



## **Tracking student aspirations - a work in progress**

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### **ABSTRACT**

This article reports on a study that is concerned with surveying the aspirations of some students in an Australian Technical and Further Education (TAFE) College and of developing strategies to address issues arising from the surveys. The study is essentially a series of surveys, though it has an action learning aspect because of its developmental nature; it describes problems, actions taken to solve them and subsequent review of those actions. It is a work in progress that began three years ago by seeking to understand why students in the Health section of the Community and Health Services Training Centre at the College undertook their studies. The paper begins with some background matters, and is followed by an account of the methods employed in the surveys. Next some of the findings are displayed and discussed. Finally, an outline is given of some of the changes implemented as a result of the investigation process thus far.

### **Introduction**

This paper describes the process of collecting and interpreting information about the aspirations of students in the technical and vocational education sector. It describes the consequential strategies that have been developed in the Health section of the Community and Health Services Training Centre to address the issues raised in the data gathering process. The study has been driven by an action learning methodology with the focus being on the dynamic interaction between staff, students and the resulting course content and processes. It is a work in progress that began three years ago. It seeks to understand the students' desired outcome and their broader goals linked with their studies. Changes implemented as a result of the investigation process have so far included: how staff interact with and deal with students; how course content is delivered; and how feedback is used in the course development process, substantially altering the way the Health courses at Challenger TAFE are being delivered.

### **Background**

#### ***College internal surveys***

The project began in 2000 when the *Community and Health Services Training Centre* at Challenger TAFE was seeking ways to use the College's regular internal student surveys monitoring the quality of the programs delivered. The surveys are designed to monitor student responses and measure satisfaction with course delivery. The results are intended to offer information for improving the courses. This internal survey form has four categories; *module content, delivery, assessment* and *resources*, each with five questions, and it is intended to supply a speedy assessment of students' views. In this instance, the staff was attempting to use the data to assist industry based casual lecturers to improve their teaching performance. However, the data provided by the students were not sufficiently detailed to provide an understanding of the nature of any

shortcomings being signalled in the results in order to apply these to improving the lecturers' skills.

### ***Trialing improved survey methodologies***

The dilemma for most lecturing staff seeking improvement to course processes is that while sufficient macro level data, such as that provided by the nationally compiled Australian Vocational Education and Training Management Information System of Students (AVETMISS), may exist those data will not necessarily explain what is occurring in any individual group of students. Informal observations seem to indicate that lecturers will draw (untested) assumptions about why students enrol in a course, basing their assumptions on their own prior experience of similar student groups. The staff members were wanting to know, for example, how course delivery was progressing and what components worked well; what needed improving; and whether the course was successfully meeting students' expectations. The initial information gathering process within this project was therefore experimental and relatively unstructured while staff experimented with approaches and questions that might provide insight into the students' motives for being in the course and what they expected to gain from the experience.

### ***Clarifying student course aspirations***

From that early investigation, it became evident that the students' views of their courses were very diverse. Furthermore, the diversity of their views on aspects of their learning such as *module content, delivery, assessment* and *resources* appeared to be linked with the reasons the students provided for enrolling in the course in the first place. The variety of views demonstrated through the survey responses indicated that the delivery staff and program designers required a better understanding of why students were in a particular course and consequently what the students were seeking as desirable outcomes from their studies if there were to be improvements in course outcomes for the students. A project was therefore devised to test whether the Western Australian Department of Training, Research and Performance Directorate's investigation of *Outcomes: understanding student motivation* would apply to the students in the *Community and Health Services Training Centre*. The project also undertook to test whether, by taking the students' motivations for being in a course into account thereby adjusting course planning and delivery to more specifically address these expressed course outcomes, the course would achieve superior outcomes for the students.

