a chore.

He was disappointed to find that university was not all the radical politics and brilliant social scene that he had anticipated and, more significantly - that there were few like minded musicians with whom he could play the type of music that he was interested in. The music department had a number of informal bands but they did not encourage 'outsiders' and Alan did not find the opportunities that he had wanted.

Alan made the most of his situation until one day in the Summer term of his first year, he received a telephone call from one of
his friends outside the university saying that his band needed a guitarist and was he (Alan) interested? According to Alan, his decision to leave was almost instantaneous. He left immediately and then waited for repercussions from home.

Two years later, his father had forgiven him and Alan felt that he had done the right thing in leaving the university. He was working part-time in London and playing with a band which is what he wanted to do. He said that he did not feel that his university days were necessarily over and that, if he did return at some future date, he would be because he wanted to and that he would probably take a subject like Psychology.

Simon

Simon had a marked academic intrinsic orientation with a secondary vocational extrinsic orientation. He was slightly older than the average but not what is formally called a 'mature student' (26 years or over). He had recently studied Sociology at 'A' level and was fascinated by the subject - "Sociology is life." He did not choose Surrey University as his first choice because he anticipated that it would be technology biased but he did not have a choice, coming through the clearing system.

From the beginning he launched himself into the Sociology part of the course and raided the library for anything on Phenomenology or the 'founding fathers' of Sociology. He soon became notorious in the department for asking awkward questions in lectures and for being eager to question the staff and other students about what they said about Sociology or about social life.
He also developed an equally rapid distaste for Psychology and felt that the way it was taught at Surrey was "too experimental". His strategy very quickly became to spend all his time on Sociology and to do as little as possible on Psychology. (He was fairly neutral about Philosophy). Syllabus free in the extreme, Alan studied much more than that contained in the syllabus for Sociology and for Psychology he copied essays where he could and missed lectures after the first few weeks. He also changed the titles of essays both in Sociology and Philosophy so that they would fit in more with his current focus of study.

By the end of the year he was in trouble for not having handed in enough work to pass the Psychology department's assessment requirements and therefore failed the course. This meant that he had to leave the university. This did not appear to surprise or distress him and he left feeling that he could learn equally well 'in the world' as within the restrictions of a course.

Charles

Charles as judged as having an academic extrinsic orientation. He felt great pressure from his family to go to university and he chose a subject that he thought would interest him enough for three years. He did not know much about the subject but he thought that it would concern people and so be interesting. Although he had not looked forward to going to university he found when he arrived that there were people he could get along with and he soon began to settle down and become less shy. He
also developed an interest in Philosophy during the first year but found that he did not like Psychology, which he had originally intended to study.

During the first year he became very involved with the social life of the university and apart from his interest in Philosophy, did the minimum course work to scrape through the assessment system. His orientation soon developed into a social one.

By the end of the first year he was feeling extremely guilty. He felt parental pressure to do a degree that would lead to a 'good' job and he therefore felt that to major in Philosophy was not an option that was open to him. Since he did not have a grant, he felt that he was wasting his father's money by enjoying himself too much and felt generally that he was 'letting his family down'. Although he would have liked to stay at the university with the friends he had made and study Philosophy that he enjoyed, he in fact left the university at the end of the first year. He felt so guilty that he did not tell his parents his whereabouts and stayed with a friend away from both family and university for four months.

I spoke to him after he had been home for about a year. He was training as a solicitor. He felt that he had enjoyed his time at the university but that what had happened had been inevitable.
Examples of 'fit' between Orientation and Course

Barbara

With a vocational extrinsic and academic intrinsic orientation, Barbara wanted to get a qualification for work in social work because she had found Sociology an interesting subject at 'A' level. She found herself rather alone among many older students on the course and felt intimidated to begin with. She enjoyed the Sociology part of the course as much as she had expected to and worked hard on this. She found, however, that she did not understand parts of the philosophy course and thought that this was to do with the subject being very new to her. Although she persevered with the work she continued to find difficulty and little progress in the first year.

In the beginning Barbara found great difficulty in finding her way round the library but was getting used to it more by the end of the year. She felt that she had gained confidence and was more used to the system of study that was expected at university level. She found friends from the outside activities which she participated in rather than from among the students on the same course and therefore felt that these activities were important to her.

