Exploring how hospitality undergraduate students' perceptions and attitudes towards a career in the hospitality industry are affected by their work experience:
A New Zealand quantitative study

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List of Abbreviations

AIC   Ara Institute of Canterbury

AUT   Auckland University of Technology

AUTEC   Auckland University of Technology Ethics Committee

BACA   Bachelor of Arts (Culinary Arts)

CPIT   Christchurch Polytechnic Institute of Technology

MBIE   Ministry of Business, Innovation and Employment

NZIER   New Zealand Institute of Economic Research

PIHMS   Pacific International Hotel Management School

SIT   Southern Institute of Technology

SPSS   Statistical Package for Social Sciences

WIT   Wellington Institute of Technology

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the qualification of any other degree or diploma of a university or other institution of higher learning, except where due acknowledgement is made in the acknowledgements.

Signed: _____

Muk Chung (Timmy) Chan

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Abstract

This research explores the demographics and career aspirations of hospitality undergraduate students who are studying for a hospitality degree in New Zealand. Furthermore, it explores hospitality undergraduate students' attitudes towards a career in the hospitality industry. The attitudes mainly relate to students' understanding of their career in the hospitality industry. Previous research has revealed the concerning issue that 44% of students will not work in the hospitality industry after graduation (Richardson, 2008). In order to have a better understanding of the problem, this study has focused on exploring how work experiences have influenced hospitality undergraduate students' attitudes towards a career in the hospitality industry.

The research used a quantitative method, and a questionnaire was used to collect the quantitative data from a major hospitality education provider. The findings indicate that first year students have the highest intention to work in the hospitality industry after graduation (83%) whereas third year students have the least intention to work in the hospitality industry after graduation (66%). The findings show that students' work experiences have a great influence on their attitudes towards working in the hospitality industry. As students progress their studies and gain more work experience, they appear to form negative attitudes about their future in the sector. This dissertation concludes by providing recommendations to hospitality industry practitioners and hospitality education providers that may reverse this trend.

Chapter 1　Introduction

The aim of this dissertation is to explore how hospitality undergraduate students'
perceptions and attitudes towards a career in the hospitality industry are affected by
their work experience. This chapter will discuss the New Zealand hospitality industry
and hospitality education providers in New Zealand and give context to the research. It
will also state the research problem and objectives, followed by an outline of the study's
methodology and the structure of this dissertation.

1.1　The New Zealand Hospitality Industry

Globally, international tourism has been growing rapidly over the last two decades.
International tourist arrivals worldwide increased significantly from 527 million in 1995
to 1,184 million in 2015, accounting for an increase of 125% over the last 20 years
(World Tourism Organisation, 2016). It shows the dramatic increase of international
tourists over the last 20 years. In New Zealand, the hospitality industry is one of the
fastest-growing industries (Harkison, Poulston & Kim, 2011). International visitor
arrivals to New Zealand increased significantly from 2.61 million in 2012 to 3.27
million in 2016, accounting for an increase of 25% over the last four years (Statistics
New Zealand, 2016a).
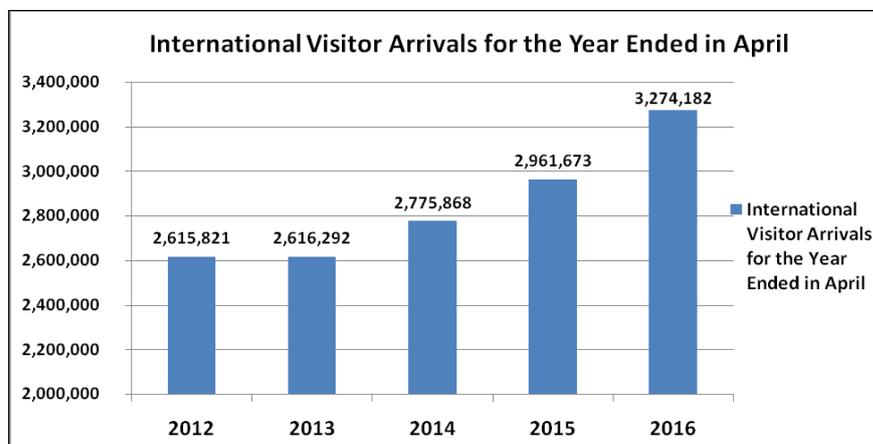
Source: Statistics New Zealand (2016a)

Figure 1.1 – International Visitor Arrivals for the Year Ended in April

In order to cope with the growth of the sector, more hospitality workers have to be recruited, especially skilled workers. In New Zealand, the total number of employees in all industries was 1,494,700 as of March 2016 and specifically, the hospitality industry employed 89,300 employees, accounting for a proportion of 5.97% of all industries (Statistics New Zealand, 2016b). Ministry of Business, Innovation and Employment (2015) states that the tourism and hospitality industry is facing a challenge in attracting and retaining qualified hospitality workers mainly due to two recent changes in the New Zealand economy. The unemployment rate stays at an unprecedented low level of about 3.6%. There are shortages of qualified workers to meet the increased demands arising from the future growth of international visitor arrivals. While international visitor arrivals are expected to increase from 3.2 million a year in 2016 to 4.5 million a year in 2025, New Zealand Institute of Economic Research (NZIER) projections suggest that 47,000 extra employees are required to meet the demand from this growth (Tourism 2025, 2016).

1.2 Hospitality Education Providers in New Zealand

Hospitality education providers in New Zealand consider that hospitality degrees equip students with a good balance of technical skills and managerial skills (Harkison et al., 2011). In New Zealand, Lincoln University was the first university to offer a hospitality degree programme in 1993 (Harkison, 2009). However, Lincoln University has ceased to provide this programme in 2016 (Lincoln University, 2016).

a) Four Types of Hospitality Education Providers

In New Zealand, four types of hospitality education providers offer hospitality degree programmes. The first type of hospitality education provider is a university. Auckland University of Technology (AUT) offers both the Bachelor of International Hospitality Management (BIHM) and the Bachelor of Arts (Culinary Arts) (BACA) (Auckland

University of Technology, 2016b). The second type of hospitality education provider is a polytechnic. Otago Polytechnic offers the Bachelor of Culinary Arts (Otago Polytechnic, 2016). The third type of hospitality education provider is a hotel school. Pacific International Hotel Management School (PIHMS) offers the Bachelor of Applied Hospitality & Tourism Management (Pacific International Hotel Management School, 2016).

The fourth and last type of hospitality education provider involves three institutes. First, Wellington Institute of Technology (WIT) offers the Bachelor of Applied Management (Hospitality Management) (Wellington Institute of Technology, 2016). Second, Southern Institute of Technology (SIT) offers the Bachelor of Hotel Management (Southern Institute of Technology, 2016). Third, Ara Institute of Canterbury (AIC) offers the Bachelor of Applied Management (Hospitality Management) (Ara Institute of Canterbury, 2016). The AIC was formed in 2016 with the merger of the Christchurch Polytechnic Institute of Technology (CPIT) and Aoraki Polytechnic (Ara Institute of Canterbury, 2016). A list of the four types of hospitality education providers can be found in Table 1.1.

Table 1.1 – List of Four Types of Hospitality Education Providers

Hospitality Education Provider	Location	Hospitality Degree Programme
1) University		
Auckland University of Technology	Auckland	Bachelor of International Hospitality Management Bachelor of Arts (Culinary Arts)
2) Polytechnic		
Otago Polytechnic	Dunedin	Bachelor of Culinary Arts
3) Hotel School		
Pacific International Hotel Management School	New Plymouth	Bachelor of Applied Hospitality & Tourism Management
4) Institute		
Wellington Institute of Technology	Wellington	Bachelor of Applied Management (Hospitality Management)
Southern Institute of Technology	Invercargill	Bachelor of Hotel Management
Ara Institute of Canterbury	Canterbury	Bachelor of Applied Management (Hospitality Management)

b) Auckland University of Technology

Auckland University of Technology offers both the degree programme of BIHM and

BACA (Auckland University of Technology, 2016b). The BIHM degree programme is

a three-year programme and students can choose either a major or double majors from

accommodation, event management, food and beverage, human resource management,

marketing, and tourism (Auckland University of Technology, 2016b). On the other

hand, the BACA degree programme is a three-year advanced professional culinary

degree programme (Auckland University of Technology, 2016a). Given the increasing

demand for qualified hospitality employees and the variety of hospitality education

providers, it is important to explore how hospitality students perceive the training and

impact on their career choice.

