

**Why Students Choose a Hospitality and Tourism Program:  
A Pilot Study of U.S. Undergraduate Students**

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## **Why Students Choose a Hospitality and Tourism Program:**

### **A Pilot Study of U.S. Undergraduate Students**

#### **ABSTRACT**

More universities, two-year colleges, and graduate schools in the United States strive to create hospitality and tourism programs in order to accommodate the rapidly-increasing popularity of the hospitality and tourism management (HTM) field in U.S. higher education. The purposes of this study are: a) to identify reasons why college students in the U.S. want to study HTM; and b) to identify subject areas within HTM in which students want to specialize. This study also aims to identify students' preferred foreign destinations for studying HTM. The results of the empirical study of 479 undergraduate students majoring in HTM revealed six motivational factors, preferred study areas within HTM, and popular overseas destinations for HTM studies. Major findings and implications are discussed.

**Key Words:** hospitality and tourism management (HTM), study motivations, U.S. higher education.

## **Why Students Choose a Hospitality and Tourism Program:**

### **A Pilot Study of U.S. Undergraduate Students**

#### **Introduction**

There has been extraordinary growth of hospitality and tourism management (hereafter HTM) programs in the last two decades in the United States. With the arrival of new subjects such as convention and exhibition management, special events, cruises, aviation, theme parks, private clubs, and casinos, the spectrum of hospitality and tourism has become wider. Students now have many options to choose from, in addition to the traditional HTM subject areas such as hotels and resorts, restaurants, institution management, leisure studies and tourism. The number of postsecondary institutions offering hospitality and tourism programs has more than quadrupled during the last two decades (Riegel & Dallas, 2004). According to the report of the International Council on Hotel, Restaurant, and Institutional Education (CHRIE, 2004), in 2004 there were 167 institutions offering HTM degrees (Baccalaureate and Graduate), certificates, or diplomas to 44,088 students in the United States. In comparison with 1991 data, these numbers show a mean 43% and 48% increase in number of institutions and students respectively over a 13 year time period. Considering that the given CHRIE data includes member institutions only, the actual number of HTM institutions and students can be substantially increased. Such fast growth of HTM programs has inevitably generated intense competition among HTM programs for both better quality and increased quantity of students.

The issue of study motivations has been the subject of a number of investigations that attempted to understand what motivates students to major in hospitality and tourism management (Bushell, Prosser, Faulkner, & Jafari, 2001; Huyton, 1997; Kim, Guo, Wang, & Agrusa, 2007; O'Mahony, McWilliams, & Whitelaw, 2001; Purcell & Quinn, 1996; Zhao, 1991). Few studies, however, have been conducted into why students in the United States choose HTM as their major. Therefore, the main purpose of this study

was to examine students' perceptions regarding their motivations to study HTM. Specifically, this study investigated motivational differences in terms of gender and year in school (freshmen, sophomores, juniors, and seniors). In addition, this study investigated students' preferred field of study within HTM and their preferred foreign destination to study HTM abroad. The results of this explorative study may help HTM institutions revise and enhance their curriculum based on students' perceptions.

This study used a quantitative questionnaire to explore HTM students' perceptions regarding study motivations and preferred study areas. It begins by discussing various motivational attributes for HTM study in higher education. Based upon the previous literature on HTM study motivations, the principal motivating attributes behind students' decisions to study HTM were identified. Particularly, the selection of initial motivational items was based on the list of motivational statements proposed by Kim et al. (2007) who investigated Asian students' study motivations. However, since students' motivations to study HTM can vary depending on national or ethnic groups (Airey & Frontistis, 1997; Cothran & Combrink, 1999; Kim et al., 2007; Schmidt, 2002), the final selection of motivational attributes was moderately changed for this study after a pilot study with U.S. undergraduate students. This paper reports on a number of major motivational factors and concludes with implications for stakeholders (institutions, students, and industry) in HTM higher education.

## **Literature Review**

Many studies in various disciplines have reported on the reasons why students choose a particular college major. Such research efforts can be also found in the hospitality and tourism field (Bushell et al., 2001; Huyton, 1997; Kim et al., 2007; Lee, Kim, & Lo, 2006; O'Mahony et al., 2001; Purcell & Quinn, 1996; Zhao, 1991).