### **Project aims**

As a way to identify improvements that could be introduced into course structures and processes, staff set out to identify a reliable tool that would capture the students' varied (and changing) aspirations and also monitor their views of personal success. This project therefore became a field trial of some of the observations raised in the report *Understanding Student Segments in Vocational Education and Training 01056* (July, 2001)<sup>1</sup>. As a way to identify improvements that could be introduced into course structures and processes, staff set out to identify a reliable tool that would capture the students' varied (and changing) aspirations and also monitor their views of personal success. This project therefore became a field trial of some of the observations raised in the report *Understanding Student Segments in Vocational Education and Training 01056* (July, 2001). Research by the WA Department of Training (2001)<sup>2</sup> had identified seven clusters of students that could be identified by their primary reason for attending an accredited TAFE course. The groups were defined as follows:

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<sup>1</sup> WA Department of Training (2001) *Understanding student segments in vocational education and training: Report 01056 July 2001*. Prepared by NFO Donovan Research, Perth.

<sup>2</sup> WA Department of Training, (2001) *Outcomes: understanding student motivation*

**Table 1 Successful course outcomes**<sup>3</sup>

Student segments	Primary motivations
Labour market entrants	To get a job, to start a different career or to get an apprenticeship or traineeship
Bridgers	To gain entrance to another course
Skill improvers	To upskill for current job or to gain a promotion
Apprentices/trainees	Requirement of employment
Further education	Personal interest or self development
Self employed	To start own business or develop own business
Career changers/reskillers	To start a different career, to get a job or to get an apprenticeship or traineeship

The aim was to develop and apply a survey to students training through the *Community and Health Services Training Centre* at Challenger TAFE, WA. It was intended to gather data on students' motivations for enrolling in a course, identify their predominant desired outcomes and take some measure of their progress towards these outcomes. It was reasoned that levels of students' satisfaction would improve if the lecturers took these factors into account when planning course delivery. A second associated task was to conduct further inquiries about a particular group within the student population that identified 'further education'<sup>4</sup> motivations as desired outcomes from their course, i.e., where the student's personal interest or self development were important outcomes for individuals. A third phase of the project was for the lecturers to design and trial strategies, based on the data collected, which would enhance students' satisfaction with their studies.

The project identified the following questions to address.

- Could the course goals of students in the Health and Fitness and Natural Therapies courses be best described using the seven groupings identified by the *Understanding Student Segments in Vocational Education and Training 01056* (July, 2001) findings?
- What do Health and Fitness and Natural Therapies students seek as a satisfactory outcome or outcomes from their courses?
- What forms of performance feedback would enable staff in Health and Fitness and Natural Therapies to effectively monitor students' progress towards their identified goals for their courses?
- What structural elements of the Health and Fitness and Natural Therapies courses do students consider essential in their achieving a successful outcome?
- What was the nature and cycle of responses provided by people who entered a course but were not planning to work in the industry i.e., 'further education.'<sup>5</sup> And were they gaining satisfactory outcomes?

## **Methodology**

### ***Student Population***

The focus for the investigation comprised two groups of students; one of 48 students enrolled in 2003 in a one semester Certificate 111 of Health and Fitness; and the other of 22 students enrolled in 2003 in their first year of a two-year Diploma in Natural Therapies. The Fitness students were predominantly young people who had finished high school in the previous year with 25 males and 23 females in the group. There were 19 females and 3 males in the Natural Therapies group and 50% of students were under 20 years of age. The project was able to also

<sup>3</sup> WA Department of Training, (2001) *Outcomes: understanding student motivation*. P2.

<sup>4</sup> WA Department of Training, (2001) *Outcomes: understanding student motivation*. Research and Performance Directorate. Government of Western Australia, Perth.

<sup>5</sup> WA Department of Training, (2001) *Outcomes: understanding student motivation*. Research and Performance Directorate. Government of Western Australia, Perth.

use 2001 and 2002 data collected from the 2001 intake of Natural Therapies students so that in some instances they provided a helpful point of comparison with the new 2003 intake.