1.3 Research Problem and Objectives of the Study

1.3.1 Research Problem

Barron (2008) argues that many hospitality undergraduate students will not work in the hospitality industry after graduation because their perceptions of the industry may have been influenced by their work experience. Therefore, further research is required to provide a better understanding of what these perceptions are and how these perceptions have been influenced by their work experience. Previous research on undergraduate students' perceptions and attitudes has been conducted in Turkey and Australia but has not been carried out in a New Zealand context. This dissertation will provide a better understanding of hospitality undergraduate students' perceptions and attitudes within New Zealand.

1.3.2 Research Objectives

The first objective of this dissertation is to identify students' demographics and career aspirations. The second objective is to investigate students' perceptions and attitudes towards a career in the hospitality industry. The third objective is to explore the influence of work experience on students' attitudes towards a career in the hospitality industry. In order to achieve these objectives, the following research questions were developed:

1) What are the demographic characteristics and career aspirations of hospitality undergraduate students?

2) What are the hospitality undergraduate students' attitudes towards a career in the hospitality industry?

3) Has work experience influenced hospitality undergraduate students' attitudes towards a career in the hospitality industry and, if so, in what ways?

1.4 Methodology

This study adopted a quantitative research approach to explore how undergraduate students' perceptions and attitudes towards a career in the hospitality industry are affected by their work experience. A survey questionnaire was used to collect quantitative data from the participants. The questionnaire consisted of three parts. The first part collected demographic data from the participants and the second part collected their career aspiration data. The third part required the participants to rate their level of agreement with respect to 29 attitudinal statements regarding hospitality undergraduate students' understanding of the career in the hospitality industry according to a five-point Likert scale. The 29 attitudinal statements were adapted from Kusluvan and Kusluvan's (2000) research relating to: (1) nature of work; (2) social status and industry-person congeniality; (3) physical working conditions, pay/benefits; (4) promotion opportunities; (5) co-workers and managers; and (6) commitment to the industry. The target population of the study were 500 students currently studying the BIHM and BACA degree programme at AUT. Convenience sampling was used to select 350 students for the survey and the Statistical Package for Social Sciences (SPSS; Windows version 23 software) was used to analyse the survey data.

1.5 Dissertation Structure

This introduction chapter has discussed the New Zealand hospitality industry and education providers, together with an outline of this study's objectives and methodology. This chapter has also stated the research problem and research objectives of the study. It is followed by an outline of the study's methodology and then the structure of this dissertation. Chapter Two will review the existing academic literature in order to provide background information for the findings of this dissertation. Chapter Three will discuss the methodology and the development of the research design, followed by an outline of methods of analysis. Chapter Four will present the results of

various methods of statistical analysis. Chapter Five will discuss the results of the study

as a whole and in relation to the existing academic literature. Lastly, Chapter Six will

conclude the dissertation by drawing conclusions on the research objectives and provide

recommendations to hospitality education providers and hospitality industry

practitioners.

Chapter 2   Literature Review

2.1 Introduction

This chapter will review the existing academic literature in order to provide background information and conceptual framework for the research. It begins by defining hospitality, followed by outlining the characteristics of hospitality employment, including emotional labour, remuneration, working hours, staff turnover and positive perceptions of the industry. This chapter will also give an overview of the positive and negative perceptions of the hospitality industry as perceived by students, followed by a chapter summary.

2.2 Defining Hospitality

It is important to understand the definition of hospitality in order to deliver the quality of service that meets customer expectations. Hospitality is defined as "both a condition and an effect of social relations, spatial configurations and power structures" (Lynch, Molz, Mcintosh, Lugosi & Lashley, 2011, p.14). Hemmington (2007) suggests that a customer perspective has to be considered when defining hospitality because customer perception is valuable for the delivery of hospitality products as customers buy experiences, memories, and meal experiences. Thus, Hemmington introduces a conceptual framework on defining hospitality with "a focus on the host–guest relationship, generosity, theatre and performance, lots of little surprises, and the security of strangers" (p. 747). In other words, commercial hospitality has to embrace customer experience in order to gain competitive advantages.

2.3 The Characteristics of Hospitality Employment

This section will discuss the characteristics of hospitality employment, including emotional labour, remuneration, working hours, staff turnover and positive perceptions of the industry.

2.3.1   Emotional Labour

Poulston (2015) posits that hospitality services involve "both an emotional and physical interaction" (p. 148). Constanti and Gibbs (2005) also argue that the behaviour of frontline and service contact employees requires emotional labour, and these employees have to "either conceal or manage actual feelings for the benefit of a successful service delivery" (p. 103). Emotional labour is defined as "the ability to monitor and control one's emotion and behaviour at work and in social settings" (Reece, Brandt & Howie, 2011, p. 189). Kusluvan, Kusluvan, IIhan and Buyruk (2010) suggest that emotional labour is an essential skill for frontline and service contact employees. Frontline and service contact employees "contribute to service excellence by delivering on the promises of the firm, by creating a favourable image for the firm, by going beyond the call of duty for customers" (Bettencourt & Brown, 1997, p. 39). Therefore, the attitudes and behaviours of frontline and service contact employees will greatly influence customer satisfaction. Richardson (2010) states that frontline and service contact employees constantly engage in face-to-face interactions with customers and, consequently, their attitudes and behaviours determine the quality of service provided to customers.

2.3.2   Remuneration

Hospitality employees appear to receive lower pay when compared with workers employed in other industries. For example, in Taiwan, Teng's (2008) study found that hospitality employees receive the lowest average wages annually when compared with workers employed in other industries. This is in line with Lu and Alder's (2009) study of hospitality degree students in China where graduates who worked in the hospitality industry received lower pay than graduates working in other sectors. The authors observed that hospitality graduates received a monthly salary between US$800 and US$1,000, whereas graduates working in the other industries received a monthly salary

between US$1,000 and US$1,500. Therefore, there is a lack of loyalty in the hospitality industry as a result of poor remuneration (Lu & Alder, 2009).

2.3.3 Working Hours

Research shows that hospitality employees have to work long hours. Burke, Koyuncu and Fiksenbaum's (2008) study of hotel managers and supervisors in 12 five-star hotels in Turkey found that 50% of hotel managers and supervisors worked between 51 and 60 hours per week, followed by 21% over 71 hours per week, and 16% between 61 and 70 hours per week. Lin, Wong and Ho's (2013) study of 587 frontline hospitality employees in Taiwan also found that long working hours and unpredictable work schedules reduce the time spent with family and friends and create work-to-leisure conflict. Additionally, work schedules of hospitality employees differ from the typical 'nine to five' or 'Monday to Friday' work schedule of other industries. Zhao and Ghiselli's (2016) study of hospitality employees in several full-service hotels in China found that hospitality employees have irregular work schedules such as working on public holidays, unpredictable work schedules, and working continuously for two shifts in succession.

