**4.3. PHASE 2: QUALITATIVE**

Semi-structured, open-ended questions were asked during the interviews. These sought to identify the expectations that lecturers have of first-year HM students (see section 3.8.2). This second phase of the results report presents the interview results and offers some interpretation of them.

**4.3.1** **Socio-demographic profile and identifiers of the six lecturers interviewed**

The main reason for conducting qualitative interviews with the six respondents was to get an accurate and detailed account of what expectations they have of first-year HM students. As shown in Table 4.19 there were more female lecturers (83.33%) than male lecturers. The respondents were aged between 20-25 years (50%), 25-30 (33.33%) and 40-45 (16.67%). Their experience of being a lecturer ranged between 4 months (16.66%), 2 years (50%), 3 years (16.67%) and 15 years (16.67%).

**Table 4.19: Demographics of the lecturers’ respondents**

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondent** | **Gender and age** | **Designation & duration** | **Higher education institution** |
| 1 | F, 20-25 years | Lecturer, 4 months | PriU1 |
| 2 | F, 20-25 years | Lecturer, 2 years | PriU1 |
| 3 | M, 20-25 years | Lecturer, 2 years | PriU2 |
| 4 | F, 40-45 years | Lecturer, 15 years | PriU2 |
| 5 | F, 25-30 years | Lecturer, 2 years | PubU1 |
| 6 | F, 25-30 years | Lecturer, 3 years | PubU1 |

Note: Gender: M=Males, F=Female, Higher education institution: PriU1 = Private University 1, PriU2 = Private University 2, PubU1 = Public University 1

**4.3.2 Common response to interview questions**

The list of interview questions, guided by questions from the three students’ questionnaires, proceeded as follows:

1. What do you as a first-year lecturer expect from your first-year students?

The majority of lecturers mentioned independence and hospitality background knowledge as expectations. The following extracts are quoted verbatim from the interview transcripts. In upholding anonymity, the interviewees were coded as follows: I = Interviewee, M1 = Male, F1 = Female, PubU1 = Public University, PriU1 & 2 = Private University.

*“They need to learn themselves.” (I-F1-PriU1)*

*“Get their minds ready to study…they need to be focused on studying.” (I-F2-PriU1)*

*“They need to be a bit more independent…to handle themselves.” (I-F5-PubU1)*

*“They must also have some kind of background knowledge of hospitality.” (I-M1-PriU2)*

*“That they know why they are here.” (I-F3-PriU2)*

1. How do you communicate the expectations mentioned in your answer to question 1 to your first-year students?

The lecturers communicated their expectations of first-year students in fairly similar ways, with the majority pointing out that they communicate through the study guides that are handed out to students as soon as classes begin. The following extracts are direct quotations from the interview transcripts.

*“I gave them a full student guide… they know exactly what we expect from them.” (I-F1-PriU1)*

*“We’ve got a student guide and usually during your first theory lecture class we will go through your student guide… we explain everything…this includes the subject and institution expectations.” (I-F2-PriU1)*

*“The beginning of each subject we provide them with a portfolio of evidence… outlines all the assessments… the pass requirements are also included… they can see how many tests or assignments they will have per subject.” (I-M1-PriU2)*

*“I would tell them… what I expect you to know...by discussing and listening and explaining everything.” (I-F3-PriU2)*

*“I talk… we have study guides for each subject that we go through beginning of the year that tells them what’s expected of them.” (I-F4-PubU1)*

*“At the end of the lesson, I always reiterate.” (I-F5-PubU1)*

1. How long do you take to give feedback to your students on draft work, small class assignments, bigger class assignments, class tests, exams?

The lecturers had various responses to the question of how long they took to give feedback to their students on draft work, assignments, tests and exams. The following extracts are direct quotations from the interview transcripts.

*“Exam 3 days, assignments no longer than a week.” (I-F1-PriU1)*

*“Feedback I do regularly… wrote a test this Tuesday, next Tuesday it needs to be handed out… same goes for assignments.” (I-F2-PriU2)*

*“Assignments we usually got seven or ten working days to grade.” (I-M1-PriU2)*

*“Tests are a week, five to seven working days. Exams we have about two weeks and assignments should be about a month.” (I-F3-PriU2)*

*“Test 2 weeks…Draft work we discuss in class.” (I-F4-PubU1)*

*“Assignments I can take a week maybe two and with exams take two to three weeks.” (I-F5-PubU1)*

1. In what other ways do you show support to your first-year students?

The lecturers mentioned that they showed support for students in various ways, whether through motivational videos, having an open-door policy or simply talking to them about how they are finding their studies. The following extracts are direct quotations from the interview transcripts.

