

# The study motivations and study preferences of student groups from Asian nations majoring in hospitality and tourism management programs

Samuel Seongseop Kim<sup>a,\*</sup>, Yingzhi Guo<sup>b</sup>, Kuo-Ching Wang<sup>c</sup>, Jerome Agrusa<sup>d</sup>

<sup>a</sup>Department of Hospitality & Tourism Management, Sejong University, Seoul 143-747, Republic of Korea

<sup>b</sup>Department of Tourism, Fudan University, Shanghai 200433, PR China

<sup>c</sup>Graduate Institute of Recreation, Tourism, and Hospitality Management, National Chiayi University, Chiayi 600, Taiwan, ROC

<sup>d</sup>Travel Industry Management, Hawaii Pacific University, 1164 Bishop Street, Suite 912, Honolulu 96813, Hawaii

Received 7 September 2004; accepted 1 September 2005

## Abstract

This study identified why students in China, Taiwan, and Korea at both undergraduate and master's level want to major in hospitality and tourism management (HTM), why they prefer to study abroad, and their preferred concentration of study in the HTM major. Three Asian national student groups were selected at both the undergraduate and master's student level. In a comparison of motivations for HTM programs between the three national groups at both the undergraduate and master's levels, Taiwanese students showed the highest level of motivation. The most preferred country for studying abroad for a graduate school was the US. In the preferred fields of study or major during their study abroad, three national student groups showed different responses. Detailed information is given in this paper.

© 2005 Published by Elsevier Ltd.

**Keywords:** Study motivation; Study preference; HTM program

## 1. Introduction

Evaluating the popularity of majoring in the hospitality and tourism management (hereafter, HTM) field in various countries is thought to be useful. First, it will help to understand the position of the HTM field in various countries' educational systems (Barclay, 1990). Second, the investigation affects the recruitment policy of international students by Western universities (Barron, 2002a; Ryan, 2005). Western universities that provide HTM programs have an interest in attracting foreign students who want to study HTM abroad (Barron, 2002b). All the stakeholders, including the hospitality and tourism industries, governments, and educational authorities, are likely to want more

information about foreign students studying HTM (Barron, 2002b; Hsu, 1996; Ryan, 2005) for purposes of recruitment—whether for students or potential staff. Although the issue of higher education for international students studying in the HTM field is interesting enough to attract the attention of researchers, educational institutions, and other stakeholders, numerous questions including international students' motivation, their motivation to study abroad, country preferences, and field of study preferences within HTM, remain unanswered.

The popularity of HTM programs in China, Taiwan, and Korea has been evident by their growth. As Table 1 demonstrates, the numbers of HTM programs and enrolled students have increased rapidly at all degree levels in each of these three countries. In China, the number of colleges with HTM programs and students enrolled in HTM programs in the year 2002 show an increase of 61.5 percent and 113.9 percent compared to those in the year 2000 and 2001, respectively. Similar to China, the number of

\*Corresponding author.

E-mail addresses: [sskim@sejong.ac.kr](mailto:sskim@sejong.ac.kr) (S.S. Kim), [yingzhig@sh163c.sta.net.cn](mailto:yingzhig@sh163c.sta.net.cn) (Y. Guo), [wangkc@mail.ncyu.edu.tw](mailto:wangkc@mail.ncyu.edu.tw) (K.-C. Wang), [jfagrusa@aol.com](mailto:jfagrusa@aol.com) (J. Agrusa).

Table 1  
Comparison of the number of colleges with HTM programs and students in China, Taiwan, and Korea

Country	Degree level	Number of programs and students	2002	2001	2000	1999	1998	1997	1996	1995
China	<sup>a</sup>	Colleges with HTM programs	407	311	252	209	187	192	166	138
		Enrollment of students	157,409	102,245	73,586	54,041	32,737	28,566	25,822	20,121
Taiwan	Ph.D. level	Colleges with HTM programs	0	0	0	0	0	0	0	0
		Enrollment of students	0	0	0	0	0	0	0	0
	Master's level	Colleges with HTM programs	6	5	4	3	2	1	1	1
		Enrollment of students	125	104	77	62	50	34	35	34
	4-year college level	Colleges with HTM programs	27	20	17	12	8	5	5	5
		Enrollment of students	9378	7417	5984	4893	4033	3736	3430	2921
Junior college level	Colleges with HTM programs	16	16	16	14	13	12	9	8	
	Enrollment of students	6119	6142	5347	5116	4578	3552	2737	2205	
Korea	Ph.D. level	Colleges with HTM programs	28	19	10	6	5	5	3	3
		Enrollment of students	432	284	196	175	155	111	64	54
	Master's level	HTM programs	100	78	75	52	36	36	27	16
		Enrollment of students	2019	1691	1568	1236	846	677	487	402
	4-year college level	HTM programs	125	115	102	90	68	43	42	35
		Enrollment of students	24,042	21,491	18,375	14,175	11,370	9949	9191	7971

Source: Chinese data were from China National Tourism Bureau (2003). Taiwanese data were from Bureau of Taiwanese Statistics, Ministry of Education in Taiwan (2003). Korean data were from Ministry of Education in Korea (2004).

<sup>a</sup>Indicates either junior or 4-year college having HTM programs at associate bachelor's degree, bachelor's degree, and master's degree. In case that one university offers more than one-degree program, the number was calculated as only one. Until 2002, China and Taiwan have not offered a Ph.D. degree in the HTM program.

Taiwanese colleges offering HTM programs and the number of students majoring in HTM indicate a rapid increase. The number of colleges with HTM programs in Korea, which awarded Ph.D. degrees in the year 2002, was 28 and the number of students in Ph.D. courses was 432. The numbers show increases of 180 percent and 120 percent between 2000 and 2002.

The keen interest in attaining an HTM degree in these three countries is shown by the number of students who are studying HTM abroad. For example, among international students who study HTM at the University of Nevada, Las Vegas (UNLV), with a total student population in the HTM program of 1929 in Fall 2003, Korean students comprised 12.9 percent, Taiwanese students 1.3 percent, Chinese students 1.4 percent at the undergraduate level, whereas Koreans make up 21.3 percent, Taiwanese, 2.7 percent, and Chinese, 2.7 percent at the graduate level (Theriault, 2004). Another example of international students who study HTM is in the UK at the University of Surrey with a total student population in the HTM program of 1237 for the Spring 2005 semester. Chinese students make up 2.4 percent, Korean students .074 percent, Taiwanese students .018 percent at the undergraduate level, whereas Chinese students make up 46 percent, Korean 7.2 percent, and Taiwanese students make up 4.5 percent at the graduate level (Williamson, 2005).