2.3.4 Staff Turnover

Staff turnover is defined as "the employees' movements when receiving monetary compensation from their employers within the labour market between organisations, jobs, and careers" (AlBattat, Som & Helalat, 2014, p. 48). Research shows that there are several potential reasons for high staff turnover in the hospitality industry, including job stress, students' completion of their studies, and poor remuneration.

a) *Job Stress*

The first potential reason for high staff turnover is job stress. Jung and Yoon's (2014) study of front line employees in family-style restaurants in Korea found that employees'

job stress is positively related to staff turnover. Poulston (2015) also posits that the employees' job stress may result in staff turnover. Furthermore, Zhao and Ghiselli's (2016) study of hotel employees working in hotels in China found that employees' job stress has a significant impact on staff turnover. Lastly, Tongchaiprasit and Ariyabuddhiphongs' (2016) study of chefs employed in six international chain hotels in Thailand found that those chefs with low job satisfaction felt that their jobs were stressful and they were more likely to resign from their jobs.

b) *Students' Completion of Their Studies*

The second potential reason for high staff turnover is students who have completed their studies. Mohsin, Lengler and Kumar (2013) argue that most part-time hospitality employees are student workers who aim to gain experience and earn more money. Thus, Mohsin et al. suggest that these students leave their jobs upon completion of their university study. Choudhury and McIntosh's (2013) study of student workers in New Zealand restaurants also found that hospitality students do not work in restaurants but seek jobs in big hotels. Thus, Choudhury and McIntosh suggest most student workers tend to work in restaurants and leave when they finish their studies, resulting in higher staff turnover. Finally, Brien (2004) posits that working in restaurants is "a job until you get a real job" (p. 99).

c) *Poor Remuneration*

The last potential reason for high staff turnover is poor remuneration. In its exploration of human resources management issues in the hospitality industry Kusluvan et al. (2010) found that poor remuneration is the most important cause of "low job satisfaction, low motivation, and low organizational commitment and job involvement—all of which drive high employee turnover" (p. 196). Additionally, AlBattat et al.'s (2014) study of enhancing employment factors to reduce the rate of

staff turnover found that low pay, poor training and unacceptable working conditions are factors that adversely affect staff turnover.

Yang, Wan and Fu's (2012) study of hotel employees working in international tourist hotels in Taiwan also found that salary is one of the important factors with significant impact on their decision to stay with an organisation. Additionally, Jung and Yoon's (2015) study of hotel employees working in deluxe hotels in South Korea found that hospitality employees are more likely to resign from their jobs when they are dissatisfied with their pay. Finally, Brown, Thomas and Bosselman (2015) suggested that many hospitality employees leave the industry mainly because of poor compensation.

2.3.5   Positive Perceptions of the Hospitality Industry

Cox (2015) posits that people with a passion for the hospitality industry is a significant attribute of successful employees in the industry. Shani, Uriely, Reichel & Ginsburg (2014) also posit that recognition of repeat customers makes hospitality employees feel more comfortable when serving repeat customers. Consequently, employees enjoy working in the industry and continue to provide good quality service to customers. Finally, Mooney, Harris and Ryan (2016) suggest that there are many hospitality entry-level jobs that do not require hospitality qualifications and will facilitate people to enter the hospitality industry. Additionally, many hospitality jobs are available as part-time at night and will facilitate part-time students and women with young children to enter the hospitality industry. In sum, although there are many negative perceptions of the hospitality industry, there are still some positive perceptions of the hospitality industry, although the industry is notorious for its poor pay and poor working conditions (Richardson, 2008). The next section will focus on the discussion of hospitality as a career as perceived by hospitality undergraduate students.

2.4 Hospitality as a Career Choice as Perceived by Students

Career is defined as "a sequence of job-related events for the individual" (Barron, Maxwell, Broadbridge & Ogden, 2007, p. 129). Baruch (2004) suggests that career "evolves around work, and work provides sense of purpose, challenge, self-fulfilment, and, of course, income" (p. 59). Evidence shows that students' working experiences have a significant influence on their perceptions and attitudes towards a career in the hospitality industry. For example, Baum (2006) argues that a positive perception of the hospitality industry is important for organisational success and industry competitiveness, especially in attracting talented hospitality graduates to work in the hospitality industry.

2.4.1 Characteristics of Students' Employment in Hospitality

This section will discuss students' working conditions as interns, and female students to male percentage.

a) Hospitality Internship

The introduction of a hospitality internship programme is important for hospitality degree students because during the recruitment process, hospitality industry practitioners seek graduates with industry-ready skills (Harkison et al., 2011). Therefore, the primary objective of a hospitality internship programme is to help hospitality degree students to gain hands-on experience in order to fill the gap between textbook theory and practice (Tse, 2010). Additionally, Yiu and Law (2012) suggest that by participating in a hospitality internship programme, hospitality degree students gain significant benefits, including improving self-confidence, gaining experiences in practical and administrative activities, connecting with future employers to improve employment opportunities, gaining new ideas, and developing skills and competences required by the industry. Zopiatis (2007) also agrees that hospitality internship

programmes allow hospitality degree students to receive practical training and industry experience relating to their degree course.

However, several problems are associated with the introduction of hospitality internship programmes. Firstly, interns may not be paid because some employers consider that the interns are under training (Zopiatis, 2007). Even if interns receive pay, they will receive the minimum hourly wage (Lee & Chao, 2013). Lee and Chao argue that the minimum hourly wage for interns is unreasonably low and the characteristic of low pay in the hospitality industry reduces interns' intention to work in the industry after graduation. Secondly, Slevitch and Nicely's (2012) study of exploring hospitality students' internship satisfaction found that the low salary received has a negative influence on students' perception of the hospitality industry.

Thirdly, many internship programmes are poorly organised and unstructured and, consequently, interns complain about the poor quality of their practical experience (Jenkins, 2001). Jenkins therefore considers that interns' practical experience forms a negative influence on students' decisions to work in the hospitality industry after graduation. Finally, most hospitality industry practitioners regard interns as a source of seasonal workers and they deploy interns to "lighten the workload during their internship periods" (Slevitch & Nicely, 2012, p. 11). Yiu and Law (2012) concur that some hospitality industry practitioners regard interns as a cheap labour force for resolving their staff shortage problems.

b) *Female Students to Male Percentage*

A body of literature shows that female students have dominated hospitality education. First, in Australia, Richardson's (2009) study of hospitality degree students showed that the female to male ratio was 66% to 34%. Second, Josiam, Devine, Baum, Crutsinger and Reynolds' (2010) study of hospitality degree students in England, Scotland and

Northern Ireland showed that the female to male ratio was 67% to 33% in England, 65% to 35% in Scotland, and 76% to 24% in Northern Ireland. Third, Chang and Tse's (2015) study of hospitality graduates in Hong Kong showed that the female to male ratio was 85% to 15%. Finally, in Taiwan, Teng's (2008) study of hospitality degree students showed that the female to male ratio was 78% to 22%.

It can be seen that there are significant differences in the gender breakdown, with more than two-thirds of students being female in Anglophile countries and over three-quarters of students being female in Asian countries. Chuang and Dellmann-Jenkins (2010) argue that hospitality degree programmes are more attractive to female students because they have "higher career aspirations for hospitality jobs than males" (p. 62).

2.4.2 Students' Negative Perceptions of the Hospitality Industry

Although as noted above, studies indicate that students can be satisfied with their hospitality career, a body of literature reinforces the perspective of hospitality as an unfavourable career. Research shows that some hospitality degree students possess negative perceptions of the hospitality industry. In Turkey, two studies indicated that students' perceptions of the hospitality industry are negative. First, Kusluvan and Kusluvan's (2000) study of hospitality degree students found that students' work experience has led to negative perceptions of the hospitality industry because of stressful jobs, long working hours, low pay, and poor working conditions. Second, Aksu and Köksal's (2005) study of hospitality degree students found that students' work experience has contributed to the formation of negative perceptions of the industry such as poor remuneration and long working hours.

In Australia, two studies indicated that hospitality students' perceptions of the hospitality industry are negative. First, Richardson's (2008) study of hospitality degree students found that for those students who have work experience in the hospitality

industry, about 44% of them do not intend to work in it upon graduation. Richardson indicated that students' work experience has influenced their decision not to pursue a career in the hospitality industry. Second, Richardson's (2009) study of hospitality degree students found that third year students are less likely to believe that the hospitality industry will offer the factors that they consider important such as good salary and promotional opportunities.

In Europe, two studies indicated that students' perceptions of the hospitality industry are negative. In Ireland, O'Leary and Deegan's (2005) study of hospitality graduates found that about 25% of graduates left the industry and the high drop-out rate could be attributed to long working hours and poor remuneration. In the Netherlands, Blomme, Van Rheede and Tromp's (2009) study of hospitality degree students found that hospitality degree students' perceptions of the hospitality industry change once they gain more work experience in the industry. Blomme et al. suggest that it is mainly attributed to the "relative inexperience of first-year students of working in the hospitality industry" (p. 13).