*“Motivational videos.” (I-F1-PriU1)*

*“We’ve got an open-door policy… I would encourage them… communicate via email or WhatsApp.” (I-F2-PriU1)*

*“Consultations to students that we find struggles academically.” (I-M1-PriU2)*

*“Just a general conversation… engage with them.” (I-F4-PubU1)*

1. Students, especially first-year students, want access to their lecturers around the clock. How do you feel about this?

The majority of lecturers said that they were available for students to come and talk to them at any time when they were on campus and not in class. The majority also mentioned that it was easy for students to gain access to them, via email or WhatsApp, but that they expect students to make an appointment to see them. The following extracts are direct quotations from the interview transcripts.

*“I’m available anytime… when I am on the premises… they can email me... make an appointment… my office is open all the time.” (I-F1-PriU1)*

*“Got an open-door policy… encourage them… come to me at any time… make an appointment.” (I-F2-PriU1)*

*“Not feasible… open-door policy… reach staff via email also via WhatsApp… encourage them… show us your work.” (I-M1-PriU2)*

*“We do have an open-door policy.” (I-F4-PubU1)*

*“Tell them when I am available… make an appointment… email or through Blackboard.” (I-F5-PubU1)*

1. How do you feel about students who are not attending all the lectures?

Lecturers do not want students to miss a single class, because every class is important for their learning and affects the student’s learning success. The following extracts are direct quotations from the interview transcripts.

*“More than two then it becomes a problem.” (I-F1-PriU1)*

*“Missing a class is very bad for a student… quickly get into the habit of… I don’t need to go to class… and falling behind.” (I-F2-PriU1)*

*“Would not recommend… students often do not catch up the missed work… attend at least 80% of class.” (I-M1-PriU2)*

*“Must have 80% attendance… missed something really important.” (I-F3-PriU2)*

*“They don’t know what’s going on… the minute they miss class it’s going to be a problem.” (I-F4-PubU1)*

1. How many study hours do you believe each student should spend per day?

Lecturers' estimates of study hours varied from 30 minutes to 4 hours, a considerable discrepancy. One of the lecturers said that 30 minutes was sufficient for each subject, because the students have so many subjects in their first year. The following extracts are direct quotations from the interview transcripts.

*“Every day you need to sit at least 2 to 4 hours with that subject.” (I-F1-PriU1)*

*“An hour every day after class … test at least 2 to 3 hours.” (I-F2-PriU1)*

*“The subject shouldn’t take you more than half an hour... test an hour and a half to 2 hours per day for at least 3 or 4 days” (I-M1-PriU2)*

*“30 minutes a day…2 hours a day for all the subjects.” (I-F4-PubU1)*

*“Half an hour is more than enough.” (I-F5-PubU1)*

1. Have you picked up that some first-year students are not on the right level of readiness for HEIs?

The level of preparedness a student needs when they apply for HEI and want to succeed is called university readiness (Venezia & Jaeger, 2013:118). Lecturers were asked about their student’ level of readiness when entering HEI and if they thought that some students were not as ready as they were expected to be. All of the lecturers agreed that their students were not at the level of readiness that they expected. The following extracts are direct quotations from the interview transcripts.

*“Yes, some is more developed than others.” (I-F1-PriU1)*

*“Yes, definitely picked it up in class.” (I-F2-PriU1)*

*“Students from different language backgrounds… different social economic backgrounds… English for the Afrikaans speaking students often struggle.” (I-M1-PriU2)*

*“Language tutoring…we’ll see that this student is going to need, by looking at the marks you had at school level” (I-F3-PriU2)*

*“Yes, they get overwhelmed… Language plays a big role, their background… school plays a big role in their level of readiness.” (I-F4-PubU1)*

*“Yes, privileged students… do better… students who come from rural backgrounds/townships don’t have computers…language barrier.” (I-F5-PubU1).*

1. Do your first-year students show study skills?

Lecturers were asked about students’ study skills upon entering their first year of studies. From their responses it emerged while some had study skills, most appeared to struggle with time management and the workload. The following extracts are direct quotations from the interview transcripts.