In a study to identify the reasons why Australian students chose HTM courses, O'Mahony et al. (2001) suggested that students see the university as a cluster of attributes that includes teachers, facilities, and services. In addition, they found that the students' choice of the HTM major was based on the reputation of the HTM program and the availability of a particular course of study. O'Mahony et al. (2001) focused on three major motivational factors, including 1) students' knowledge and interest in the hospitality industry, 2) the influence of their parents, career counselors, and peers; and 3) their experiences as customers in the hospitality industry. Also, the reputation of HTM teaching faculty was important for students in choosing HTM as their major (O'Mahony et al., 2001). The desire to enter the HTM program was facilitated by an exam score (Kim et al., 2007). According to Schmidt (2002), students' decision to major in HTM was affected by many factors, such as personal (e.g. particular individuals), demographic (e.g. gender, race, age), psychological (e.g. personality and lifestyle), and social factors (e.g. reference group). In studies of Chinese students' study motivations, Huyton (1997) and Zhao (1991) concluded that Chinese students tended to believe that the hospitality and tourism industry would provide more job opportunities and that was the most important motivation to study HTM.

More quantitative approaches to glean the underlying dimensions of HTM study motivations have been found in recent studies (Kim et al., 2007; Lee et al., 2006). Based upon previous literature on HTM study motivations, Kim et al. (2007) developed 33 principal motivating attributes behind students' decisions to study HTM. With a set of motivation attributes identified through the review of extant study, they conducted a comparison study of student groups from three Asian countries (China, Taiwan, and Korea). Through a principal component factor analysis, Kim et al. (2007) delineated six major motivational factors; *'job opportunity,' 'practical aspect,' 'scholastic achievement,' 'apparent attractiveness,' 'interest in foreign culture,' and 'ease of study.'* In their group comparison, Chinese students showed higher motivation in *'job opportunity'* compared with other countries. On the other hand, Taiwanese students showed the highest motivation in the other five factors, whereas Korean students had the lowest motivation scores in those same five factors. Lee and his colleagues (2006) investigated Hong

Kong HTM students' study motivations. Not surprisingly, positive '*job opportunity*' in the hospitality and tourism industry was the most important factor for Hong Kong students to study HTM, followed by '*self actualization*' and '*field attractiveness*.'

There have been some notable research efforts to identify preferred international destinations for HTM study from the perspective of students (Barron, 2002; Jenkins, 2001; Kim et al., 2007; Lee et al., 2006). In those studies, the United States has been the popular venue for HTM study from international students, particularly in Asian countries where more students have a high level of motivation to study HTM abroad (Kim et al., 2007; Lee et al., 2006). Kim et al. (2007) found that the U.S. was the most preferred destination for HTM study from the top three student-exporting countries in Asia (China, Korea, and Taiwan). The same result was found in a study of Hong Kong students (Lee et al., 2006). However, there are no empirical studies on whether U.S. students are also eager to study HTM abroad. Also, there is a lack of empirical studies on U.S. students' preferred study areas within HTM. Traditionally, hotel/resort, restaurant, and leisure/tourism were major study areas within HTM. Today, however, HTM programs provide a variety of courses in new study areas, such as convention and exhibition management, events, cruises, aviation, theme parks, private clubs, and casinos, widening the spectrum of hospitality and tourism curricula. This trend has resulted in providing students with more options to choose from, in addition to the traditional HTM subject areas. In a study of Asian students' preferred study areas (Kim et al., 2007), 'Hotel Management' was the most popular study area within HTM for Korean and Taiwanese students, whereas 'Tourism Management' was chosen as the most popular study area by Chinese students. In Hong Kong, male students preferred to study 'Restaurant Management', while female students chose 'Aviation Management' as their preferred study area (Lee et al., 2006).

## **Methodology**

### ***Survey Design***

A review of the current literature on HTM study motivations enabled the researchers to make a number of initial decisions regarding the survey instrument to be adopted. A recent study on Asian students' motivations to study HTM (Kim et al., 2007) was adopted as guidance to determine motivation statements in the survey instrument. A pilot study with 55 HTM students was conducted to help determine the content of the initial questionnaire. As a result of the pilot study and after further consultation with colleagues and student representatives, the initial questionnaire was altered to allow for some cultural variability across the U.S. Specifically, some ambiguous and unclear motivational statements were eliminated after the pilot study, reducing a total number of motivational statements to 20 from 24 in the initial survey instrument. Thus, the final questionnaire included 20 motivational statements that were used to measure students' study motivations using a 7-point Likert-scale of 1 = *Strongly Disagree*, 7 = *Strongly Agree*. The final list of motivation items are presented in Exhibit 1 in the Results section. In addition, questions asking respondents' demographic information, such as age, gender and school year, were included in the questionnaire in order to examine how students' perceptions on HTM study are different, based on demographic factors.