As mentioned above, China, Taiwan, and Korea have experienced quantitative development in the hospitality

and tourism industry, and students' preference for majoring in HTM and demands for studying abroad have increased dramatically.

### 1.1. Study objectives

To date, there has been limited research on the study of motivations and preferences of students who are majoring in HTM programs. Specifically, a comparative study of East Asian student groups has not been conducted. This study attempted to find the reasons that students in these three East Asian nations at both undergraduate and master's level wanted to major in HTM, why they prefer to study abroad, and their preferred field of study in the HTM major. More specific objectives were as follows. First, this research project investigated motivations of Chinese, Taiwanese, and Korean undergraduate and graduate students in choosing an HTM program and in studying abroad. Second, this study identified preferred countries for studying abroad. Third, this research project explored preferred study fields while studying abroad. This study attempted to identify similarities and differences between these three national student groups.

## 2. Literature review

A review of literature on the motivations of why students desire to study HTM is limited even though this issue is of

significance in the tourism/hospitality educational and management area and has a direct effect on educators and managers alike (Airey & Frontistis, 1997; Bushell, Prosser, Faulkner, & Jafari, 2001; Huyton, 1997; O'Mahony, McWilliams & Whielaw, 2001; Purcell & Quinn, 1996; Schmidt, 2002; Tribe & Lewis, 2003; Zhao, 1991). According to Bushell et al. (2001), high school graduates or university graduates are attracted to undergraduate or graduate degrees in an HTM program because the industry provides benefits through its contribution to cultural enrichment and economic growth, and provides challenging and exciting career opportunities for people with a variety of talents and interests. O'Mahony et al. (2001) identified motivations for choosing an HTM program using a sample of Australian students. The results demonstrated that knowledge of and interest in the hospitality industry, and the influence of their parents and career counsellors were significant motivational factors.

Schmidt (2002) reported that making the decision to study in an HTM program was affected by four major factors: personal factors (unique to a particular person), demographic factors (e.g., sex, race, age), psychological factors (e.g., motive, perception, personality, lifestyle) and social factors (e.g., culture, social class, expectations of family or reference groups). According to Zhao (1991), students prefer majoring in HTM because they believe that working in the HTM field leads to respectable careers. Meanwhile, Huyton (1997) concluded that a rapid increase in HTM programs in China is consistent with the growth of the HTM industry and that changes in the industrial system provided more job opportunities for HTM students. Some studies found that the motivation for HTM students tend to be vocational rather than academic (Purcell & Quinn, 1996).

Students' motivation to study HTM may vary with national or ethnic groups (Airey & Frontistis, 1997; Cothran & Combrink, 1999). In a comparative study of Greek and UK students, Airey and Frontistis (1997) found that the Greek students had a more positive view of the industry than their UK counterparts. Likewise, Cothran and Combrink's (1999) study indicated that Hispanic and Native American students showed slightly more interest in receiving training and educational programs than Anglo students. Preference to study HTM programs may differ according to familiarity with the industry and knowledge. The greater the knowledge that students have about the industry, the more interest they have in HTM programs and attaining careers in HTM (Ross, 1994). On the other hand, findings of some studies (Cothran & Combrink, 1999; Waryszak, 1998) were in contrast to the results of the above study. Conclusively, these studies show that students have an interest in studying HTM programs but their level of interest may vary with realistic field experience or information gained.

To date, efforts to examine motivations for going overseas to study HTM have been limited to a few studies

(Adams & Chapman, 1998; Barron, 2002b; Diaz & Krauss, 1996; O'Mahony et al., 2001; Zhao, 1991). Zhao (1991) reported that Chinese students prefer to study abroad because they want to gain a high quality tertiary education experience. Adams and Chapman (1998) found the reasons that Asian students want to study overseas include lack of physical facilities and lack of capable faculty and staff in their home countries. According to Diaz and Krauss (1996), the supply for higher education in Asian countries cannot meet the demand and thus Asian students choose to study overseas willingly or unwillingly. Finally, some researchers (Barron, 2002b; Du, 2003) concluded that a mixture of poor quality in facilities and faculty, overriding demand and limited supply of educational institutions, and career development motivate students to study abroad. However, the previous studies have not operationalized a structured scale of study motivations in the HTM field.

There are some studies that identified the preferred countries of students studying in the HTM field who have a high level of motivation for studying abroad. Formica (1996) predicted that the popularity of students studying abroad in certain countries such as the US and European countries would increase. He suggested that there is a need for developing appropriate hospitality and tourism curricula capable of matching the students' different cultural backgrounds and their various professional experiences. Jenkins (2001) investigated preferred countries for getting a first hospitality position in a foreign country using a sample of students in a UK educational institution. Respondents indicated that the most popular country was the US, whereas European countries except for the UK were not popular choices. Barron (2002a) argued that Australia is a study destination that can meet Asian students' actual demands because of its proximity to Asia, minimal time differences, climate, and personal safety. In the context of costs such as tuition fees or living costs, Australia is lower than the UK and the US.

Unfortunately, there has been limited research in the area to identify international students' preferred field of study during their time studying abroad. Thus this study attempted to investigate Asian national student groups at both undergraduate and master's student levels and investigate their study motivations and preferences.

### 3. Methods

#### 3.1. Measurement

In developing the research instrument to evaluate students' motivations for choosing an HTM program, 21 items were selected for the undergraduate student survey and 31 items were selected for the graduate student survey from previous studies (Bushell et al., 2001; Huyton, 1997; Kusluvan & Kusluvan, 2003; O'Mahony et al., 2001; Purcell & Quinn, 1996; Schmidt, 2002; Zhao, 1991). The motivation items included interest in an HTM program, job-related or other benefits from studying in an HTM

program, and scholastic desire. Responses to the items were measured on a 7-point Likert-type scale where '1 = *strongly disagree*,' '4 = *neutral*,' and '7 = *strongly agree*.'

Thirteen items were used to measure the motivations of studying an HTM program abroad. For example, one item was "I would like to develop relationships with foreign professors and friends." Responses to the items were measured with a 7-point Likert-type scale where '1 = *strongly disagree*,' '4 = *neutral*,' and '7 = *strongly agree*.' Items for measuring respondents' most preferred foreign country in the HTM field after graduation and most preferred study field in studying abroad were operationalized as open-ended questions.