In Malaysia, Richardson and Butler's (2012) study of hospitality degree students found that students' perception of the industry is negative because it does not provide the working condition that they consider important when they intend to pursue a career in the hospitality industry. Lastly, in New Zealand, Weaver's (2009) study of graduates, with the focus on exploring graduates' perceptions of job quality in the tourism and hospitality industry, found that they have negative perceptions of the industry because of poor remuneration and low status jobs. This leads to what Weaver describes as 'stepping stones' which enable them to develop skills for the pursuit of a better job. Other researchers (e.g. Maxwell, Ogden & Broadbridge, 2010) have observed that if first year students can have early real-life hospitality industry experience, their

expectation of a future career will be more realistic and perhaps their tenure in the hospitality industry will be longer.

2.4.3   Students' Positive Perceptions of the Hospitality Industry

In spite of the body of literature that depicts hospitality in an unfavourable light, the other side of the coin is revealed in studies which, show that hospitality degree students also gain positive perceptions of the hospitality industry. In Sri Lanka, Wijesundara's (2015) study of hospitality graduates found that two-thirds of graduates hold positive perceptions because of their acquired culinary skills and hospitality knowledge, position received, compensation package and promotion opportunities. In Asia, two studies indicated that students' perceptions of the hospitality industry are positive. First, in China, Lu and Adler's (2009) study of hospitality degree students found that two-thirds of students intend to work in the hospitality industry because of promotional prospects, the desire to apply knowledge learned at university, and opportunities to meet different people of different nationalities and diverse cultures. Second, in Taiwan, Huang and Lo's (2014) study of hospitality degree students found that students' work experience in the hospitality industry has reinforced their positive perceptions and attitudes towards a career in the hospitality industry and consequently, students are satisfied in gaining practical experience and consider that working in hospitality has a high social status.

2.4.4   Summary of Students' Perceptions of the Hospitality Industry

First, students' negative perceptions of the hospitality industry include: long working hours; poor remuneration; poor working conditions; low career status; stressful jobs; and limited promotional opportunities. Second, students' positive perceptions of the hospitality industry include: application of culinary skills and hospitality knowledge; opportunities to meet people of different nationalities and cultures; good promotion opportunities; and high career status.

2.5 Chapter Summary

Having reviewed the academic literature, the working definition of the hospitality industry has to embrace customer experience in order to gain competitive advantage. The issues covered in the discussion about the characteristics of hospitality employment are relevant both globally and to the New Zealand hospitality industry. Finally, research shows that there are some disparate views about the influence of hospitality degree students' work experience on their intention to work in the hospitality industry. Therefore, it is clear that further research is required to provide a better understanding of how and why students choose to work in the hospitality industry. Additionally, most of these studies are conducted in countries other than New Zealand. Consequently, this study will contribute to the knowledge gap in the New Zealand context. The next chapter will discuss how the methods in the study were designed to respond to the study context and the goals of the research questions.

Chapter 3   Methodology

3.1 Introduction

This chapter will outline the methodology and methods used in the research. It will start with the re-iteration of the research objectives, followed by a discussion on the research design used to achieve the research objectives. This chapter will then discuss the sampling strategy used to select potential participants, followed by an outline of the use of a questionnaire to collect survey data. This chapter will also address the ethical considerations and discuss the statistical methods used to analyse the survey data. Lastly, this chapter will provide a chapter summary.

3.2 Research Objectives

The following research questions were developed to achieve the research objectives.

1) What are the demographic characteristics and career aspirations of hospitality undergraduate students?

2) What are the hospitality undergraduate students' attitudes towards a career in the hospitality industry?

3) Has work experience influenced hospitality undergraduate students' attitudes towards a career in the hospitality industry and, if so, in what ways?

3.3 Research Design

When undertaking research, researchers have to understand their philosophical assumptions because these are the foundations for conducting research (Denscombe, 2010). Within the philosophical assumptions, positivism is one of the epistemological positions which assumes that legitimate knowledge is limited to measurable social phenomena (Bryman & Bell, 2011). Additionally, Collis and Hussey (2009) posit that a quantitative approach is the most appropriate method for measuring these social phenomena. This dissertation could have been carried out as a quantitative or qualitative

study. However, the researcher has to understand both the advantages and disadvantages of the quantitative and qualitative methods before making a decision to choose either method. Table 3.1 shows the advantages and disadvantages of the quantitative and qualitative methods.

Table 3.1 – Advantages and Disadvantages of Quantitative and Qualitative Research Methods

Quantitative Research Method		Qualitative Research Method	
Advantage	Disadvantage	Advantage	Disadvantage
Large sample size and more representative of the population	Difficult to get large sample size	Powerful source of information from participants for analysis	Difficult to make generalisations due to smaller number of participants
Data are measured numerically and can be easily analysed by statistical techniques	Impersonal	Personal	May be biased due to the researchers' own reflections and observations
More reliable than qualitative method as researchers are independent of the research	Biased if questionnaires are designed improperly	Study by observation	Multiple interpretations and less reliable than quantitative method

Source: Gray (2014); Saunders, Lewis & Thornhill (2012)

Objectivism is one of the ontological positions which assumes the reality is objective (Bryman & Bell, 2011). Gray (2014) posits that the reality is independent of the researcher. Thus, the researcher chose 'objectivism' to be the ontological position as the researcher will be independent of the participants. In addition, the researcher is fully aware of the issue of reflexivity. Ryan and Golden (2006) posit that reflexivity involves "openness about how, where and by whom the data were collected and locates the researcher as a participant in the dynamic interrelationship of the research process" (p. 1192). Gray (2014) also posits that reflexivity is the researchers' own reflections "on

their actions and observations in the field and their feelings – become part of the data themselves" (p. 162).

As the researcher is a hospitality student with work experience in the hospitality industry, it is likely that the researcher's knowledge in hospitality and work experience in the hospitality industry could influence the research. However, the researcher was fully aware of the influence of personal interest, hospitality knowledge and work experience. Thus, the researcher would try to be independent of the research by not making generalisations based on the researcher's personal hospitality work experience and hospitality knowledge.

In order to answer the research questions, a quantitative research method was used to measure the attitudes of a large sample size of hospitality undergraduate students. Saunders et al. (2012) suggest that a survey strategy allows a large amount of quantitative data to be collected from a sizeable population in an economical way. Therefore, in this study, the researcher chose 'survey' as the fourth layer which determines the research strategy. The advantage of the chosen survey strategy was that it enabled the collected quantitative data to be analysed quantitatively (Saunders et al., 2012). Lastly, Saunders et al. (2012) posit that questionnaires are normally used as an instrument to collect survey data.

The researcher developed a self-administered questionnaire. The 29 attitudinal statements were adapted from Kusluvan and Kusluvan's (2000) research relating to: (1) nature of work; (2) social status and industry-person congeniality; (3) physical working conditions, pay/benefits; (4) promotion opportunities; (5) co-workers and managers; and (6) commitment to the industry. Czaja and Blair (2005) advise that the practice of adapting other questionnaires' questions is acceptable. The advantage is that re-testing is not required because the questions have shown to work well. Two previous studies

have adapted the questionnaire questions from Kusluvan and Kusluvan's (2000) study. The first is Aksu and Köksal's (2005) study in Turkey and the second is Richardson's (2008) study in Australia. After discussing the research design for this study, the next paragraph will outline the sampling strategy used to select potential participants for this study.

3.4 Sampling Strategy

For a survey to be entirely representative, a researcher can survey every case but this would be very costly especially when the target populations are large (Newsome, 2016). Instead, researchers will often select a sample from the population. This study employed convenience sampling to select participants. Gray (2014) posits that convenience sampling is most commonly used as the sampling strategy when selected participants can be easily accessed. Therefore, in this study, the sampling frame included approximately 500 students currently studying BIHM and BACA programmes at AUT. Due to the time constraint and possible interruption to classes, the sample size was determined to be 70% of the sampling frame. As a result, the target sample of students at AUT was limited to 350 students, spread over the eight core papers of the BIHM and BACA programmes over each of the three years (see Table 3.2).