### ***Research Sample***

The selection of HTM institutions was carefully considered. In order to avoid sample bias, three institutions offering HTM programs were selected for this study, geographically representing the Western, Midwestern, and Southern regions of the U.S. The three institutions each provide a variety of hospitality and tourism courses and are all members of the International Council on Hotel, Restaurant, and Institutional Education (CHRIE). There are currently a cumulative total of 1,315 HTM undergraduate students enrolled at the three institutions. These institutions agreed to participate in this research and accordingly, Institutional Review Board (IRB) approval was obtained from all three participating institutions before data collection.

### ***Data Collection***

Surveys were conducted during the fall semester of the 2006-2007 academic year. To avoid potential bias in the sample, the survey was administered at the three different institutions at the same time. Among the many HTM courses offered at each institution, five courses were randomly selected across academic levels. Instructors in the chosen courses were asked to administer the survey on behalf of the investigators and transmit the responses to the investigator. A combined total of 479 usable responses were collected from the Western, Midwestern, and Southern HTM institutions (136, 237, and 106 responses respectively).

### ***Data Analysis***

Data analysis for this study used a three-step approach. First, the results of descriptive statistics (means and frequency) provided information on respondents. Second, collected data were factor-analyzed in order to delineate the underlying dimensions of HTM study motivation. Based on Kaiser's (1974) suggestion, only factors with an eigenvalue greater than 1 were accepted and only items with factor loadings and commonalities greater than .4 were included in the final factor structure. In the factor analysis, reliability alpha within each domain was computed to confirm the factor's internal consistency. Independent samples t-tests and analysis of variance (ANOVA) were conducted to examine the statistically significant differences in study motivations among student groups. In the last stage of data analysis, the results of descriptive statistics (means and frequency) provided the rankings of the preferred study areas within HTM and the preferred destinations to study HTM abroad. Prior to the main data analysis, analysis of variance (ANOVA) was conducted to examine if there was any statistically significant difference in students' perceptions on each of 20 motivational items among three student groups from three institutions. The results of ANOVA indicated that there was no significant institutional difference among three student groups and, therefore, all responses collected from three institutions were combined for the main data analysis.



## Results

### *Sample Characteristics*

A total of 479 subjects included 199 (41.5%) male students and 280 (58.5%) female students. Female students outnumbered male students significantly across all three HTM institutions. This result is in line with previous studies where HTM degrees were sought by more female students than male students in Asian countries, such as China, Taiwan, Korea, and Hong Kong (Kim et al., 2007; Lee et al., 2006). The majority of the subjects (44%) were fourth year students or seniors who possessed clear career goals. The participation of freshman (13.6%) and sophomores (14.2%) was relatively weak because they were taking more general education courses than HTM courses at the time of the survey. Students' decision to major in HTM can be affected by their referents or influencers, such as parents, teachers, and peers (O'Mahony et al., 2001). In this study, a significant portion of respondents (44.9%) indicated that their decision to study HTM was influenced by others; parents/family (15.5%), friends (10.2%), teachers (7.3%), relatives (5.4%), and acquaintances (5%). Furthermore, 68% of students indicated their interest in studying HTM abroad and in particular, female students (72%) indicated a higher interest level than male students (63%).

### *Motivational Factors*

In order to delineate underlying dimensions of study motivations, a factor analysis using varimax rotation with 20 motivational items was conducted; the results are presented in Exhibit 1. Six factors with an eigenvalue greater than 1.0 were identified through the analysis and were labeled: '*Self-actualization*,' '*Job opportunity*,' '*Field attractiveness*,' '*Foreign experience*,' '*External influence*,' and '*Ease of Study*.' These six factors together explained 69.7% of variance. The reliability alphas for six factors ranged from .91 to .61. Each motivational item's communalities were greater than .5 and all factor loadings were

above .5, indicating a reasonably high correlation between the factors and their individual items (Lee et al., 2006).