The population of this study consisted of Chinese, Taiwanese, and Korean students majoring in HTM at both the undergraduate and graduate level. A questionnaire was developed from the review of literature regarding students' motivation to study in HTM programs (Bushell et al., 2001; Fraser, 2003; Huyton, 1997; O'Mahony et al., 2001; Purcell & Quinn, 1996; Schmidt, 2002; Zhao, 1991) and their motivation for going overseas to study HTM (Adams & Chapman, 1998; Barron, 2002b; Diaz & Krauss, 1996; O'Mahony et al., 2001; Zhao, 1991). The questionnaire was first written in English and then translated into Chinese, Taiwanese, and Korean languages (the mother tongue of each study population group). In order to determine the accuracy of the translation process, a method of original and back translation (reverse translation method) was used. Five professors from each population group, whose original mother tongue was either Chinese, Taiwanese, and Korean were consulted to participate in the translation process. The original questionnaire was compared five times to the translated Chinese, Taiwanese, and Korean versions to check the accuracy of the translated versions. A pilot test of 25 students in each language was conducted on the instrument to ensure that all questions could be clearly understood and did not contain ambiguous questions or interpretive problems.

### 3.2. Data collection

In the data collection of Chinese students, the cities of Xi'an and Shanghai were selected. Xi'an is one of the six famous ancient cities in China, whereas Shanghai is a city that is internationally well known for tourism, banking, and trade business in Asia. These two cities are among the top five tourism cities in China in terms of the number of travellers (CNTB, 2003). The reputation of these cities as tourism destinations provide the universities, with HTM programs, a prominent role in the city's hospitality industry which helps to attract more students who hope to study HTM. For the data collection process, universities with an HTM program in Shanghai and Xi'an were divided into three groups on the basis of the scores of undergraduate students' university entrance exam. Then nine universities in Shanghai were randomly chosen from each

of the three groups, while three universities in Xi'an were randomly selected, one from each of the three groups in this study. Sixty questionnaires were assigned to each selected university. Master's students were trained and then sent to distribute and collect the surveys at the selected undergraduate HTM class under the supervision of professors. Thus out of 720 questionnaires distributed to the undergraduate Chinese students, 700 questionnaires were collected. A total of 678 questionnaires were usable for the data analyses after 22 questionnaires with multiple missing values were excluded.

For the Chinese master's student group, five universities in Shanghai and three universities in Xi'an with the largest HTM graduate enrolments in these two cities were selected. Fifteen questionnaires were assigned to each of the eight universities. Similar to the data collection for the undergraduate student groups, surveys for a master's student group were administered by assigned postgraduate students who were trained in the distribution and collection of the surveys with the help of professors in charge of teaching HTM graduate classes at the respective universities. Out of 120 distributed questionnaires, 118 completed questionnaires were usable for further data analyses.

For consistency, the data collection for the HTM undergraduate student group in Taiwan was similar to the distribution methods used for the Chinese universities in this study. Taiwan universities having HTM programs were divided in three groups based on the university entrance exam scores of undergraduate students. Six universities were finally selected for data collection (two universities per group). Questionnaires were distributed to the HTM class with the assistance of the professor who was in charge of the class. In total, 600 questionnaires were distributed and questionnaires with incomplete answers and/or multiple missing values were all excluded. Finally 569 usable questionnaires were obtained. With respect to the investigation of the graduate student group in Taiwan, six universities having HTM graduate programs with the largest enrolment were selected. Similarly, an on-site data collection procedure was conducted, and 142 questionnaires were distributed, of which 100 usable questionnaires were obtained.

The data collection for the Korean student group is consistent with the methods used for the data collection of both the Chinese and Taiwanese HTM student groups. The Korean universities having undergraduate HTM programs were divided into three groups based on undergraduate students' university entrance exam scores and three universities were randomly selected from each of the three groups. Forty-five questionnaires were assigned to each university. The surveys were distributed and collected by Korean HTM professors. Thus out of 405 questionnaires distributed, 370 questionnaires were returned. A total of 364 usable questionnaires were obtained to conduct statistical data analyses after eliminating six questionnaires with multiple missing values. With respect to the graduate student group in Korea, four universities having the largest



HTM graduate program enrolment were selected. Fifty questionnaires were assigned to each of the four universities. Similar to the data collection process for the undergraduate student group at the Korean universities, the surveys for the master's student groups were administered with the assistance of professors teaching at the universities. Out of 200 questionnaires distributed, 180 questionnaires were collected. However, five questionnaires were excluded due to multiple missing values. A total of 175 questionnaires were used for further data analyses.

### 3.3. Analysis

The 21 items related to undergraduate students' motivations for choosing an HTM program and the 31 items related to master's students' motivations for choosing an HTM program were analysed separately in order to delineate the underlying domains. On the basis of Kaiser's (1974) criterion, only factors with an eigenvalue greater than 1 were accepted, and only items with factor loadings and communalities of greater than .4 were included in the final factor structure. Reliability alphas within each domain were computed to confirm the factor's internal consistency.

One-way ANOVA tests were conducted to examine the significant differences between three national undergraduate or master's student groups on motivations for choosing an HTM program and studying abroad. When significant differences in one-way ANOVA tests were found, Duncan's multiple range test was used to examine the source of differences across the respondent subgroups.

## 4. Results

### 4.1. Demographic profile of respondents

For the Chinese undergraduate student group, just over 73 percent were female, 63 percent were under the age of 20, approximately 94 percent were freshmen or sophomores, 59 percent responded themselves as an influential person in choosing the HTM field. For the Taiwanese undergraduate student group, about 79 percent were female, 72.4 percent were under the age of 20, 100 percent of the students were freshmen or sophomores, whereas about 50 percent answered themselves as an influential person in choosing the HTM field. Of the Korean undergraduate student group, over 71 percent were female, 97 percent were over 20 years of age, 66.7 percent were freshmen or sophomores, while 82.2 percent answered themselves as an influential person in choosing the HTM field.

For the Chinese master's students, almost 69 percent were female, 87.3 percent were over 23 years of age, 50 percent were in the first year, while 52.5 percent answered themselves as an influential person in choosing the HTM field. Sixty three percent of the Taiwanese master's students were female, 85 percent were over 23 years of age, 62 percent were in the first year, and 63 percent of them indicated themselves

as an influential person in choosing the HTM. Slightly more than 62 percent of the Korean master's students were female, 100 percent of the respondents were over the age of 23, whereas 67.8 percent responded themselves as an influential person in choosing the HTM field.

### 4.2. Factor analyses of the motivations for choosing an HTM program

To examine the domains underlying the motivations for choosing an HTM program, a factor analysis with varimax rotation was undertaken. The 21 items for the undergraduate students' motivations of choosing an HTM program produced six factors with an eigenvalue greater than 1.0 (Table 2). These factors explained 62.2 percent of the variance and were labelled: 'job opportunity,' 'interest in practical aspects,' 'scholastic achievement,' 'apparent attraction,' 'interest in a foreign country,' and 'ease in studying.' All 21 items had factor loadings over .41. The reliability alphas, which are designed to check the internal consistency of items within each domain, were higher than or close to .70 indicating that Nunnally's (1978) criterion was met or close.