*“Definitely, depends on their background.” (I-F2-PriU1)*

*“They’re not managing their time correctly.” (I-F3-PriU2)*

*“Some of them lack because of the amount of work.” (I-F4-PubU1)*

1. Do the students come prepared to your class?

The lecturers gave varied answers to the question of whether students came prepared for class. The following extracts are direct quotations from the interview transcripts.

*“No.” (I-F1-PriU1)*

*“Theory wise yes, practical sometimes no.” (I-F2-PriU1)*

*“Preparing for class through the assessments.” (I-M1-PriU2)*

*“Rarely no, it’s not something that I encourage them to do.” (I-F3-PriU2)*

*“Yes, most of the time.” (I-F4-PubU1)*

*“Yes and no. They don’t have to.” (1-F5-PubU1)*

1. How do you feel about group work inside and outside the class?

The majority of the lecturers were in favour of group work, though not all. The following extracts are direct quotations from the interview transcripts. In upholding anonymity, the interviewees were coded as follows: I = Interviewee, M1 = Male, F1 = Female, PubU1 = Public University, PriU1 & PriU2 = Private University.

*“Didn’t make use of group work… always people that don’t work and doesn’t pull their weight.” (I-F1-PriU1)*

*“Encourage it if we do a project in class.” (I-F2-PriU1)*

*“Yes, to group work.” (I-M1-PriU2)*

*“Group work inside the class is nice… group work outside of class will help them with studying.” (I-F4-PubU1)*

A summary of the respondents’ answers was developed to identify common emerging themes more easily, see Table 4.20.

**4.3.3 Emerging themes**

The most significant phrases shown in Table 4.20 emerged from the questions asked of the six interviewees are grouped into ten themes, namely: Independence and hospitality background knowledge, Study guide and communicating, Feedback duration, Motivational communication and assistance, Lecturer availability and accessibility, Missing class influences success, Recommended study hours and class preparation, Language barrier and different student backgrounds, Time and workload management, Pros and cons of group work.

Half the respondents emphasised students’ need to be independent when they enter, HEI for the first time. One of the respondents said that students, many of them straight out of high school, expected to be spoon-fed. They had to learn by and for themselves. Emphasis was also placed on how students needed to have some general background knowledge of the hospitality industry. One respondent maintained that students “must know why they are here,” having an overriding purpose to study HM. Other interviewees’ responses that stood out included mention of hard work, focus, engagement, maturity, responsibility, motivation and respect.

Five out of the six respondents said that they communicated their expectations to the students by handing out and going through the study guides with them. One respondent explained that they would hand out the study guide during the first theory lesson and go through it with them, explaining everything. This study guide includes the institutions’ expectations of the student, both generally and subject-specifically. One lecturer remarked that she always repeated important details to students as a way of communicating her expectations.

The responses from the interviewees differed considerably when it came to how long they took to give feedback on student work, including exams, tests, assignments and draft work. The responses were as follows:

* Exams 3 days/ 2 weeks/ 3 weeks;
* Assignments one week/10 days/ two weeks/one month;
* Test one/two weeks;
* Drafts in class.

The majority of respondents said that they show their support for the students through various means of communication and assistance, including an open-door policy, consultations, communicating via email and WhatsApp, motivational videos and general conversations.

All the respondents stated that they were available at any time that they were on the premises to assist or talk to students, as long as they made an appointment to come and see them via email or WhatsApp or Blackboard. Most of the respondents claimed to have an “open-door policy,” though one respondent said that being available to students all the time was not feasible.

The overall consensus among the respondents was that missing class was not recommended. Some said missing one or two was ok, but as soon as it affected their studies or became more than two it was a problem. Two respondents from the same HEI mentioned that their institution requires 80% attendance for students to be accepted to write exams. Several respondents pointed out that if students missed class, they would not know what was going on. It could become a habit, and certainly affected their chances of success.

The responses of the interviewees were vastly different when it came to how many study hours, they believed each student should spend per day to study. The responses were as follows:

* 1 to 2 hours a day;
* 30 minutes to 2 hours, and even 4 hours per subject;
* for a test – 1 hour 30 minutes to 2 or even three hours per day.