Table 3.2 – Core Papers of BIHM and BACA Programmes

Year of Study	Core Paper of BIHM	Core Paper of BACA
Year One	HOPS503 Hospitality Organisational Behavioural & Interpersonal Skills	FOOD501 Food and the Senses
	HOSP505 Hospitality Information Communication Technology	
Year Two	HOSP604 Hospitality Human Resource Management	CULN601 Culinary Values
Year Three	HOSP704 Hospitality Strategy Management	SOSC701 Sociology of Food
	HOSP797 Hospitality Cooperative Education	

Source: Auckland University of Technology (2016b)

With the support of subject lecturers, 12 classes were arranged for survey administration, and a survey administration schedule can be found in Appendix A. The survey commenced on 16 March 2016 with ethics approval granted by the Auckland University of Technology Ethics Committee (AUTEC) on 1 December 2015 (Ref. 15/401) (see Appendix B). After discussing the sampling strategy, the next paragraph will outline the use of a questionnaire to collect survey data.

3.5 Data Collection

This study employed a self-administered questionnaire to collect survey data (see Appendix E). Closed-end questions with pre-determined answers were used in the questionnaire. The inclusion of pre-determined answers has two advantages. First, participants can complete the questionnaire within a shorter time span (Collis & Hussey, 2009). Second, the researcher can analyse the data more effectively and efficiently because pre-determined answers can be pre-coded (Collis & Hussey, 2009). The questionnaire contained three parts. The first part asked for participants' personal information such as gender, age, ethnicity, educational background and work status. The second part asked about participants' intention to work and career expectations in the hospitality industry. The third part asked about participants' attitudes towards a career in the hospitality industry.

Participants were asked to rate their level of agreement with 29 attitudinal statements according to a five-point Likert scale, from 1 (Strongly Disagree) to 5 (Strongly Agree). As not all attitudinal statements were suitable for participants, an option 'Not Applicable' was added to the Likert scale in order to achieve a more accurate result. The researcher administered the questionnaires directly with the support of subject lecturers who recommended the date and time to enter each class. Mostly, the scheduled time was 10 minutes before the ending of a class. However, some subject lecturers recommended

the scheduled time be during the break time of a class. Nearly all participants could complete the questionnaire within 10 minutes. During the survey, the subject lecturers introduced the researcher to the class, and then the researcher distributed the participant information sheets and questionnaires to students. The researcher informed the students that participation was voluntary and confidentiality was guaranteed. The researcher informed the students that they could withdraw from the survey at any time during the process of completing the survey. Participants could complete the questionnaire in class. If participants decided to complete the questionnaire in their own time, they could drop the completed questionnaires in the collection box outside the room WH428C of the School of Hospitality and Tourism Building.

The researcher distributed 338 questionnaires and received 331 completed questionnaires, accounting for a high response rate of 98%. The achievement of a high response rate could be attributed to two reasons. As recommended by Lu and Adler (2009), the first reason could be that the survey was conducted in a class setting. Within a class setting, students were provided with the time to complete the questionnaires and they could return the completed questionnaires before leaving the classroom. As recommended by Gray (2014), the second reason could be that the questionnaire was easy to complete with just two-and-a-half pages of closed-end questions with pre-determined answers.

3.6 Research Ethics

Research ethics are ethical considerations related to the rights of participants during the undertaking of research (Newsome, 2016). In this study, the ethical considerations addressed by the researcher were mainly related to the rights of participants such as informed consent, privacy, no deception, and no harm to participants (Gray, 2014). Ethics approval was granted from AUTEC on 1 December 2015 (Ref. 15/401). After

obtaining the ethics approval, the researcher began a process of informed consent with all potential participants. The researcher sent a recruitment notice to the subject lecturers for emailing to students (see Appendix C). The purpose of this recruitment notice was to invite students to participate in the survey. The recruitment notice introduced the researcher, the research topic and the information about inviting students to participate in the survey. During the survey, the researcher distributed a participant information sheet (see Appendix D) together with a questionnaire (see Appendix E) to students.

The participant information sheet provided information about the use of data and the rights of the participants such as that participation is voluntary (Saunders et al., 2012). After reading the participant information sheet, students could decide whether to participate in the survey or not. Participants' consents were considered to be obtained when students continued to complete the questionnaire. In order to respect the privacy of participants in this study, they could withdraw from the survey at any time during the process of completing the survey. In order to ensure that there was no harm to participants in this study, the confidentiality and anonymity of participants were guaranteed (Collis & Hussey, 2009). Lastly, in order to ensure no deception, the researcher's integrity was maintained by not misrepresenting the data collected for meeting a researcher's need (Creswell, 2014).

3.7 Data Analysis

The analysis of the survey data was conducted by using the Statistical Package for Social Sciences (SPSS; Windows version 23 software). In this study, the statistical analysis employed to analyse the survey included frequency distribution analysis, cross-tabulation analysis, and two-samples *t*-test.

3.7.1   Frequency Distribution Analysis

Frequency distribution is defined as "a numeric display of the number of times (frequency) and relative percentage of time each value of a variable occurs in a given sample" (Babbie et al., 2013, p. 448). Field (2012) posits that frequency distribution analysis is very useful in evaluating the frequency distribution of scores. In this study, the researcher used frequency distribution analysis to evaluate the attitudinal scores and mean values of the 29 attitudinal statements. The researcher also used frequency distribution analysis to provide descriptive statistics about participants' demographic profiles and career aspirations. These descriptive statistics were clearly presented in the form of bar charts, pie charts, line charts and frequency tables. Frequency distribution analysis plays a pivotal role in the data analysis in this study as it is able to identify students' demographics and career aspirations and find out about students' attitudes towards working in the hospitality industry.

3.7.2   Cross-tabulation Analysis

Cross-tabulation is defined as "a matrix that shows the distribution of one variable for each category of a second variable" (Babbie et al., 2013, p 446). Greasley (2008) posits that cross-tabulation analysis is the most commonly used analytical tool for analysing survey data because it clearly demonstrates the relationships between two variables. In addition, a cross-tabulation analysis of two variables (i.e. bivariate analysis) is considered to be the simplest type of cross-tabulation (Wagner, 2010).

In this study, the researcher chose bivariate analysis to explore participants' demographic data and career aspirations data. The bivariate analysis involves a cross-tabulation analysis between an independent variable and a dependent variable (Wagner, 2010). In this study, cross-tabulation analyses were carried out between

students' intention to work in the hospitality industry and participants' demographic profiles such as gender and age groups.

3.7.3 Two-samples T-Test

Gray (2014) posits that the purpose of a two-samples *t*-test is to compare the means of two independent groups with a single dependent variable in order to explore whether there are statistical differences between them. A statistical significance is denoted as a "*p*" value representing the probability that a particular outcome will occur (George & Mallery, 2003). A critical *p* value of less than 0.05 indicates that there is a significant difference at 95% confidence level (Gray, 2014). In this study, a two-samples *t*-test was carried out to test whether there is a significant difference between the dependent variable (attitudinal statements) and the independent groups (students with work experience and students without work experience).

3.8 Chapter Summary

This chapter has discussed the methodology and methods used in the research, covering the areas on research design, sampling, data collection and analysis, and ethical considerations. In essence, this study employed a quantitative research method was used to measure the attitudes of a large sample size of hospitality undergraduate students. A survey research method using a self-administered questionnaire was used to collect quantitative data for data analysis. The reason for using a survey research method is that it allows a large amount of quantitative data to be collected from a sizable population in an economical way (Saunders et al., 2012). The analysed results show the demographic characteristics and career aspirations of students and their attitudes towards working in the hospitality industry and influences of work experience on students' attitudes towards a career in the hospitality industry.

Chapter 4   Results

The main purpose of this chapter is to indicate results according to three research questions. The first research question asked for the participants' demographics and career aspirations. The second research question asked about participants' attitudes and the third research question asked whether work experience has influenced participants' attitudes. Lastly, this chapter will provide a summary of the key findings.