{Insert Exhibit 1 about Here}

### ***Group Comparisons***

Independent samples t-test was conducted to determine if there was a significant motivational difference between male and female students. Exhibit 2 shows the results of the test along with mean scores on six factors for two student groups. Overall, mean factor scores between two student groups were similar. Students showed relatively high motivation scores on ‘*Job Opportunity*’ and ‘*Self-Actualization*.’ In group comparison, a significant difference ( $p < .05$ ) was found in only one factor, ‘*Job Opportunity*.’ As presented in Exhibit 2, male students ( $m = 5.86$ ) showed higher mean score on the ‘*Job Opportunity*’ than female students (5.50). This result indicates that male students are more motivated with positive job opportunity in the hospitality and tourism industry than female students. Motivational difference among student groups classified by school year or grade (1st, 2nd, 3rd, and 4th year students) was examined, using analysis of variance (ANOVA). The results of the analysis of variance concluded that no significant motivational difference existed among those student groups.

{Insert Exhibit 2 about Here}

### ***Preferred Study Areas***

Students’ preferred study areas within HTM are presented in Exhibit 3. Eleven study areas (based on consultation with faculty members in the participating HTM institutions) were pre-selected and given to students along with an open space to indicate other study areas not included in the list. Overall, hotel/resort management (31.7%) was the most popular study area within HTM, followed by

restaurant/culinary (28%) and event planning (17.1%). Combined, these top three study areas accounted for 76.8% of students' choices. Specifically, male students chose restaurant/culinary (37.7%) as the most preferred study area, instead of hotel/resort management (33.7%). On one hand, club management (8%) was a relatively popular study area for male students, in comparison with female students. On the other hand, female students showed a stronger interest in event planning (26.1%), which was ranked second only after hotel/resort management (30.4%).

{Insert Exhibit 3 about Here}

### ***Preferred Foreign Destination***

Among 437 HTM students, 326 students (68.1%) showed their interest in studying HTM abroad. These students include 125 male students (63% of all male students) and 201 female students (72% of female students). Compared with male students, female students were more interested in studying HTM abroad. For students interested in studying abroad, their preferred study destinations were identified (See Exhibit 4). Overall, Australia (20%) was the most popular study destination for both male and female students. After Australia, European countries, such as Italy (11%), Spain (7.7%), Europe-general (7.7%), France (6.2%), and United Kingdom (5.3%), were ranked accordingly on the list. By continent, Europe was the choice of 160 students (52.5%), which was a greater percentage than all other continents combined. In Asia, Japan was the most popular study destination (6.5%), particularly among male students (9.2%), followed by China (2.9%), Korea (1.9%) and Hong Kong (1.2%).

{Insert Exhibit 4 about Here}

### **Discussion and Conclusions**

The exploration of HTM study motivations may interest researchers, educational institutions, and other stakeholders. However, to our knowledge, there has been only limited research conducted in this area. Specifically, questions about U.S. students' motivations for studying HTM and their preferred study areas within HTM have remained unanswered for many years. Thus, the main purpose of this research was to fill this research gap by describing reasons why college students in the U.S. want to study HTM and by identifying subject areas within HTM in which U.S. students want to specialize.

Demographic information about respondents showed the dominance of female students in HTM. This has been a trend in other countries (Kim et al., 2007; Lee et al., 2006). Results of factor analysis for students' study motivations generated six factors that were labeled by researchers as '*Self-actualization*,' '*Job opportunity*,' '*Field attractiveness*,' '*Foreign experience*,' '*External influence*,' and '*Ease of Study*.' Among the six factors, '*Job Opportunity*' and '*Self-actualization*' were top two motivators. '*Self-actualization*' accounted for 25.31% of the variance explained, the most of all six factors identified.

Notable themes indicated by students within '*Self-actualization*' included: (a) the perception that the hospitality and tourism industry is interesting; (b) perhaps because of this interest, students would like to continue their studies and/or professional development at home or abroad; (c) students enjoy serving others; and (d) that students perceive their skills upon graduation to be sufficient to match the demands and requirements of the hospitality and tourism industry. For institutions offering Baccalaureate degrees in HTM, these themes could be woven into marketing materials (i.e. program catalog, program webpage, program brochures, etc.) used for the recruitment of HTM undergraduates.