By the end of the second year Barbara had decided to have a year out from the university and, as part of a new venture on the course, she was allowed to do an industrial training year that would count towards her degree. A placement was arranged for her with a social research unit attached to the Civil Service in London. Barbara enjoyed this year out enormously and during the
year she managed to complete her dissertation which was part of
the assessment for the final year of the course. She therefore
returned to the university feeling confident that the final year
would go well. She felt that the department was inexperienced in
providing this type of training and that although staff had been
available to her when she periodically came back to the
university, there was little guidance about what was expected of
her from the years work. She found that it was very much up to
herself to grab the opportunities for training as they arose and
to decide for herself what sort of things to concentrate her work
on.

When she returned to the university she felt that she had much
more confidence and she also felt that the staff in the department
were more interested in her and therefore more helpful. She was
now fairly sure that she wanted to work as a social worker and so
in the final year she worked conscientiously in order to get a 2:1
degree so that she could be sure of taking the professional
qualification year. She appeared to know exactly how much work
she needed to do in order to get this grade and was prepared to
work but not to do anything beyond what was necessary.

In retrospect she felt that she would have gained more from the
first two years if she had taken a year off between school and
university in order to get more experience. She felt that she
had gained a great deal from the industrial training period and
the final year at university.
Susan

Susan was a little older than the average student and had worked as a journalist before deciding to study PPS at university. She had a mixed orientation which was largely personal (intrinsic and extrinsic) but also academic extrinsic. She enjoyed the course from the beginning and also tried to get the most out of being at the university by joining many clubs and societies and becoming involved with the campus radio broadcasts. She found that the demands of these extra activities stopped her working on the course somewhat and that she was doing a minimum amount of work in the first year. She did however find it easy to gain reasonably good marks in her assignments. Her writing experience helped her a great deal and she found herself towards the top of her year group even though she had done relatively little work on the course.

As she moved into the second year Susan decided to do a joint in Psychology and Sociology because she found that her interests were wide ranging rather than narrowly based within one subject area. She continued to find high grades easy to obtain and gained a good reputation in the two departments. Her other activities still flourished and in particular she became very involved with sport where she was in the university teams in both badminton and tennis. The university environment fitted well with her aims and she found that she was enjoying all its aspects without having to compromise or give up any of the extra activities she enjoyed.

In the final year Susan found that she could integrate her
interest in sport with her final year project by doing a social-psychological study of attitudes to sport. She enjoyed this very much and found that she was beginning to spend more time on the course work than on the other activities. This was encouraged by the staff member who was supervising her project and who told her that there was a chance that she could take the project on further into post-graduate research. This research, would however be conditional on her gaining a 2i degree class and Susan had decided by the time I saw her for the final interview that this would be her aim.

In fact, Susan had been gaining 2i grades most of the time throughout her university career and she did not have to change her study patterns at all radically to guarantee the 2i degree. In the final year she still managed to gain her university colours for sport as well as to gain her 2i degree and she went on to do a post-graduate research training programme the following year.

Susan's study patterns had been geared throughout, to her aims of broadening her horizons and getting the most out of what the university as a whole had to offer. Because of her obvious high ability and journalist background she was able to do well on the course without limiting her other activities. She found the university to be a conducive place both for work and play and thoroughly enjoyed her three years.
Judith

Judith's orientation was basically academic extrinsic. She had wanted to take sciences but had taken the wrong 'A' levels. She had worked in hotels after school and thought that she might enjoy that as a career. She did however, want to go to university because her brother and sister had both gone before her and had enjoyed it; she was afraid of "missing out" if she didn't go. Throughout the first and second stage of the course she did rather poorly. She found that she did not really enjoy the subjects being taught and tended to do the minimum amount of work and kept falling behind.

By the time it came to go into the industrial stage, Judith was thinking of leaving the university but her tutor encouraged her to do the industrial stage so she had to try hard to pass the exams which took place immediately before. She managed to scrape through and went to work for a large hotel chain, but she hated the work and left half way through. Again her tutor encouraged her to take a sabatical rather than leave altogether. She worked for the rest of the year in a laboratory which she thoroughly enjoyed and during this time she also took evening classes in sciences. She found that she enjoyed studying because the subjects interested her.