4.1 Participants' Demographics and Career Aspirations

The survey firstly gathered descriptive data about the participants' demographics and career aspirations. The result from 331 returned questionnaires showed that 69.8% of the participants were female students, followed by male students at 29.9% and one gender-diverse student at 0.3% (see Figure 4.1).
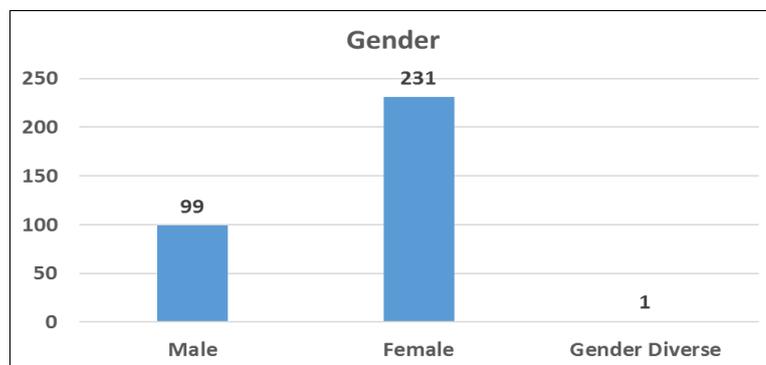
Figure 4.1 – The Distribution of Participants' Gender (n=331)

It can be seen from Figure 4.1 that the majority of the participants were female students.

Regarding participants' age groups, the highest proportion were 21 - 23 years (41.7%), followed by 18 - 20 years (40.8%). A further 11.5% of participants were aged 24 - 26 years. These three age groups represented 94% of the total participants (see Figure 4.2).
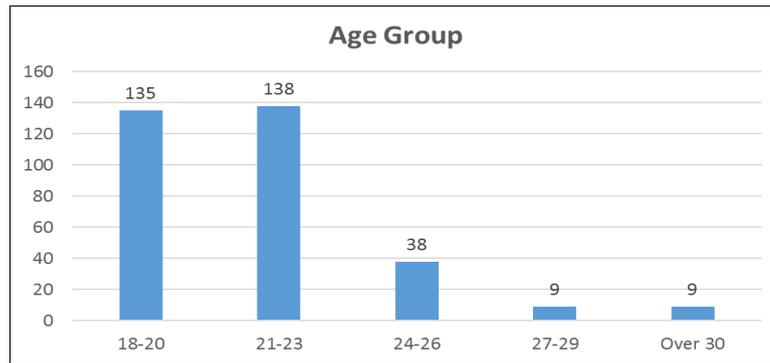
Figure 4.2 – The Distribution of Participants' Age Group (n=329)

It can be seen from Figure 4.2 that the two major age groups of the participants were 18 - 20 years and 21 - 23 years.

Regarding participants' ethnicity, the highest proportion were Asian (65.3%), followed by New Zealand European at 16.0% and Pacific Islander at 7.9%. Slightly more than half of the participants were domestic students (57.4%) and the remaining participants were international students.

Regarding participants' choice of majors, the highest proportion chose event management (21.5%), followed by accommodation (14.2%), tourism (8.5%), marketing (8.5%), culinary arts (7.9%), food & beverage (5.7%), hospitality (5.7%) and human resource management (3.6%). A further 19% of participants chose double majors (see Figure 4.3).
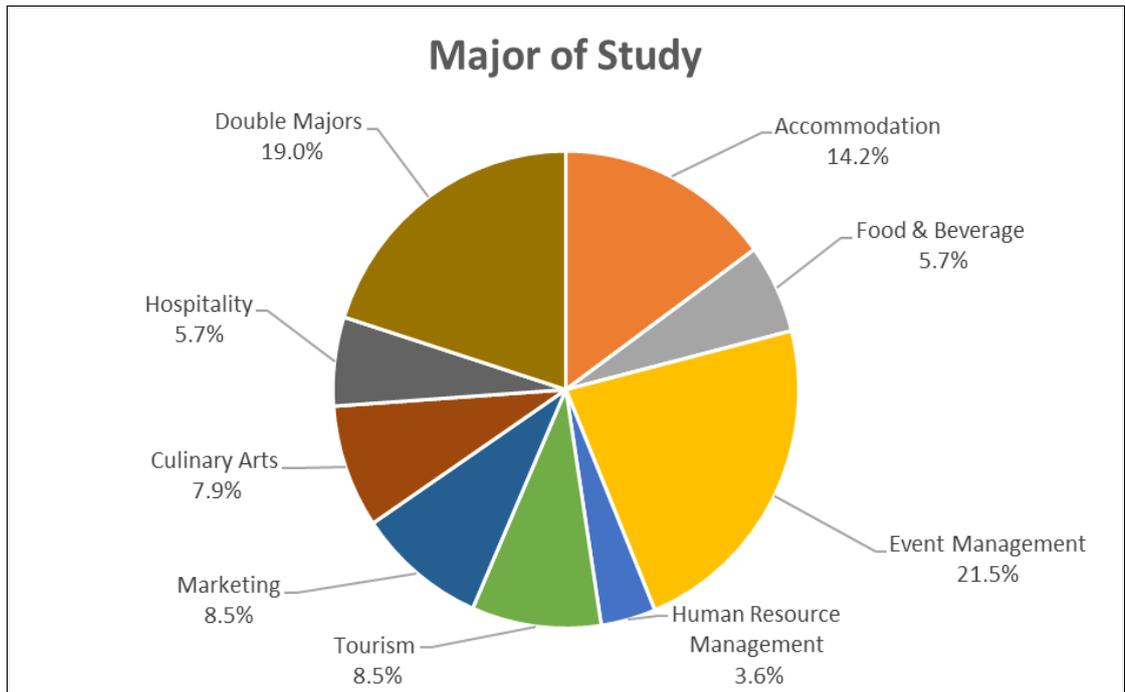
Figure 4.3 – The Distribution of Participants' Major of Study (n=313)

It can be seen from Figure 4.3 that most of the participants studied Event Management, Accommodation and did double majors.

The largest proportion of participants were third year students (43.2%), followed by first year students at 35.6% and second year students at 18.7% (see Figure 4.4).
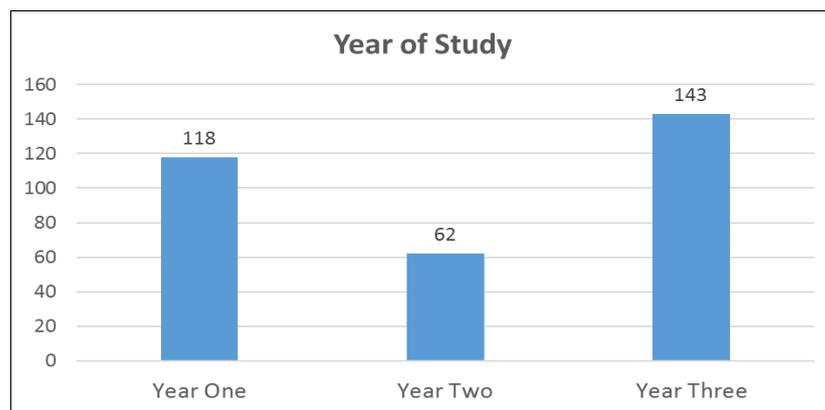
Figure 4.4 – The Distribution of Participants' Year of Study (n=323)

It can be seen from Figure 4.4 that the majority of the participants were year three students.