'*Job Opportunity*' accounted for 12.83% of the variance explained, which ranked second out of all six factors identified. Notable themes indicated by students within '*Job Opportunity*' included the perception that employment in the hospitality and tourism industry is high after graduation and that the hospitality and tourism industry has growing potential. Promotion of HTM programs through a variety of

recruitment devices emphasizing job opportunities (e.g. HTM program brochures and websites prominently displaying HTM graduates currently employed in the hospitality and tourism industry) could be enticing to potential HTM students. Strategic partnerships between HTM programs and industry would not only help to foster job opportunities for undergraduates, but could also be used for the promotion of an HTM program. For example, HTM institutions could help industry train and eventually recruit HTM students through practicum, industry mentorship, and standing internship programs. By successfully implementing such industry-partnership programs, HTM programs may appeal to more potential HTM students as an institution that could provide them with maximum job opportunities. In group comparison, a significant difference was found in '*Job Opportunity*' between male and female students. Based on the result of independent samples t-test, it was concluded that male students were more motivated with a positive job market in the hospitality and tourism industry than female students. This may be reflective of the competitive culture of American males in sports and business and the strong cultural emphasis upon males in the U.S. to obtain a job that provides a good salary.

Descriptive aspects of this study can be found in the ranking of students' preferred study areas and foreign destinations for HTM study. As expected, most students chose their study area primarily between hotel/resort management and restaurant/culinary. Specifically, however, male students were more interested in restaurant/culinary, while female students showed strong interest in hotel/resort management and event planning. This may be due to culinary arts positions in restaurants being traditionally staffed by male chefs, whereas hotel/resort management and event planning (which also includes wedding planning) requires advanced interpersonal and planning skills that females may find appealing. Also, this result indicates that more event-related courses must be offered to meet the strong interests of HTM students. Event management is an already popular major in Australia and many Asian countries where it is an independent study area separate from traditional HTM field (Lee, Lee, & Kim, 2007). Specific courses in event management requiring strong interpersonal skills, and courses such as

Event planning, Event sponsorship, Event programming and design, and Project management must be considered at HTM institutions where students' interest in event management is conspicuous.

Focusing efforts upon emerging fields in hospitality and tourism to satisfy students' interests begs the question of what may be done to increase learning and teaching in those newer fields as presented in the classroom. Consulting a center for teaching excellence could be of great benefit in designing newer courses (as well as retrofitting traditional courses) to align with the learning styles of modern students, while offering insights into innovative teaching methods. Conversely, traditional areas of curricula (which students may show less interest in) could be reexamined to see if they still meet the needs of students and faculty alike and be updated if those needs are not being met. Fundamental HTM courses such as lodging, tourism, and restaurant management (usually prerequisites for more specialized courses) could be enhanced with information from new fields in hospitality and tourism without cannibalizing course content from upper-level specialty/elective courses. Selected material from new and emerging fields could also be embedded within introductory HTM courses. This could help elucidate choices for students' future course selections in more specialized areas of study before they begin progressing through their program of study. Input from industry leaders would also be beneficial in ascertaining what aspects of existing and emerging hospitality education would increase job opportunities and help identify what skills employers desire. Thoughtful consideration from all stakeholders in HTM should be considered before implementing any course changes.

Lastly, students' interest in studying HTM abroad was examined. Surprisingly, approximately 70% of students across three HTM institutions showed their interest in studying HTM abroad and in particular, female students were more eager to study HTM abroad than male students. This may be a reflection of the perception of ever-increasing opportunities available for female students in higher education and the subsequent desire of female students to take advantage of those opportunities. Students' number one preferred study destination was Australia. This may be due to the familiarity of Australia as

portrayed in American pop culture and media, the perceived similarities of Australian and American culture, and the common English language enabling better communication and easier adaptability for studying abroad. Combined, however, European countries received the most votes from students interested in studying abroad.

Evaluating the popularity of HTM in U.S. higher education may be useful for all stakeholders (universities, students, and the industry) in the HTM academic community. First, it could help the general public understand the current position of the HTM field in the U.S. higher educational system. Second, the findings of this investigation may affect the curriculum development and the recruitment policies of HTM institutions. This is of particular concern to those institutions offering Baccalaureate Degrees, with a 48% increase in students since 1991, far exceeding institutions offering an Associate Degree only. Third, the hospitality and tourism industry may benefit from this research about HTM students for recruiting and policy making.

## **Future Research**

Although the results of this study provide new information, it should be noted that this study cannot claim to be representative of all HTM institutions and all HTM students. Rather, the key findings should be regarded as an indication as to how students in other HTM institutions may be motivated to choose HTM as their major. This study provides a snapshot of student opinion and therefore the real value of students' perceptions lies in their use in longitudinal studies (King, Morison, Reed, & Stachow, 1999). Given its purpose as a tool for the creation of tailored education for students, a longitudinal approach could be adopted in order to provide comparability and benchmark performance across different cohorts of students and over time.