In analysing the graduate student motivations for choosing an HTM program, a factor analysis with varimax rotation was conducted on the 31 items provided. The nine factors which had an eigenvalue greater than 1.0 were obtained (Table 3). These factors accounted for 64.2 percent of the variance and were termed: 'friendship,' 'better position or promotion,' 'apparent attraction,' 'interest in practical aspects,' 'scholastic achievement,' 'interest in foreign country,' 'job opportunity,' 'demonstration,' and 'ease in studying.' Factor loadings for the 31 items ranged from .40 to .88. The reliability alphas for the nine domains were all above or close to .70 as recommended by Nunnally (1978).

### 4.3. Comparison of motivations for choosing an HTM program among three Asian national student groups

The mean scores in the three national undergraduate student groups on the six domains are presented in Table 4 along with the outcome of one-way ANOVA tests. Significant differences ( $p < .001$ ) were found for all three national undergraduate student groups on all six domains. Chinese undergraduate student groups showed the higher mean scores on the 'job opportunity' domain and the 'apparent attraction' domain than that of the Korean students. When comparing all three national groups, the Taiwanese undergraduates indicated the highest mean scores on all motivational domains except for one, the 'job opportunity' domain, whereas Korean undergraduates had the lowest mean scores on the six domains. Overall, Taiwanese undergraduate students showed the highest level of motivations on all motivation domains with the exception of the 'job opportunity' domain. However, Korean undergraduate students showed the lowest level of motivations on the six domains.

Table 2  
Factor analysis with varimax rotation on undergraduate students' motivations of choosing an HTM program ( $N = 1592$ )

Motivation items	Factor loadings	Communalities	Means	SD
Domain 1: Job opportunity (eigenvalue = 5.90; variance = 28.1; reliability alpha = .73)				
I believe that the percentage of employment is high after graduation.	.78	.65	4.43	1.38
I believe that there are a variety of job opportunities.	.72	.60	4.63	1.45
I believe that the level of salary is high in this field.	.70	.57	3.97	1.38
Compared to other fields, this field provides more opportunity to be promoted.	.48	.57	3.75	1.41
I believe that this field has a growing potential.	.41	.50	5.81	1.26
Domain 2: Interest in the practical aspects (eigenvalue = 1.82; variance = 8.7; reliability alpha = .70)				
I believe that this field is practical rather than theoretical.	.86	.52	5.36	1.50
I have more interest in this field, compared to others.	.81	.69	5.25	1.57
This field suits my aptitude.	.80	.68	4.91	1.57
I like to serve others.	.47	.48	5.06	1.55
Domain 3: Scholastic achievement (eigenvalue = 1.55; variance = 7.4; reliability alpha = .73)				
I would like to be a theoretical expert in this field.	.86	.76	3.62	1.55
I would like to be an excellent scholar in this field.	.81	.77	4.00	1.65
I would like to study more in this field.	.60	.68	5.25	1.64
Compared to other fields, it is easier to get a professorship in this field.	.47	.60	3.11	1.38
Domain 4: Apparent attraction (eigenvalue = 1.39; variance = 6.6; reliability alpha = .70)				
Scenes or pictures of the hospitality industry appearing in movies or TV look attractive.	.70	.65	4.85	1.91
Working in this field apparently looks good.	.69	.61	4.65	1.49
Jobs in this field look attractive.	.65	.57	4.66	1.46
Domain 5: Interest in a foreign country (eigenvalue = 1.30; variance = 6.2; reliability alpha = .71)				
Compared to other fields of study, I believe there is a higher opportunity to interact with more foreigners and foreign cultures.	.83	.78	5.45	1.43
I believe that I can have the opportunity to take more overseas business trips or meetings in foreign countries.	.80	.74	5.16	1.48
I like foreign languages.	.49	.46	4.59	1.74
Domain 6: Ease in studying (eigenvalue = 1.10; variance = 5.2; reliability alpha = .69)				
Compared to other fields, it is easy to study this field.	.78	.68	4.00	1.65
My score for university entrance exam qualified me for this major.	.56	.51	3.80	1.85

Note: 7-point Likert-type scales were used and given the following corresponding values: *strongly disagree* (1); *neutral* (4); *strongly agree* (7).

Results of one-way ANOVA tests produced significant differences ( $p < .001$  or  $p < .01$ ) for the three national master's student groups on the eight domains. These results are reported in Table 4. Among three national master's groups, the Taiwanese graduate student group showed the highest mean scores on all domains except for the 'apparent attraction' domain. However, the Korean master's student group showed the lowest mean scores on all domains with the exception of two, 'interest in practical aspects' domain and the 'scholastic achievement' domain. This means Korean master's students' motivations in choosing an HTM program were relatively lower than that of Chinese or Taiwanese graduate student groups. The analysis of the graduate student group's motivation resulted in similar patterns to those of the undergraduate students' motivation.

#### 4.4. Comparison of motivations for studying abroad in an HTM program among three Asian national undergraduate student groups

One-way ANOVAs were conducted to explore the difference between the three national undergraduate student groups on motivations for studying abroad in the HTM field.

The results are shown in Table 5. The Taiwanese undergraduate student group showed the highest mean scores on the following items, "I would like to have an opportunity to learn a foreign language", "I would like to make relationships with foreign professors and friends", "I would like to take a teaching position easily in my country when I return with a graduate diploma from the foreign country", "There are more famous US professors, compared to domestic professors", "I would like to have more opportunities to publish papers for international journals", "I would like to get a better job or position in my country when I return with a graduate diploma from the foreign country", "I would like to gain a job in the foreign country after I gain a graduate diploma", and "I would like to experience a new culture in the foreign country". However, the Taiwanese students showed the lowest mean score on "The foreign country has a higher quality of education than that of my country in the hospitality and tourism field". This means that Taiwanese undergraduate students feel more satisfied about their domestic undergraduate programs when compared to the other two national undergraduate student groups in this study.