### ***Project structure***

The study was planned in four stages. The first stage was to clarify whether students could be satisfactorily described according to the motives and outcome/s they had identified from items from a survey. It investigated whether the seven descriptors theorised in the *Understanding Student Segments* research would adequately describe the aspirations of the student populations in Fitness and Health and Natural Therapies courses at Challenger TAFE. Stage two identified each student's most desired outcome and then sought to monitor their level of success in progressing towards that goal. Stage three reviewed structures of both courses to clarify whether the features that would assist students in achieving a successful outcome were incorporated in the course. Stage four was then to trial and report on modifications devised within each course.

### ***Developing a reliable survey tool***

The project aimed to develop a survey tool that was sufficiently dependable that it would identify students' course motivations and aspirations and monitor their level of success in progressing towards their preferred outcomes. Through trial and error, the format devised evolved to a survey that could be periodically reapplied to the group to measure change. The advantage of using a survey is that it is a familiar tool that teaching staff can readily administer. One disadvantage of this approach is that students can become survey 'resistant' so the response rate may be low or the results progressively less reliable. Another challenge for the teaching staff, that became evident, was that the surveys set up increased expectations in the students that their identified concerns or requirements would be addressed. This consequently influenced the time frames in which teaching staff could respond to concerns and still maintain appropriate levels of student satisfaction.

A series of trial surveys was therefore devised and tested with the two groups of students and different kinds of survey items were trialed, based upon the teaching staff's prior experiences of previous students' course expectations. Some items worked and others were rejected after trial. The way in which the items were clustered was also trialed and a number of workable categories evolved. Staff conducted student focus group meetings to gain further clarification on the outcomes students were seeking.

### ***Interesting observations from administering the surveys***

The survey design included a bank of statements and students were asked to identify the most important outcome that they were seeking from their studies. Over time, a database of twenty-nine statements was generated describing outcomes students generally sought from these courses and students were asked to check those items where the statement described one of their own motivations in undertaking the course or a 'desired outcome' from the course (see attach 1). Conducting a frequency analysis for each student's survey response allowed the staff to identify whether the student's primary motivations and goals fitted most closely with those of:

- a labour market entrant,
- some one bridging to another course,
- some one seeking to improve their existing industry skills,
- a person whose primary goal was self employment, or
- a person seeking a career change or reskilling.

There was the opportunity to compare the results from the Health and Fitness students with those from the Natural Therapies students. Not surprisingly, the two data sets confirmed that the students' desired outcomes from the two courses differed markedly and desired outcomes for students within each course represented a spread of aspirations and motivations as well. An

early and very interesting observation was that clusters of items the students checked served later as useful indicators for identifying students who were likely to leave the course.

At any given time, the students appeared to demonstrate a wide range of competing (and sometimes contradictory) motives for studying. Their objectives appeared to change over time and were subject to external variables, including personal issues outside of direct course control. Conclusions drawn from the student interview process led staff to opt for the wide number of items students selected from to describe their personal reasons for undertaking the course. Through the trial process they had found that attempting to simplify the survey process by limiting the number of items available seemed to lead to distorted views. A tentative conclusion drawn here, based on the surveys and the subsequent student interviews, is that students require assistance to clarify what they can expect from themselves and their studies. These are meta-learning skills and students re-entering education and many students straight from school are inexperienced in applying these strategies. The need for meta-learning skills seemed to be featuring as an important aspect of the students' learning processes.

The approach that the staff of the *Community and Health Services Training Centre* therefore took was to have the students identify their predominant reasons for enrolling in their chosen course and then provide them with assistance in their decision-making about their progress and their ambitions/goals. This also alerted staff to a need to consider what was a 'successful' student in terms of the student's desired goals, and indicated a need for staff to revisit their views of what might constitute a successful student. It also provides a compelling reason to consider the function of generic skills in vocational education and training.