The methodology employed in this study may be able to be adapted for use in other undergraduate majors or disciplines. As globalization continues to shape the way the world interacts, U.S. undergraduates in many fields of study (including hospitality and tourism) may become more interested in studying abroad. It would also be interesting to see if the popularity of Australia as a study-abroad destination extended to other undergraduate programs. In addition, the six factors of 'Self-actualization,' 'Job opportunity,' 'Field attractiveness,' 'Foreign experience,' 'External influence,' and 'Ease of Study' could be pilot tested, analyzed and adapted/modified for other specific academic fields. Furthermore, the results from these modified factor analyses could be used to steer U.S. undergraduate program's marketing and promotional devices in order to boost enrollment. Finally, future study should encompass different subjects, such as students in community colleges and even in high schools.

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### Exhibit 1. Motivational Factors

Motivation Factors (Reliability, Eigenvalue)	Factor Loadings	Communalities	Means (SD) (Composite)	Variance Explained (%)
<b>F1. Self-Actualization</b> (Reliability: .91, E-value: 5.06)				25.31
I feel that the career in the hospitality and tourism industry will enable me to meet my personal goals.	.86	.82	5.21 (1.43)	
I feel that my skills match the demands & requirements of the hospitality and tourism industry.	.79	.71	5.42 (1.32)	
I would like to study more in this field.	.79	.75	5.27 (1.54)	
I have more interest in this field compared to others.	.78	.70	5.65 (1.51)	
I like to serve others.	.75	.67	5.24 (1.62)	
			<b>(Comp: 5.36)</b>	
<b>F2. Job Opportunity</b> (Reliability: .76, E-value: 2.57)				12.83
I believe that the percentage of employment is high after graduation.	.84	.77	6.01 (1.49)	
I believe that this field has a growing potential.	.69	.75	5.42 (1.26)	
I believe that there is a variety of job opportunities.	.61	.72	5.98 (1.22)	
Compared to other fields, this field provides more opportunity for promotion.	.60	.53	5.11 (1.22)	
			<b>(Comp: 5.63)</b>	
<b>F3. Field Attractiveness</b> (Reliability: .73, E-value: 1.78)				8.91
Working in this field apparently looks good.	.70	.71	5.17 (1.36)	
I believe that the level of salary is high in this field.	.70	.70	4.81 (1.59)	
Scenes or pictures of the hospitality industry appearing in movies or TV look attractive.	.65	.64	4.96 (1.47)	
Jobs in this field look attractive.	.59	.53	5.12 (1.33)	
			<b>(Comp: 5.02)</b>	
<b>F4. Foreign Experience</b> (Reliability: .70, E-value: 1.75)				8.74
I like to learn foreign languages.	.80	.74	4.73 (1.62)	
Compared to other fields, it is easier to learn foreign cultures.	.78	.73	4.95 (1.50)	
After I graduate, I can have many opportunities to travel and work in foreign countries.	.51	.58	5.51 (1.39)	
			<b>(Comp: 5.06)</b>	
<b>F5. External Influence</b> (Reliability: .64, E-value: 1.45)				7.27
Recommended by others (e.g., parents, friends, teachers)	.79	.69	4.32 (1.62)	
My scores on entrance exams qualified me for this major.	.78	.65	3.94 (1.70)	
			<b>(Comp: 4.13)</b>	
<b>F6. Ease of Study</b> (Reliability: .61, E-value: 1.33)				6.64
Compared to other fields, it is easy to study this field.	.87	.78	4.86 (1.43)	
I believe that this field is practical rather than theoretical.	.50	.59	5.25 (1.33)	
			<b>(Comp: 5.05)</b>	
				<b>Total: 69.69 %</b>

**Exhibit 2. Comparison of Motivation by Gender**

<b>Motivation Factors</b>	<b>Male Students</b> (Composite means, n = 199)	<b>Female Students</b> (Composite means, n = 280)	<b>t-value</b>	<b>P-value</b>
F1. Self-Actualization	5.31	5.38	.407	.525
F2. Job Opportunity	5.86	5.50	5.809	.017
F3. Field Attractiveness	4.99	5.02	.701	.404
F4. Foreign Experience	5.07	5.05	.122	.727
F5. External Influence	4.13	4.12	.020	.889
F6. Ease of Study	5.40	5.26	.204	.652