Chinese undergraduate students showed the highest mean scores on three items, which are "I would like to

Table 3  
Factor analysis with varimax rotation on master's students' motivations for choosing an HTM program ( $N = 350$ )

Motivation items	Factor loadings	Communalities	Means	SD
Domain 1: Friendship (eigenvalue = 8.00; variance = 22.9; reliability alpha = .78)				
I would like to make more friends.	.83	.60	4.75	1.59
I would like to feel an attachment to an organization (e.g., school) by being a graduate student.	.73	.65	4.29	1.73
I would like to meet the opposite sex.	.67	.66	3.51	1.88
I would like to be a better parent or spouse.	.51	.52	3.81	1.70
Domain 2: Better position or promotion (eigenvalue = 3.19; variance = 9.1; reliability alpha = .62)				
I believe I have an opportunity to move to a teaching or a research position after I gained a graduate diploma.	.79	.70	4.33	1.56
I believe I have an opportunity to move to a better workplace or position after I gain a graduate diploma.	.67	.68	4.30	1.56
Compared to other fields, this field provides more opportunity to be promoted.	.58	.54	3.51	1.36
Current job or society demands a graduate diploma.	.42	.66	4.08	1.87
Domain 3: Apparent attraction (eigenvalue = 2.73; variance = 7.9; reliability alpha = .69)				
I believe that this field has potential for growth.	.68	.59	5.45	1.30
Jobs in this field look attractive.	.62	.61	3.73	1.51
Working in this field apparently looks good.	.52	.59	3.76	1.65
Scenes or pictures of the hospitality industry appearing in movies or TV look attractive.	.40	.69	3.83	1.99
Domain 4: Interest in practical aspects (eigenvalue = 1.98; variance = 5.7; reliability alpha = .70)				
I believe that this field is practical rather than theoretical.	.73	.70	5.06	1.40
This field suits my aptitude.	.72	.65	4.91	1.49
I like to serve others.	.71	.63	4.36	1.59
I have more interest in this field, compared to others.	.67	.60	5.09	1.45
I would like to increase my practical ability.	.40	.53	4.92	1.49
Domain 5: Scholastic achievement (eigenvalue = 1.49; variance = 4.3; reliability alpha = .77)				
I would like to be a theoretical expert in this field.	.88	.78	4.44	1.58
I would like to be an excellent scholar in this field.	.86	.78	4.27	1.64
I would like to write a thesis or dissertation with higher quality.	.49	.64	4.56	1.62
I would like to study more in this field.	.46	.58	5.35	1.38
Domain 6: Interest in foreign country (eigenvalue = 1.35; variance = 3.9; reliability alpha = .73)				
I like foreign languages.	.57	.64	4.39	1.69
Compared to other fields, it is possible to interact with foreigners and foreign cultures.	.53	.72	4.88	1.50
I believe that I can have the opportunity to take more overseas business trips or meetings in foreign countries.	.44	.68	4.47	1.54
Domain 7: Job opportunity (eigenvalue = 1.20; variance = 3.4; reliability alpha = .78)				
I believe that the level of salary is high in this field.	.79	.64	3.12	1.47
I believe that the percentage of employment is high after graduation.	.77	.67	3.77	1.53
I believe that there is a variety of job opportunities.	.70	.63	3.96	1.51
Domain 8: Demonstration (eigenvalue = 1.09; variance = 3.1; reliability alpha = .75)				
It is hard to find a job.	.78	.58	2.96	1.59
I would like to show off my graduate diploma.	.44	.61	2.87	1.52
Domain 9: Ease in studying (eigenvalue = 1.00; variance = 2.9; reliability alpha = .68)				
Compared to other fields, it is easier to get a professorship in this field.	.68	.63	3.44	1.56
Compared to other fields, it is easy to study this field.	.62	.58	3.99	1.58

Note: 7-point Likert-type scales were used and given the following corresponding values: *strongly disagree* (1); *neutral* (4); *strongly agree* (7).

write a thesis or dissertation of higher quality”, “The foreign country has a higher educational level than that of my country in the hospitality and tourism field” and “I would like to learn more practical than theoretical perspectives for my career development”.

Meanwhile, Korean undergraduate students indicated the highest mean score on “I would like to live in a country that is not familiar to me”, whereas Korean undergraduate students showed the lowest or lower mean scores on all the other motivation items.

#### 4.5. Comparison of motivations for studying in an HTM program abroad among three Asian national master's student groups

Table 6 reports results of one-way ANOVAs conducted to explore the difference between the three national master's student groups on motivations of studying abroad the HTM field. Chinese master's students showed the highest mean score on “I would like to write a thesis or dissertation with higher quality” among the three national master's student

Table 4  
ANOVA comparison of motivations for choosing an HTM program by national undergraduate and master's student groups

Positive and negative impact domains	Chinese students	Taiwanese students	Korean students	F-value	P-value
<i>Undergraduate students' motivation factors</i>					
(1) Job opportunity	4.64b	4.56b	4.24a	21.34	.000
(2) Interest in the practical field	4.97a	5.35c	5.13b	19.52	.000
(3) Scholastic achievement	4.11b	4.42c	3.10a	182.7	.000
(4) Apparent attraction	5.03b	5.16b	3.40a	336.5	.000
(5) Interest in foreign country	5.09b	5.40c	4.50a	62.6	.000
(6) Ease in studying	3.93b	4.27c	3.27a	64.8	.000
<i>Graduate students' motivation domains</i>					
(1) Friendship	4.57b	4.62b	3.28a	61.96	.000
(2) Better position or promotion	4.19b	4.61c	3.56a	37.23	.000
(3) Apparent attraction	4.75b	4.60b	3.49a	68.92	.000
(4) Interest in practical aspects	4.67a	5.16b	4.83a	7.92	.000
(5) Scholastic achievement	4.38a	4.94b	4.67ab	6.16	.002
(6) Interest in foreign country	4.57b	5.16c	4.22a	19.94	.000
(7) Job opportunity	3.71	3.75	3.54	1.22	.296
(8) Demonstration	3.23b	3.35b	2.73a	11.95	.000
(9) Ease in studying	3.63a	4.10b	3.57a	6.06	.000

Note: 7-point Likert-type scales were used and given the following corresponding values: *strongly disagree* (1); *neutral* (4); *strongly agree* (7). a, b, and c indicate the source of significant differences ( $c > b > a$ ).