Tenure is defined as the length of time in a job (Collins Concise English Dictionary, 2006). Regarding participants' tenure, the highest proportion was less than six months (26.7%) and the lowest proportion of participants' tenure was over five years at 11.1% (see Figure 4.5).
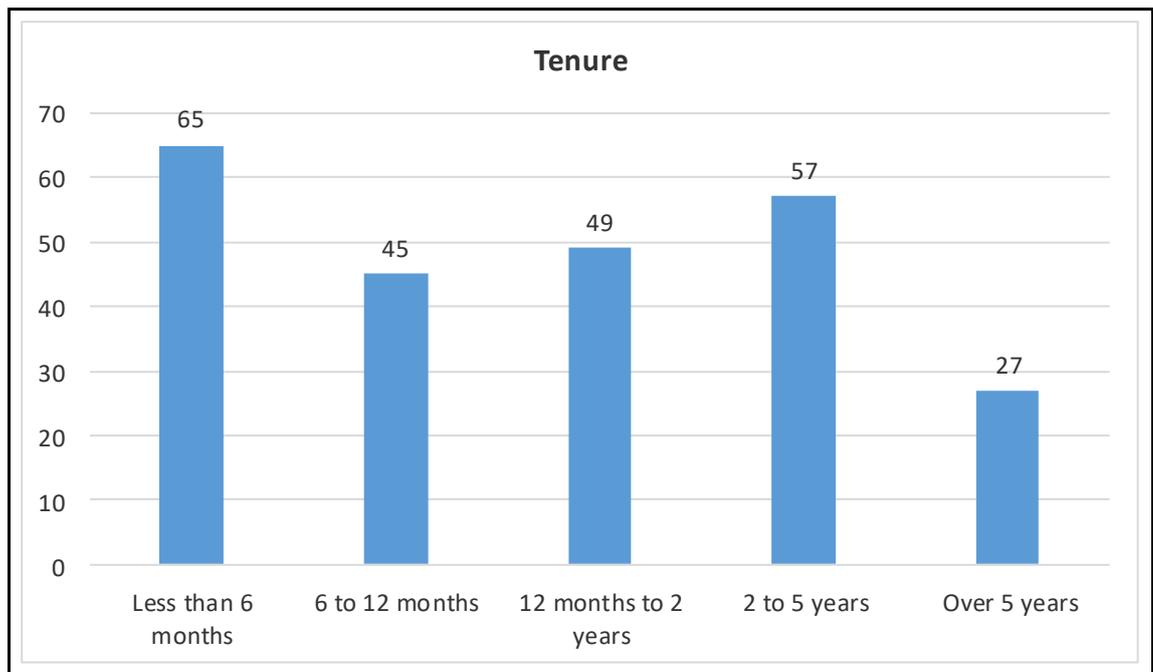
Figure 4.5 – The Distribution of Participants' Tenure (n=243)

It can be seen from Figure 4.5 that the majority of the participants worked less than six months in the hospitality industry.

Regarding the survey question *Have you ever worked in the hospitality industry*, a cross-tabulation analysis was conducted between this question and participants' year of study. The findings showed that the highest proportion were third year students (85.3%) and the lowest proportion were first year students at 58.5% (see Table 4.1).

Table 4.1 – Cross-tabulation of Participants' Year of Study and Worked Before in Hospitality

	Worked Before in Hospitality	
Year of Study	**Yes**	No
Year One (n=118)	**58.5%**	41.5%
Year Two (n=62)	**83.9%**	16.1%
Year Three (n=143)	**85.3%**	14.7%

It can be seen from Table 4.1 that the majority of year two and three students had previously worked in the hospitality industry.

Regarding the survey question *How has working in the hospitality industry influenced your choice of pursuing a career in the hospitality industry?,* the results showed that 72.2% of participants were positively influenced by their work experience. On the other hand, only 3.2% of participants were negatively influenced by their work experience. However, 15.7% of participants were uncertain about the influence of work experience and 8.9% of participants were neither positively nor negatively influenced by their work experience (see Figure 4.6).
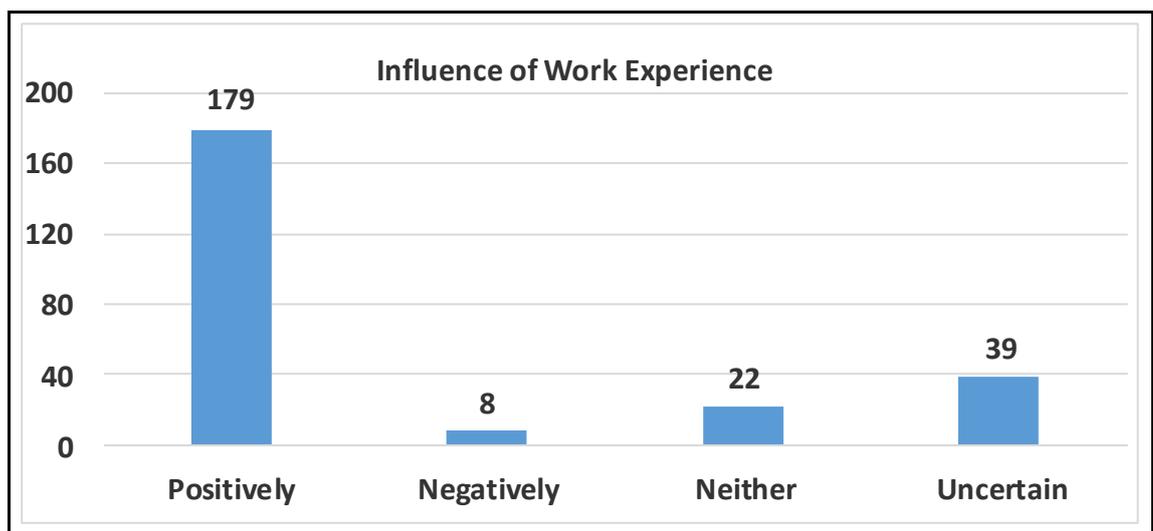
Figure 4.6 – The Distribution of Participants' Career Choice Influenced by Work Experience

It can be seen from Figure 4.6 that the majority of the participants were positively influenced by their work experience.

Regarding the survey question *Are you likely to work in the hospitality industry after graduation?,* a cross-tabulation analysis was conducted between this question and participants' gender. In order to have a clearer presentation of the intention to work in hospitality, "Definitely" and "More than likely" were grouped to form a total percentage of "Intention to Work in Hospitality". The findings showed that female students had a higher proportion at 75.8%, followed by male students at 67.4% (see Table 4.2).

Table 4.2 – Total Percentages of Participants' Intention to Work in Hospitality by Gender

Gender	Intention to Work in Hospitality		
	Definitely	More than likely	Total
Female (n=223)	39.0%	36.8%	75.8%
Male (n=98)	34.7%	32.7%	67.4%

It can be seen from Table 4.2 that female students had a stronger intention to work in the hospitality industry than males.

Regarding the survey question *Are you likely to work in the hospitality industry after graduation?,* a cross-tabulation analysis was conducted between this question and participants' year of study. The total percentages of participants' intention to work by year of study are shown in Table 4.3 and Figure 4.7.

Table 4.3 – Total Percentages of Participants' Intention to Work in Hospitality by Year of Study

Year of Study	Intention to Work in Hospitality		
	Definitely	More than likely	Total
Year One (n=118)	43.1%	39.7%	82.8%
Year Two (n=62)	39.0%	32.2%	71.2%
Year Three (n=143)	31.7%	33.8%	65.5%

It can be seen from Table 4.3 that first year students had the strongest intention to work in the hospitality industry at 82.8% whereas third year students had the lowest intention at 65.5%.
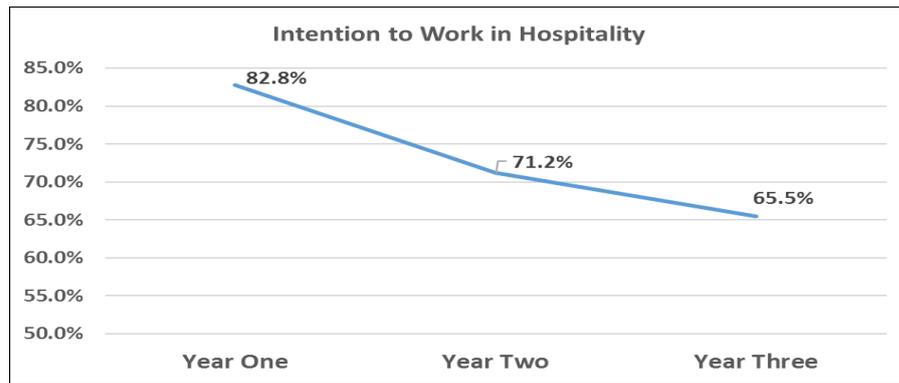
Figure 4.7 - Participants' Intention to Work in Hospitality by Year of Study

It can be seen from Figure 4.7 that first year students had the strongest intention to work in the hospitality industry whereas third year students had the lowest intention.