The staff had wrongly assumed that the spread of goals identified by the course participants would be relatively consistent for any given student. There was also an assumption that there would be some consistency in views amongst students within one course. It was also thought that any given student would be consistent in responding from one timeframe to the next occasion on which they were asked the same questions, even when the items had been re-arranged.

In the early trialing process, each student from both trial groups was encouraged to check all statements that related to their motives for being in the course or the outcomes they were seeking. Some weeks later, the survey was repeated in a slightly different format but using the same items. Levels of consistency from the first application of the survey to the second were very low. Interestingly, and perhaps frustratingly, the respondent who displayed the highest level of consistency in responding (66%) from the first administration of the survey to the second actually left the course to address other more compelling life priorities! Consistency in a student's views of a desirable outcome from the course was not emerging as a reliable indicator for a student's success within the course. In fact, the students' responses, overall, demonstrated very low levels of consistency in terms of checking the same item on two occasions and where the only change to the items was how they had been set out in the survey. The range in consistency across both groups of students was 66 percent at the high end with 22 percent being the lowest score.

### **Course goals: *Health and Fitness* students and the seven groupings<sup>6</sup>**

Table 2 notes the number and percentage of responses that conformed with outcomes consistent with those associated with students seeking to be employed in the Health and Fitness industry. These responses were from students who shared similar reasons for undertaking the course and

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<sup>6</sup> WA Department of Training, (2001) *Outcomes: understanding student motivation*.

similar desired outcomes. This became a helpful organisational tool later for staff devising strategies to address student needs.

**Table 2 OUTCOME TO ENTER THE LABOUR MARKET**  
*Number and percentage of Health and Fitness students responding to each item*

Motivations and outcomes two groups	H&F 01	H&F 03
	<b>N=48</b>	<b>N=13</b>
Wanted to pursue a specific career	34 (70%)	1 (8%)
Have always wanted to work in this area	32 (67%)	7 (54%)
The qualification is a requirement of the job	16 (33%)	11 (85%)
I thought this was the best way of getting a job	16 (33%)	1 (8%)
I wanted to be qualified in an area and have some status.	29 (60%)	6 (46%)
I wanted to study something that would enable me to be financially independent	16 (33%)	8 (61%)
Chose this course because I did not have University entrance.	14 (29%)	2 (15%)

The Health and Fitness students were predominantly young people who had finished high school in the previous year with 25 males and 23 females in the group so it was anticipated that students shared similar motives and were seeking similar outcomes. In fact, this was far from the truth. The students' desired outcomes were relatively diverse. Without the benefit of the survey results, staff would have assumed the group was relatively homogeneous and would have focused on employment outcomes i.e., they would have assumed the students conformed with the profile of 'typical' *Labour market entrants*. The responses (see Table 3) also indicated that the students were seeking outcomes relating to furthering their education more generally. Based upon the spread of desired outcomes, a decision was made to broaden the course focus to address the students' wider expectations of the studies.

**Table 3 OUTCOME TO FURTHER THEIR EDUCATION**  
*Responses frequently selected by Health and Fitness participants*

To gain further education	H&F 01	H&F 03
I had a general desire to learn and a desire for intellectual stimulation	16 (33%)	0
It seemed to be a very useful way of using my time	16 (33%)	5 (38%)
I wanted to do something for myself that would improve me as a person	21 (43%)	0
I felt going to TAFE was positive use of my time with the added advantage of giving me a qualification	25 (52%)	4 (31%)
Chose this course because it looked the most interesting	21 (43%)	4 (31%)
I wanted to improve my own feelings of self worth and my belief that I could accomplish something	16 (33%)	6 (46%)
Did not want to have to sit TEE.	16 (33%)	1 (8%)
Lack of opportunity with my current life direction.	3 (6%)	0
Dissatisfied with my current life direction #	6 (12.5%)	0
I was at a stage in my life where I wanted to make a significant change	9 (19%)	0