Table 5  
ANOVA comparison of motivations for studying the HTM field abroad by three Asian national undergraduate student groups

Motivation items	Chinese (N = 458)	Taiwanese (N = 411)	Korean (N = 184)	F-value	P-value
1. I would like to have an opportunity to learn a foreign language.	6.08a	6.27b	5.95a	5.57	.004
2. I would like to develop relationships with foreign professors and friends.	5.45ab	5.57b	5.31a	2.65	.071
3. I would like to write a thesis or dissertation of higher quality.	4.70c	4.22b	3.90a	23.72	.000
4. I would be able to attain a teaching position easily in my country when I return with a graduate diploma from the foreign country.	3.85a	5.49b	3.88a	134.19	.000
5. There are more famous professors, compared to domestic professors.	5.05b	5.24b	4.76a	7.05	.001
6. I would like to have more opportunities to publish papers for international journals.	4.01b	4.16b	3.42a	18.58	.000
7. I would like to live in a country that is not familiar to me.	4.52b	4.22a	4.72b	6.12	.002
8. I would like to get a better job or position in my country when I return with a graduate diploma from the foreign country.	5.63a	5.90b	5.61a	5.55	.004
9. The foreign country has a higher educational level than that of my country in the hospitality and tourism field.	6.09b	5.84a	6.03b	5.08	.006
10. The foreign country has better facilities than my country.	6.06	6.01	6.03	0.21	.814
11. I would like to gain a job in the foreign country after I gain a graduate diploma.	4.59a	5.49b	4.76a	36.72	.000
12. I would like to learn more practical than theoretical perspectives for my career development.	6.01b	5.68a	5.74a	7.94	.000
13. I would like to experience a new culture in the foreign country.	6.30b	6.35b	5.93a	9.51	.000

Note: 7-point Likert-type scales were used and given the following corresponding values: *strongly disagree* (1); *neutral* (4); *strongly agree* (7). a, b, and c indicate the source of significant differences ( $c > b > a$ ).

groups. The results indicated that both Chinese graduate students and undergraduate students showed the highest level of desire to write a good thesis or dissertation. However, they also showed the lowest mean score on "It would make attaining a teaching position easily in my country when I return with a graduate diploma from the foreign country". This may imply that Chinese students have uncertainty about attaining teaching positions. Interestingly, the results are consistent with those of the motivation

perceived by Chinese undergraduate students. Taiwanese master's students showed the highest mean scores on seven of the eight items, which showed a significance of ( $p < .05$ ). On the contrary, Korean graduate students' motivation items scores were the lowest in all of the eight items that showed a significance of ( $p < .05$ ). Overall, Taiwanese master's students showed the highest level of motivation for studying abroad, whereas Korean master's students showed the lowest motivation for studying abroad.



Table 6  
ANOVA comparison of motivations for studying the HTM field abroad by three Asian national graduate student groups

Motivation items	Chinese ( <i>N</i> = 53)	Taiwanese ( <i>N</i> = 50)	Korean ( <i>N</i> = 95)	<i>F</i> -value	<i>P</i> -value
1. I would like to have an opportunity to learn a foreign language.	6.15b	6.50b	5.23a	21.63	.000
2. I would like to develop relationships with foreign professors and friends.	6.02b	6.04b	4.96a	18.45	.000
3. I would like to write a thesis or dissertation of higher quality.	5.53b	5.36b	4.78a	5.50	.005
4. I would be able to attain a teaching position easily in my country when I return with a graduate diploma from the foreign country.	4.96a	5.88b	4.96a	7.44	.001
5. There are more famous professors, compared to domestic professors.	5.60	5.40	5.24	1.31	.273
6. I would like to have more opportunities to publish papers for international journals.	5.15b	5.54b	4.47a	11.81	.000
7. I would like to live in a country that is not familiar to me.	4.60	4.38	4.13	1.35	.261
8. I would like to get a better job or position in my country when I return with a graduate diploma from the foreign country.	5.38ab	5.82b	5.00a	6.15	.003
9. The foreign country has a higher educational level than that of my country in the hospitality and tourism field.	5.94	5.48	5.67	2.00	.138
10. The foreign country has better facilities than my country.	5.81	5.52	5.81	1.27	.284
11. I would like to gain a job in the foreign country after I gain a graduate diploma.	4.74ab	5.22b	4.46a	3.94	.021
12. I would like to learn more practical than theoretical perspectives for my career development.	5.55	5.06	4.97	2.91	.057
13. I would like to experience a new culture in the foreign country.	5.83a	6.28b	5.47a	7.52	.001

Note: 7-point Likert-type scales were used and given the following corresponding values: *strongly disagree* (1); *neutral* (4); *strongly agree* (7). a, b, and c indicate the source of significant differences ( $c > b > a$ ).

Table 7  
Comparison of the most preferred foreign country in studying abroad in the HTM field after graduation by three Asian national undergraduate student groups

Chinese ( <i>N</i> = 456)	Percent	Taiwanese ( <i>N</i> = 411)	Percent	Korean ( <i>N</i> = 173)	Percent
1. USA	24.3	1. USA	33.6	1. USA	46.2
2. Switzerland	19.5	2. Switzerland	26.3	2. Switzerland	20.2
3. U.K	15.6	3. UK	9.5	3. Australia	10.4
4. France	11.6	4. Japan	9.3	4. Japan	5.8
5. Australia	6.6	5. France	7.3	4. Italy	5.8
6. Germany	5.7	6. Australia	6.8	6. Canada	3.5
7. Japan	4.6	7. Canada	1.4	7. China	2.3
8. Others	12.1	8. Others	5.8	8. Others	5.8

#### 4.6. Comparison of the most preferred foreign country in studying abroad in the HTM field after a 4-year university undergraduate degree by three Asian national undergraduate student groups

As Table 7 shows, the most preferred country in studying abroad after graduation from a 4-year university for Chinese undergraduate students was the US, followed by Switzerland and the UK. Taiwanese undergraduate students also regarded the US the most preferred country, then Switzerland and the UK as the next preferred countries. Likewise, Korean undergraduate students also ranked the US as the most preferred country and indicated Switzerland as the second preferred country. However, unlike Chinese and Taiwanese undergraduate students who preferred the UK as their third choice in studying

HTM abroad, Korean undergraduate students considered Australia to be the third preferred country. It was found that the top two countries that the three national undergraduate student groups most preferred were US and Switzerland.

#### 4.7. Comparison of the most preferred foreign country in studying abroad in the HTM field after graduation by three Asian national master's student groups

As Table 8 indicates, Chinese master's students ranked the US as the most preferred foreign country for studying abroad, and Switzerland and France as their second and third most preferred foreign countries. The most preferred foreign country for studying abroad for Taiwanese master's students was the US, followed by the UK and

Table 8

Comparison of the most preferred foreign country in studying abroad in the HTM field after graduation by three Asian national master's student groups

Chinese ( <i>N</i> = 56)	Percent	Taiwanese ( <i>N</i> = 50)	Percent	Korean ( <i>N</i> = 88)	Percent
1. USA	37.5	1. USA	66.0	1. USA	87.5
2. Switzerland	17.8	2. UK	10.0	2. Switzerland	5.7
3. France	16.0	3. Switzerland	8.0	3. UK	2.3
4. Canada	12.5	4. Japan	6.0	4. Germany	1.1
5. UK	5.4	5. Germany	4.0	5. Japan	1.1
6. Netherlands	3.6	6. Hong Kong	2.0	6. Hong Kong	1.1
7. Germany	1.8	6. New Zealand	2.0	7. Australia	1.1
8. New Zealand	1.8	8. Australia	2.0		
9. Others	3.6				