With regard to whether the students came to class prepared, three out of the six respondents claimed that yes, they did. One respondent said yes and no, because students did not have to prepare for class, while another said outright that no, they did not come prepared to class. One respondent remarked that students did not really come to class prepared because it was not something that she encouraged them to do.

When the respondents were asked if they noticed that some of the students were not on an appropriate level of readiness for higher education, they all said yes, they had picked up in class that some students were on a different level from others. They suggested that a student’s level of readiness might be attributed to the following:

* Different language and schooling background;
* Different socio-economic background;
* Language barrier between Afrikaans and English as well as Xhosa and English;
* Being overwhelmed by the HEI.

One of the respondents mentioned that they look at students’ marks from school to see if a student will need language tutoring, which they then arrange.

The respondents were asked if the students displayed any study skills in class. One respondent said yes, but it depended on their background; another said that some students lacked the ability to cope with the workload they had and work independently. Another respondent mentioned that students could not manage their time efficiently.

When respondents were asked how they felt about group work inside and outside the class, most said that they approved of group work, especially when students had a project to do. Outside of class time, group work ought to help students with their learning. One respondent did not make use of group work as there were always students who did not work or pull their weight in the group.

**Table 4.20 Comparative analysis of interviewees’ transcriptions summary**

|  |  |  |
| --- | --- | --- |
| **Interview questions** | **Interviewee responses** | **Emerging themes** |
| 1. Expectations | * They need to learn themselves. * Get their mind ready to study, focused on studying, hard work. * Open-mindedness, willingness to interact, background knowledge of hospitality. * Be motivated, know why they are here, have respect. * Engagement. * Mature, independent, responsibility, dress appropriately. | Independence & hospitality background knowledge |
| 1. Communicate expectations | * Study guide. * Student guide, we explain. * Provide portfolio of evidence. * Tell them what I expect, discussing, explaining, listening. * Talk, tell them, Study guides. * Reiterate. | Study guide & communicating |
| 1. Feedback duration | * Exams three days, assignments one week. * Regularly, test one week. * Assignments seven to 10 working days. * Test a week, Exams two weeks, assignments one month. * Assignments one or two weeks, exams two to three weeks. | Feedback duration |
| 1. Showing support | * Motivational videos. * Open-door policy, encourage them, communication via email or WhatsApp. * Consultations. * Conversations, engagement. | Motivational communication & assistance |
| 1. Access to lecturers | * Available anytime when on premises, email me, make an appointment, my office is open all the time. * Open-door policy, encourage them to come to me anytime, tell them I’m available, make an appointment. * Not feasible, open-door policy, reach via email or WhatsApp, encourage them to come show their work. * Have an open-door policy. * Tell them when I’m available, make an appointment, email or through Blackboard. | Lecturer availability and accessibility |
| 1. Missing class | * Not a problem with one or two, more than two it becomes a problem. * Missing a class is very bad for a student, going to influence their success, falling behind. * Would not recommend, students do not catch up on the missed work. At least 80% attendance. * Must have 80% attendance, missed something important. * They don’t know what’s going on, the minute they miss class it’s going to be a problem. | Missing class influences success |
| 1. Study hours | * Every day two to four per subject. * One hour every day, for a test two to 3 hours. * Thirty minutes per subject, for test one hour thirty minutes to two hours per day for three to four days. * Thirty minutes a day for my subject, two hours per day for all subjects in total. * Thirty minutes a day for my subject. * No. * Theory wise yes, practical no. * They prepare for class through assessments. * Rarely no, not something I encourage them to do. * Yes, most of the time.   Yes and no, they don’t have to. | Recommended study hours & class preparation |
| 1. Not right level of readiness | * Yes, some are more developed than others. * Yes, definitely picked it up in class. * Students from different language backgrounds and social economic backgrounds, English for the Afrikaans speaking students often struggle. * We’ll see that this student will need language tutoring looking at marks from school. * Yes, they get overwhelmed, language & their background & school they went to play a big role in their readiness. * Yes, privileged students do better, students from rural backgrounds/townships don’t have computers, language barrier. | Language barrier & different backgrounds |
| 1. Study skills | * Definitely, depends on their background. * They’re not managing their time correctly, only study main points they don’t go into depth and that’s where the problem is. * Some of them lack due to amount of work and they have to do it on their own. | Time & workload management |
| 1. Group work | * Didn’t make use of group work, always people that don’t work or pull their weight. * Encouraging if we do a project in class. * Yes, to group work. * Group work inside class is nice, group work outside class will help with studying. | Pros and cons of group work |

**4.3.4 Comparisons between public and private lecturers’ expectations**

By comparing the similarities and differences between lecturers’ interviews from public and private HEIs, the more dominant teaching expectations will be identified and will help to understand the main expectations that lecturers have for first-year HM students.