**Exhibit 3. Preferred Study Areas within HTM**

<b>Male (n = 199)</b>		<b>Female (n = 280)</b>		<b>Overall (n = 479)</b>	
<b>Preferred Study Area</b> (Frequency)	<b>Percent</b> (%)	<b>Preferred Study Area</b> (Frequency)	<b>Percent</b> (%)	<b>Preferred Study Area</b> (Frequency)	<b>Percent</b> (%)
Restaurant/Culinary (75)	37.7	Hotel/Resort (85)	30.4	Hotel/Resort (152)	31.7
Hotel/Resort (67)	33.7	Event Planning (73)	26.1	Restaurant/Culinary (134)	28.0
Club Management (16)	8.0	Restaurant/Culinary (59)	21.1	Event Planning (82)	17.1
Casino (13)	6.5	Casino (10)	3.6	Casino (23)	4.8
Event Planning (9)	4.5	Airline (9)	3.2	Club Management (22)	4.6
Tourism Development (7)	3.5	Tourism development (9)	3.2	Tourism Development (16)	3.3
Theme park (4)	2.0	Convention/Exhibition (8)	2.9	Convention/Exhibition (10)	2.1
Convention/Exhibition (2)	1.0	Travel agency (7)	2.5	Airline (9)	1.9
Education (1)	0.5	Club management (6)	2.1	Theme park (8)	1.7
Airline (0)	0	Education (5)	1.8	Travel agency (7)	1.5
Travel agency (0)	0	Theme park (4)	1.4	Education (7)	1.5
Others (5)	2.5	Other (4)	1.4	Others (9)	1.9

**Exhibit 4. Preferred Foreign Destinations for HTM Study**

<b>Male (n = 125, 63%)</b>		<b>Female (n = 201, 72%)</b>		<b>Overall (n = 326, 68%)</b>			
Preferred Country	Frequency (%)	Preferred Country	Frequency (%)	Preferred Country	Frequency (%)	Preferred Continent	Frequency (%)
Australia	29 (22.3)	Australia	39 (18.8)	Australia	68 (20.0)	Europe	160 (52.5)
Japan	12 (9.2)	Italy	26 (12.4)	Italy	37 (10.9)	Oceania	76 (24.9)
Italy	11 (8.5)	Europe (General)	18 (8.8)	Spain	26 (7.7)	Asia	50 (16.4)
Spain	9 (6.9)	Spain	17 (8.1)	Europe (General)	26 (7.7)	America	16 (5.3)
Europe (General)	8 (6.2)	France	14 (6.7)	Japan	22 (6.5)	Africa	3 (0.9)
France	7 (5.4)	Switzerland	12 (5.7)	France	21 (6.2)		<b>Total: 305</b>
UK	7 (5.4)	UK	11 (5.2)	UK	18 (5.3)		
New Zealand	5 (3.9)	Japan	10 (4.8)	Switzerland	15 (4.4)		
China	5 (3.9)	China	5 (2.4)	China	10 (2.9)		
Mexico	5 (3.9)	Greece	4 (1.9)	Mexico	9 (2.7)		
Switzerland	3 (2.3)	Mexico	4 (1.9)	New Zealand	8 (2.4)		
Korea	3 (2.3)	Netherland	3 (1.4)	Korea	5 (1.5)		
Others In Europe	8 (6.2)	New Zealand	3 (1.4)	Greece	5 (1.5)		
Others in Asia	5 (3.9)	Hong Kong	3 (1.4)	Hong Kong	4 (1.2)		
Others in S.Ame.	3 (2.3)	Others in Europe	2 (0.9)	Netherland	4 (1.2)		
Don't know	10 (7.7)	Others in Asia	7 (3.3)	Others in Europe	8 (2.4)		
	<b>Total: 130</b>	Others in Africa	3 (1.4)	Others in Asia	9 (2.7)		
		Others in S.Ame.	4 (1.9)	Others in S.Am.	7 (2.1)		
		Don't know	25 (11.9)	Others in Africa	3 (0.9)		
			<b>Total: 210</b>	Don't know	35 (10.3)		
					<b>Total: 340</b>		

*\* Due to multiple indications, the total number of choice is different from the total number of students*