Table 9

Comparison of the most preferred HTM field of study or major while studying abroad after graduation among the three Asian national undergraduate student groups

Chinese ( <i>N</i> = 433)	Percent	Taiwanese ( <i>N</i> = 264)	Percent	Korean ( <i>N</i> = 142)	Percent
1. Tourism management and development	35.8	1. Hotel management (including casino, convention)	50.0	1. Hotel management (including casino, convention)	59.9
2. Hotel management (including casino, convention)	23.1	2. Restaurant management and cooking	15.5	2. Restaurant management and cooking	13.4
3. Business management	13.9	3. Tourism management and development	12.9	3. Tourism management and development	12.0
4. Restaurant management and cooking	4.6	4. Business management	8.0	4. Business management	6.3
5. Leisure and recreation management	0.0	5. Leisure and recreation management	3.0	5. Leisure and recreation management	2.1
6. Others	22.6	6. Others	10.6	6. Others	6.3

Switzerland. Approximately 88 percent of Korean master's students responded that they most preferred the US as a foreign country to study abroad. Korean master's students indicated Switzerland and the UK as the second and third most preferred countries. It is interesting that Chinese master's students indicated France as the third preferred country, whereas Taiwanese and Korean master's students indicated Switzerland and the UK as their third most preferred foreign country, respectively.

#### 4.8. Comparison of the most preferred HTM field of study or major in studying abroad after graduation among the three Asian national undergraduate student groups

Chinese undergraduate students reported 'tourism management and development' to be the most preferred major, and 'hotel management' and 'business management' to be the second and third (Table 9). For at least half of the Taiwanese and Korean undergraduate students, the most preferred major in studying abroad was 'hotel management'. The second and third most preferred fields of study for the Taiwanese and Korean undergraduate students were 'restaurant management and cooking' and 'tourism management and development'.

#### 4.9. Comparison of the most preferred field of study or major in studying abroad after graduation among three Asian national master's student groups

Chinese master's students reported that they most preferred 'business management' as their major in studying abroad and indicated 'tourism management and development' and 'hotel management' as the second and third preferred majors (Table 10). It is noteworthy that Chinese master's students most preferred 'business management' over emphasizing or majoring in a specific HTM field of study. The results from this study seem plausible that Chinese master's students may currently experience dissatisfaction in studying in the HTM field in undergraduate or graduate courses or they may feel they can benefit by learning foreign business management styles abroad. Taiwanese master's students answered 'hotel management' as the most preferred major in studying abroad, and ranked 'leisure and recreation' and 'business management' as the next preferred majors. Close to half of the Korean master's students responded that 'hotel management' is the most preferred major, and 'tourism management and development' and 'leisure and recreation' the second and third preferred majors.

Table 10

Comparison of the most preferred HTM field of study or major while studying abroad after graduation among Chinese, Taiwanese, and Korean master's student groups

Chinese ( <i>N</i> = 53)	Percent	Taiwanese ( <i>N</i> = 42)	Percent	Korean ( <i>N</i> = 80)	Percent
1. Business management	35.9	1. Hotel management (including casino, convention)	28.6	1. Hotel management (including casino, convention)	47.5
2. Tourism management and development	28.3	2. Leisure and recreation	21.4	2. Tourism management and development	28.8
3. Hotel management (including casino, convention)	22.6	3. Business management	21.4	3. Leisure and recreation	8.8
4. Leisure and recreation	2.0	4. Tourism management and development	11.9	4. Restaurant management and cooking	7.5
5. Restaurant management and cooking	1.9	5. Restaurant management and cooking	9.5	5. Business management	3.75
6. Others	9.3	6. Others	7.1	6. Others	3.75

## 5. Conclusions and discussion

This study was designed to investigate Chinese, Taiwanese, and Korean students' motivations to study HTM, motivations for studying abroad and preferred countries, and preferred fields of study or major during their stay in a foreign country. Results of factor analysis for undergraduate respondents' study motivations produced six domains: 'job opportunity,' 'interest in practical aspects,' 'scholastic achievement,' 'apparent attraction,' 'interest in foreign country,' and 'ease in studying.' According to the results of the factor analysis for master's respondents' study motivations, nine factors were extracted: 'friendship,' 'better position or promotion,' 'apparent attraction,' 'interest in practical aspects,' 'scholastic achievement,' 'interest in foreign country,' 'job opportunity,' 'demonstration,' and 'ease in studying.' The findings are significant because previous studies have not developed a structured scale to study the motivations for students choosing to study in the HTM field.

With respect to the study motivations for HTM programs between these three national groups at both the undergraduate and master's levels, Taiwanese students generally showed the highest level of motivation, whereas Korean students showed relatively lower levels of motivation than both other national student groups. In a comparison of motivations for studying HTM abroad for both undergraduate and master's respondents, Taiwanese student groups generally showed the highest level of motivation, while Korean students groups showed relatively lower levels of motivation than the other national groups in this study. The finding of this study supported those of previous studies (Airey & Frontistis, 1997; Cothran & Combrink, 1999), which showed that motivations to study in the HTM field differed according to nationality or ethnicity of the student. However, as some studies (Fraser, 2003; Jenkins, 2001; Litvin, 2000; Sciarini, Woods, Boger, Gardner, & Harris, 1997) indicated, students may show a high level of motivation because they have limited experience or knowledge in the field and are

not aware of the practical characteristics of the job careers in the field. Thus, a future study is needed to identify and compare the expectations and perceptions of students majoring in the HTM field.

The most preferred country for studying abroad for both a master's degree and Ph.D. degree was the US, followed by Switzerland or the UK. Compared to undergraduate respondents, master's student or graduate student respondents overwhelmingly preferred the US as their study abroad destination country. Korean undergraduate and master's respondents showed a relatively higher level of agreement in preference for the US as the study abroad country.

With regard to the preferred fields of study or major between these national groups during their study abroad after graduation, Taiwanese and Korean undergraduate respondents preferred hotel management and restaurant management and cooking fields, whereas Chinese respondents preferred tourism management and development and hotel management. However, Chinese undergraduate respondents showed a high level of preference for the 'other' study field category. This means that Chinese students may change their major to another major or field of study other than HTM when they apply to overseas master's programs. Chinese master's student respondents prefer 'business management' when they study abroad for their master's degree. With over one-third of the Chinese graduate students selecting business management as their preferred field of study, the percentage of preference for business management was substantially higher than 'tourism management and development' (second preference) and hotel management (third preference). On the contrary, preference of Korean master's student respondents for 'business management' was very low, compared to the other two national groups. Instead, Korean master's student respondents showed a high level of preference for HTM programs as their preferred field of study or major.