**Table 4.21 – Similarities and differences between public and private HEI lecturers’ expectations**

|  |  |  |
| --- | --- | --- |
| **Interview question** | **Similarities** | **Differences** |
| **Expectation** | *Similarities: Independence*  Lecturers from both institutions said that they expected the students to arrive at HEI being independent and to interact/engage with lecturers. | *Differences:*  Lecturers from the public institution expected students to be more mature, responsible and dress appropriately, whereas lecturers from the private institutions expected students to work hard, be focused, be motivated and have background knowledge of the hospitality industry |
| **Communicate expectation** | *Similarities: Study guide & communicating*  Lecturers from both institutions said that they communicated their expectations through handing out and explaining study guides. | *Differences:*  The only difference is that the lecturers from the public institution mentioned that they made use of reiteration to communicate their expectations. |
| **Feedback duration** | *Similarities: Assignment & exams*  There were some similarities between the feedback duration for assignments to be handed back – within one to two weeks – and also exams to be handed back, between two to three weeks. | *Differences:*  Only one lecturer, from the public institution, spoke about draft work feedback. One lecturer from a private institution’s exam feedback duration was completely different from the rest, “within three days.” A lecturer at the public institution said she gave feedback on tests within two weeks, while lecturers from the private institutions said one week for feedback on tests. |
| **Showing support** | *Similarities: Communication*  Both institutions’ lecturers said that they showed support for students by communicating with them via conversation, engagement, email, WhatsApp. | *Differences:*  Only the lecturers from the private institution mentioned that they showed support by having an open-door policy, having consultation sessions with the students and also showing them motivation videos. |
| **Access to lecturers** | *Similarities: Communicate availability*  Both institutions lecturers said they told the students when they were available to meet, as long they made an appointment before the time via email, WhatsApp or Blackboard. | *Differences:*  Only the private institution lecturers spoke about an open-door policy and encouraging students to come to see them and show them their work. |
| **Missing class** | *Similarities: Missing class is a problem*  All the lecturers agreed that missing a class would be a problem. Students do not catch up on work missed and fall behind. This affects their chances of success. | *Differences:*  NONE |
| **Study hours & prepared for class** | *Similarities:*  Lecturers agreed that 30 minutes a day spent studying a subject would be enough.  Both kinds of institution have lecturers whose students come prepared to class, and lecturers whose students don’t. There was also one lecturer apiece who said that they did not encourage their students to come prepared to class. | *Differences:*  A lecturer from the public institution said that 2 hours of study per day for all subjects was enough, whereas a lecturer from the private institutions said that 2 to 4 hours would be enough per subject. |
| **Level of readiness** | *Similarities:*  The lecturers all agreed that the students were not on the same level of readiness. They all agreed that this was due to their different language and socio-economic backgrounds. | *Differences:*  The only difference is that one lecturer from a private institution mentioned that they get in a language tutor to help students who appeared to need this. |
| **Study skills** | *Similarities:*  The lecturers all agreed that the students initially lacked some study skills that they subsequently pick up in class. | *Differences:*  The only difference lay in what study skills they lacked and why. For example, a public institution lecturer said that the problem was the workload and the fact that the students had to do their own work. A private institution lecturer said that students were not managing their time correctly. |
| **Group work** | *Similarities:*  Lecturers from both the public and private institutions thought that group work was good. | *Differences:*  The only difference is that one lecturer from a private institution did not do group work, because there were students who did not pull their weight in the group. |

The questions that were asked to the lecturers during the interviews were categorised into ten main interview questions, namely: expectations, communicate expectation, feedback duration, showing support, access to lecturers, missing class, study hours and prepared for class, level of readiness, study skills and group work. For each of these ten an interview questions there was similarities and differences between the six lecturers interviewed from both public and private HEIs.