In terms of reasons for students' enrolling, the staff sought to identify any features that would distinguish continuing students from the non-continuing students. The staff sought patterns in the selection of items that might predict the likelihood of a student leaving or staying. Table 4 shows seven responses that attracted very different selection patterns between non-continuing students (N<sup>1</sup>=10) and continuing students (N<sup>2</sup>=36) where students could select any number of responses. The items had the potential to be used as indicators of a student's likelihood of completing a course. Interviews with the Health and Fitness students, the survey responses and the staff's informal observations about the students provided a comprehensive view of the student's progress. For example, sixty percent of those who left as compared with thirty-seven percent of those who completed the course had indicated their course selection may have been inadequately researched (Response 1hf). Only 20% of non-continuing and 36% of continuing students (Response 4hf) could identify that the qualification is a requirement of the job. When Responses 1hf and 4hf were considered together then a significant minority of students enrol without a realistic view of the course or where it leads. This reinforced a staff suspicion that a number of the students had enrolled in Certificate 111 Health and Fitness on the basis of very limited information about course content or the industry. This sent a strong message to staff that students were not receiving sufficient information about the course or that the information provided was not being absorbed at the decision-making time. Anecdotal information suggests that as many as one third of the students had never been in a 'commercial' gym yet the course is designed to train gym instructor.

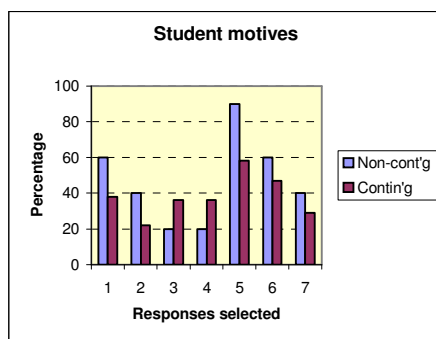
Responses 5hf and 2hf and Responses 6hf and 7hf were deemed to be 'negative drivers' i.e., indicators of potential non-completion because people had enrolled when their first choice was not available or the students had not fully considered what kind of outcome they were wanting from their studies.

**Table 4 HEALTH AND FITNESS:  
Numbers and % in each group selecting Responses 1 to 7**

Items selected	Non-continuing N <sup>1</sup> = 10	Continuing N <sup>2</sup> =36
1hf. Chose this course because it looked the most interesting.	6 (60%)	14 (38%)
2hf. Chose this course because I did not have university entrance	4 (40%)	8 (22%)
3hf. Wanted to start a new career	2 (20%)	13 (36%)
4hf. The qualification is a requirement of the job	2 (20%)	13 (36%)
5hf. Will enable me to get into other courses that I want to do at TAFE, University or elsewhere	9 (90%)	21 (58%)
6hf. I felt going to TAFE was a positive use of my time with the added advantage of giving me a qualification	6 (60%)	17 (47%)
7hf. I wanted to improve my own feelings of self worth and my belief that I could accomplish something	4 (40%)	10 (29%)

By considering Response items 1 to 7 together, the pattern of a student's responses appeared to work as an indicator of whether a student might leave or stay in the course. It provided a mechanism for targeting students with 'negative drivers' and assisting them to make decisions operating in their interests.

**Table 4b HEALTH AND FITNESS Percentage of each group selecting Responses 1 to 7**



### Course goals Natural Therapies students and the seven groupings

#### Discussion

The student profiles for Natural Therapies differ from those of Health and the Fitness students and this is not surprising given the differences in intake, male to female ratio and age range in each course. There is also a difference in the courses' lengths, with Fitness taking six months and Natural Therapies two years. One important consideration here is whether the character attributes of the students need to be different for students undertaking a two year course in Natural Therapies compared with those willing to devote six months to training in Health and Fitness. The Natural Therapies students' motivations fitted well with the seven segments described in *Understanding Student Segments in Vocational Education and Training* (see Table 5 below). The Natural Therapies students displayed a broader and more even spread of motivations than was apparent with the Health and Fitness students where Labour Market outcomes dominated. The category of *Career changers / reskillers* was larger in the Natural Therapies than in Health and Fitness