After this time she said that she felt "more together" and more able to look objectively towards her future; she felt that she had needed time off to come to terms with her real choices. She decided that she did after all want to work in the H&C industry.
and decided to come back to the university and retake the industrial stage. She was allowed to do this and after some difficulty in being accepted onto a industrial position for the stage, she worked through the year and thoroughly enjoyed it. She commented that she had a more 'mature' attitude towards the work. When she returned to the university for the final stage she found the subjects more interesting and felt committed to the course. She worked much harder in the final year and managed to pass the course. It was, however, too late in the course to make up for her lack of effort earlier, and she was awarded a pass degree without honours but with her future more clearly defined.

Example of a friendship group

Les

Les had an extrinsic vocational orientation and was keen to get a qualification for a job. He had decided to come to university as an afterthought when he realized that there was a university that taught H&C. From the beginning he did rather little work on the course although he found it reasonably interesting and did sufficient work in order to get reasonable marks in the assignments. His use of the library was minimal and he relied on borrowing books from other students and on the small number of text books that he and his friends bought between them.

He found the industrial year the best challenge and felt that he had learnt a great deal from it. When he returned he found that the course was more geared to the industry and was therefore more inclined to work hard on it. He had also by this time decided on a career in accountancy within the H&C industry and therefore
geared his study towards the options in this area.

**Harry**

Harry, whose orientation was vocational intrinsic had friends in the H&C industry and was taking the course in order to take up a similar line of work. In the first year he shared a room with Les and they worked together on assignments and alternately went to lectures, and generally shared the workload. Harry, admitted that he was a lazy worker as far as academic work was concerned and did the minimum to pass the assessment.

Harry also enjoyed his industrial year and by the end of the year had married a girl he met while training. This meant that he came back to the university with a young wife who did not fit into the university scene. He found that he could no longer sustain the tight friendship with his university friends and especially workwise he became more isolated. In the final year he found that he was just doing the course in order to finish it and would really have preferred to be working. The final year was therefore rather a strain for him and he became ill towards the Summer term. He did manage to complete the course but was rather pleased that it was over.

**Jenny**

Jenny had a vocational extrinsic and an academic extrinsic orientation and was also part of this group of friends. From early on in the first year she and Les were inseparable and Jenny would regularly cook meals for him and Harry. She also cooperated with the work sharing but tended to work rather harder
than Harry and Les. She had many criticisms of the course and felt that the standards were rather low both in the demands made on students and in the teaching of the staff. This annoyed her as she felt that she needed challenge in her work. Things improved towards the end of the second year but Jenny did not enjoy her industrial training period since she felt that she had been treated as a scivvy. She attributed this problem to being a girl in a male dominated industry and the experience coloured her orientation to the final year. Like Les, she had decided to specialize in the financial aspects of the industry and chose the same options as he had in the final year but she felt that she needed to gain a 2i degree in order to make sure of a job and to be taken seriously in interviews. The final year was one of hard work for Jenny, and she felt that she was competing with everybody including Les, who by this time was her fiance. The work sharing between the members of the group was therefore a thing of the past by the final year and working on the course was a taken more seriously.

Terrence

Terry also had a vocational extrinsic orientation and was on the fringe of this friendship group. He was, however, more conscientious about work because he felt an obligation to his family to do well. He had been persuaded by his parents that to get a degree would be an advantage but once he arrived at the university he found it a congenial place within which to work, enjoyed the course and liked the social opportunities provided. Although Terry was part of the group the cooperation with work tended to be one sided with work going from Terry to Les but
rarely in the opposite direction.

Terry found that he was doing well on the course and was happy to work quite hard. He also enjoyed the industrial year and found that it confirmed his interest in seeking work in the industry. He was given a great deal of responsibility while on his industrial year placement and found that he was able to cope well. He felt that the year had been a great challenge and was looking forward to the final year and gaining the qualification in order to carry on working in the industry.

In the final year he also became more competitive saying that he wanted to make sure of getting a 21 degree that he had been told was a possibility. He did however work harder on the courses where he felt there would be some useful information for his future career.
### APPENDIX H

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