Results of this study are expected to be helpful in understanding Asian students' study motivations and preferences from these Asian countries. Benefits from

results of this study are as follows. First, this study provides good insights for understanding Asian international students' motivations for studying in HTM programs, motivations for studying abroad, preferences for certain countries to study overseas and preferences for field of study while studying abroad. Second, results of the study will be helpful in scheduling curricula for departments or colleges that accept Asian international students from these countries in this study. Third, the findings on the most preferred foreign country in studying abroad will be indirectly helpful in predicting numbers of international students who will major in HTM. Fourth, until now, few conceptual and empirical studies on international students' motivations and preferences have been conducted. Thus, this study will be helpful to academics researching HTM education and international students' preferences or motivations. Finally, the study's findings will help practitioners such as counsellors, education authorities, and universities trying to attract Asian students.

However, a major limitation of this study rests in the sampling. Since it was impossible to conduct surveys for all undergraduate and graduate students in these selected countries, this study focused on several universities that have HTM as a major in their curriculum and their students at both undergraduate and master's levels. The study results may vary according to which universities were selected as a sampling group. However, this study is the initial exploratory effort to identify study motivation and preference of students majoring in HTM in the Asian countries. Replication of this study should be conducted at other universities in China, Taiwan, and Korea that have an HTM program in order to verify that the results of this study are consistent.

## References

- Adams, D. M., & Chapman, D. W. (1998). Education and national development in Asia: Trends and issues. *International Journal of Educational Research*, 29, 583–602.
- Airey, D., & Frontistis, A. (1997). Attitudes to careers in tourism: An Anglo Greek comparison. *Tourism Management*, 18(3), 149–158.
- Barclay, M. J. (1990). Is anyone interested in foreign study programs? *Hospitality & Tourism Educator*, 3(4), 34–37.
- Barron, P. E. (2002a). Providing a more successful education experience for Asian hospitality management students studying in Australia: A focus on teaching and learning styles. *Journal of Teaching in Travel & Tourism*, 2(2), 63–88.
- Barron, P. E. (2002b). Issues surrounding Asian students hospitality management in Australia: A literature review regarding the paradox of the Asian learner. *Journal of Teaching in Travel & Tourism*, 2(3/4), 23–45.
- Bushell, R., Prosser, G. M., Faulkner, H. W., & Jafari, J. (2001). Tourism research in Australia. *Journal of Travel Research*, 39(3), 323–326.
- China National Tourism Bureau (CNTB). (2003). *Yearbook of China tourism statistics*. Beijing: CNTB.
- Cothran, C., & Combrink, T. E. (1999). Attitudes of minority adolescents toward hospitality industry careers. *International Journal of Hospitality Management*, 18(2), 143–158.
- Diaz, P. E., & Krauss, J. L. (1996). A needs analysis of and expanding hospitality market—Asian students. *Hospitality Research Journal*, 20(1), 15–26.
- Du, J. (2003). Reforms and development of higher tourism education in China. *Journal of Teaching in Travel & Tourism*, 3(1), 103–113.
- Formica, S. (1996). European hospitality and tourism education: Differences with the American model and future trends. *International Journal of Hospitality Management*, 15(4), 317–323.
- Fraser, R. A. (2003). Why don't hospitality students keep the faith? A research report on hospitality students' commitment to careers in the industry. In S. Kusluvan (Ed.), *Managing employee attitudes and behaviours in the tourism and hospitality industry* (pp. 99–134). New York, NY: Nova Science Publishers, Inc.
- Hsu, C. H. C. (1996). Needs and concerns of international students: What can educator do? *Hospitality and Tourism Educator*, 8(2/3), 68–75.
- Huyton, J. R. (1997). The implications of cross-cultural communication in the hotel industry: A Chinese case. In *Proceedings of 1997 National Tourism and Hospitality Research Conference* (pp. 158–165). Sydney: Bureau of Tourism Research.
- Jenkins, A. K. (2001). Making a career of it? Hospitality students' future perspectives: An Anglo-Dutch study. *International Journal of Contemporary Hospitality Management*, 13(1), 13–20.
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrica*, 39, 31–96.
- Kusluvan, S., & Kusluvan, Z. (2003). Perceptions and attitudes of undergraduate tourism students towards working in the tourism and hospitality industry in a developing economy. In S. Kusluvan (Ed.), *Managing employee attitudes and behaviours in the tourism and hospitality industry* (pp. 77–98). New York, NY: Nova Science Publishers, Inc.
- Litvin, S. W. (2000). Tourism student perceptions of a travel agency career. *Tourism and Hospitality Research*, 1(4), 295–312.
- Ministry of Education in Korea. (2004). *Annual report of school statistics*, Seoul.
- Ministry of Education in Taiwan. (2004). *Educational institution statistics*, Taipei.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.
- O'Mahony, G. B., McWilliams, A. M., & Whitelaw, P. A. (2001). Why students choose a hospitality-degree program. *Cornell Hotel and Restaurant Administration Quarterly*, 42(1), 92–96.
- Purcell, K., & Quinn, J. (1996). Exploring the education-employment equation in hospitality management: A comparison of graduates and HNDs. *International Journal Hospitality Management*, 15(1), 51–68.
- Ross, G. F. (1994). What do Australian school leavers want of the industry? *Tourism Management*, 15(1), 62–66.
- Ryan, C. (2005). The ranking and rating of academics and journals in tourism research. *Tourism Management*, 26(5), 657–662.
- Schmidt, R. (2002). A student's initial perception of value when selecting a college: An application of value added. *Quality Assurance in Education*, 10(1), 37–39.
- Sciarini, M. P., Woods, R. H., Boger, E., Gardner, P., & Harris, G. M. (1997). College freshmen perceptions of hospitality careers: gender and ethnic interest. *Journal of Hospitality and Tourism Education*, 9(3), 18–28.
- Theriault, S. (2004). Personal communication with Advising Coordinator, Harrah's College of Hotel Administration, University of Nevada at Las Vegas, August 9, 2004.
- Waryszak, R. Z. (1998). International perspectives of students' expectations from their cooperative education placements in the hospitality industry. In *Proceedings of the 1998 Australian tourism and hospitality research conference* (pp. 594–603).
- Williamson, M. (2005). Personal communication with Postgraduate Admissions Administrator, School of Management, University of Surrey Guildford, February 21, 2005.
- Zhao, J. L. (1991). A current look at hospitality and tourism education in China's colleges and universities. *International Journal of Hospitality Management*, 10(4), 357–367.