**Table 5 OUTCOME TO ENTER THE LABOUR MARKET**  
 Number and percentage of Natural Therapies students responding to each item

Motivations and outcomes three groups	NT 01
	<b>N=21</b>
Wanted to pursue a specific career	<b>9 (42%)</b>
Have always wanted to work in this area	<b>11 (52%)</b>
The qualification is a requirement of the job	<b>1 (5%)</b>
I thought this was the best way of getting a job	<b>3 (14%)</b>
I wanted to be qualified in an area and have some status.	<b>7 (33%)</b>
I wanted to study something that would enable me to be financially independent	<b>8 (38%)</b>
Chose this course because I did not have University entrance.	<b>0 (0%)</b>

As with the Health and Fitness students, the Natural Therapy students' responses (see Table 6) also indicated that the students were seeking outcomes relating to furthering their education more generally. Based upon the spread of desired outcomes, a decision was also made within the



Natural Therapies courses to broaden the course focus to address the students' wider expectations.

**Table 6 OUTCOME TO FURTHER THEIR EDUCATION**  
**Responses frequently selected by Natural Therapies participants**

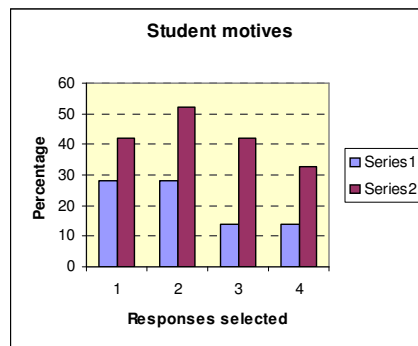
<b>To gain further education</b>	<b>NT 01</b>
I had a general desire to learn and a desire for intellectual stimulation	<b>11</b> (52%)
It seemed to be a very useful way of using my time	<b>2</b> (10%)
I wanted to do something for myself that would improve me as a person	<b>15</b> (71%)
I felt going to TAFE was positive use of my time with the added advantage of giving me a qualification	<b>5</b> (24%)
Chose this course because it looked the most interesting	<b>8</b> (38%)
I wanted to improve my own feelings of self worth and my belief that I could accomplish something	<b>4</b> (19%)
Did not want to have to sit TEE.	<b>1</b> (5%)
Lack of opportunity with my current life direction.	<b>3</b> (14%)
Dissatisfied with my current life direction	<b>4</b> (19%)
I was at a stage in my life where I wanted to make a significant change	<b>12</b> (57%)

Reasons for Natural Therapies students' enrolling also helped to distinguish continuing students from the non-continuing students. The patterns differed from those in Health and Fitness however they were consistent within Natural Therapies. Table 7 shows four responses that attracted different selection patterns between non-continuing and continuing students where students could select any number of responses.

**Table 7 NATURAL THERAPIES:**  
**Numbers and % in each group selecting Responses 1 to 4**

<b>Items selected</b>	<b>Non-continuing N<sup>1</sup>= 10</b>	<b>Continuing N<sup>2</sup>=36</b>
<b>1nf.</b> Wanted to pursue a specific career	2 (28%)	9 (42%)
<b>2nt.</b> Have always wanted to work in this area	2 (28%)	11 (52%)
<b>3nt.</b> Growing interest and awareness of new career options.	1 (14%)	9 (42%)
<b>4nf.</b> I wanted to be qualified in an area and have some status.	1 (14%)	7 (33%)

**Table 7b NATURAL THERAPIES Percentage of each group selecting Responses 1 to 4**



### Interim conclusions

The results of the surveys demonstrated that each student exhibits more than one reason for enrolling in a particular course. Additionally, circumstantial data gathered in follow up interviews indicates that for a significant minority of students, motivations for enrolling are likely to shift in intensity and focus over the duration of the course. This intensity and focus appears to be influenced by the students' original reasons for enrolling; their subsequent experiences in the course; and events occurring in their personal lives. This area invites closer inspection as there appears to be a pattern where these shifts in focus may occur at predictable stages in the course.

Particular descriptors used in questionnaire, developed during the trialing periods of the survey, when applied in certain combinations provided a useful predictive tool for identifying students who were at risk of not completing their course. Being able to identify these students has been beneficial for both staff and the students in that establishing a form of intervention with those students has enable them to make decisions about directions or to clarify their desired outcomes much sooner than would have been the case previously.

The survey results indicate that not all students in either Health and Fitness or Natural Therapies were seeking only a labour market outcome from their studies. This has alerted staff to address a wider range of desired outcomes by providing different satisfactory course pathways for their students. The range of outcomes that the students indicated they were seeking was much wider than lecturers would have anticipated. The lecturers concluded that they should restructure their course delivery to provide greater emphasis on assisting students to clarify and address the outcomes they desired from their studies and their broader goals linked with their studies. This was to be part of a skills acquisition process for meta-learning, for example, assisting each student to identify course outcomes that were personally achievable and consistent with any constraints imposed by the industry, the nature of the labour market, the student's life constraints or their levels of self-efficacy.<sup>7</sup>

In relation to the Health and Fitness students, it became evident from both the survey results and discussions with students that many did not have adequate knowledge of the Fitness Industry to make a considered judgment on whether they were suited to or would enjoy working in the industry. The Health and Fitness course was therefore significantly modified to place students in

<sup>7</sup> Marchant, D (n.d.) Self Confidence, Self Efficacy & Self Concept  
<http://www.staff.vu.edu.au/DrDaz/slides/lecture%2018%20self%20confidence%20&%20self%20efficacy/>  
 Accessed 20-8-03.

a Fitness Club in day two of their course so that they would gain a very early experience of the industry.

Finally, the very process of undertaking this investigation has substantially influenced the way that staff deal with students, and the processes that have been put into place to effect improvements in course processes and delivery. Carrying out the study was equally important for the staff. These outcomes are discussed in a separate paper.

## Attach 1

Instructions – Please tick as many boxes as you like where you think that the statement reflects part of your motivation for enrolling in this course.
<b>1 (To entry labour market)*</b>
Wanted to pursue a specific career
Have always wanted to work in this area
The qualification is a requirement of the job
I thought this was the best way of getting a job
I wanted to be qualified in an area and have some status
I wanted to study something that would enable me to be financially independent
Chose this course because I did not have University entrance.
<b>2 (To change career or reskill)*</b>
Wanted to change my career
Wanted to return to the workforce
Wanted to start a new career
Dissatisfied with my current job
Lack of opportunity with my current job
Growing interest and awareness of new career options.
Growing interest and awareness of this area as a career option.
<b>3 (To gain a traineeship or apprenticeship)*</b>
Not relevant to courses surveyed
<b>4 (To improve skills)*</b>
I was working in the area and felt the need to get formal qualifications
I was in the industry and wanted to improve my chances of advancement.
I work in a complementary area and want to carry out other roles.
<b>5 (To bridge to other study)*</b>
Will enable me to get into other courses that I want to do at TAFE, University or elsewhere
<b>6 (To gain further education)*</b>
I had a general desire to learn and a desire for intellectual stimulation
It seemed to be a very useful way of using my time.
I wanted to do something for myself that would improve me as a person.
I felt going to TAFE was a positive use of my time with the added advantage of giving me a qualification.
Chose this course because it looked the most interesting.
I wanted to improve my own feelings of self worth and my belief that I could accomplish something.
Did not want to have to sit TEE.
Lack of opportunity with my current life direction.
Dissatisfied with my current life direction
I was at a stage in my life where I wanted to make a significant change
<b>7 (To become self employed)*</b>
I wanted to set up my own business

\* Category titles not shown on the questionnaire given to students