As third year students had the lowest grouped percentage of intention to work in hospitality, a cross-tabulation analysis was used to explore the relationship between participants' tenure and year of study. Generally, with at least 12 months' direct work experience, participants will be more familiar with the work environment and physical working conditions in the hospitality industry (Kusluvan & Kusluvan, 2000). Therefore, participants' with tenures of at least 12 months were grouped together and the grouped percentages of participants' tenure (over 12 months) are shown in Table 4.4 and Figure 4.8.

Table 4.4 – Grouped Percentages of Participants' Tenure (Over 12 Months) by Year of Study

	Tenure			
Year of Study	12 months – 2 years	2 – 5 years	Over 5 years	**Total**
Year One (n=118)	18.3%	14.6%	9.8%	**42.7%**
Year Two (n=62)	15.1%	18.9%	11.3%	**45.3%**
Year Three (n=143)	18.3%	21.3%	9.5%	**49.1%**

It can be seen from Table 4.4 that first year students had the lowest proportion of tenure at 42.7% whereas third year students had the greatest proportion at 49.1%.
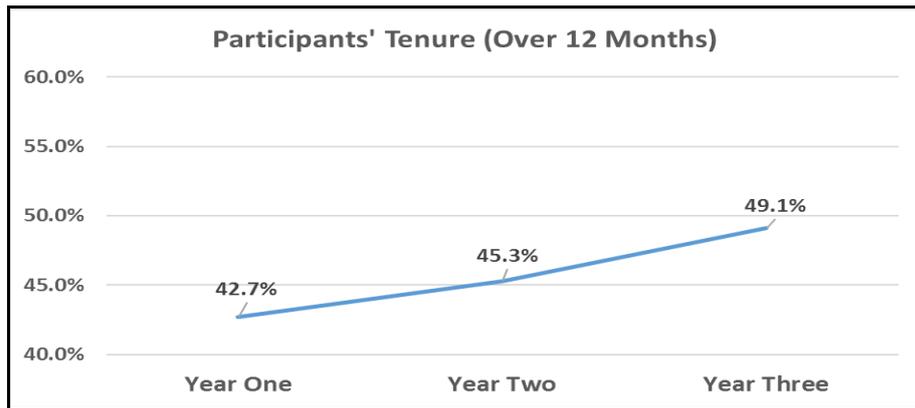
Figure 4.8 - Participants' Year of Study and Tenure (Over 12 Months) by Year of Study

It can be seen from Figure 4.8 that first year students had the lowest proportion of tenure whereas third year students had the greatest proportion.

In order to demonstrate the relationship between participants' intention to work in hospitality and their tenure, both line charts of participants' intention to work in hospitality and tenure are shown in Figure 4.9.
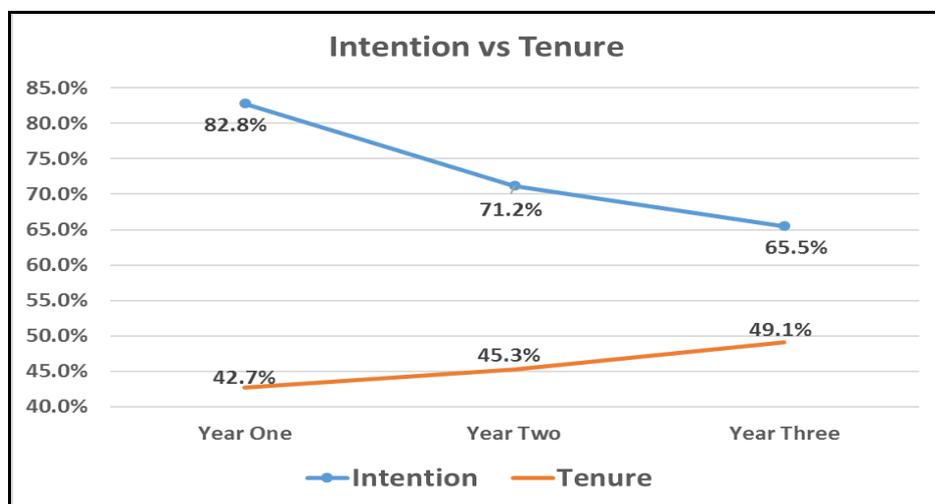
Figure 4.9 – Relationship between Participants' Intention to Work in Hospitality and Tenure

As shown in Figure 4.9, participants' intention to work in hospitality was inversely related to their tenure. In other words, an increase in participants' tenure will reduce their intention to work in the hospitality industry.

Further descriptive data for participants' demographics and career aspirations can be found in Appendix F and G respectively.

4.2 Participants' Attitudes

Participants rated their level of agreement with the 29 attitudinal statements and their attitudinal scores can be found in Appendix H. In addition, the mean and standard deviation of the 29 attitudinal statements can be found in Appendix I. The researcher grouped "Strongly Disagree" and "Disagree" into "Negative Response" whereas "Strongly Agree" and "Agree" were grouped into "Positive Response". The purpose was to present a clearer presentation of important positive and negative responses (Aksu & Köksal, 2005, Kusluvan & Kusluvan, 2000).

In order to present the attitudinal scores in a more comprehensive way, the nine dimensions of Kusluvan and Kusluvan's (2000) research were combined into six dimensions which included: (1) nature of work; (2) social status and industry-person congeniality; (3) physical working conditions, pay/benefits; (4) promotion opportunities; (5) co-workers and managers; and (6) commitment to the industry. This approach aligns to Richardson's (2008) study for the purpose of broad comparison. Richardson's study also focuses on exploring current undergraduate students' perceptions and attitudes towards a career in the hospitality industry. The analysed results of the attitudinal scores are discussed below.

(1) Nature of Work

The attitudinal scores of statements in dimension 1 "*Nature of work*" are shown in
Table 4.5.

Table 4.5 – Attitudinal Statements of Nature of Work

Statement	Negative Response	Unsure	Positive Response
1. I find jobs in the hospitality industry interesting.	3.3%	10.6%	85.2%
2. I enjoy having the opportunity to communicate with different nationalities/diverse cultures while working in the hospitality industry.	2.4%	5.4%	90.0%
3. Working hours in the hospitality industry may affect my regular life.	3.9%	11.5%	82.2%
4. Seasonality may affect the number of job vacancies available in the hospitality industry.	5.7%	12.7%	79.1%

The *nature of work* dimension refers to participants' evaluations of hospitality jobs. As
shown in Table 4.5, all statements scored high positive responses. Results showed that
the majority of the participants evaluated hospitality jobs as interesting (85.2%). The
high percentage could be attributed to the fact that the majority of the participants
enjoyed the opportunity to communicate with different people of different nationalities
and diverse cultures (90%). These two findings were considered as positive attitudes
towards the *nature of work* dimension. On the other hand, results indicated two negative
attitudes. First, the majority of the participants evaluated hospitality jobs as
unfavourable because they were associated with long working hours (82.2%).
Consequently, participants' time to relax could be reduced and their regular life might
be affected. Second, the majority of the participants considered that seasonality might
affect the availability of hospitality job vacancies (79.1%). Consequently, participants
claimed that hospitality jobs were unsecure.

(2) Social Status and Industry-person Congeniality

The attitudinal scores of statements in dimension 2 "*Social status and industry-person congeniality*" are shown in Table 4.6.

Table 4.6 - Attitudinal Statements of Social Status and Industry-person Congeniality

Statement	Negative Response	Unsure	Positive Response
5. Working in the hospitality industry is a respected career in New Zealand society.	12.1%	26.3%	58.0%
6. My family is proud of my profession in hospitality.	7.2%	24.5%	63.8%
7. I talk to my relatives and friends with pride about my career in the hospitality industry.	9.7%	18.7%	67.1%
8. Working in the hospitality industry is a pleasant job for me.	4.2%	18.7%	71.3%
9. It is a very nice feeling to serve people who are on holiday and enjoying.	8.1%	12.1%	75.9%
10. I can use my abilities and skills in jobs in the hospitality industry.	1.8%	5.4%	89.1%

The *social status* dimension refers to the prestige of a profession in the hospitality industry. As shown in Table 4.6, positive responses scored by all statements were higher than 50%. Results showed that although participants' families were proud of their profession in hospitality (63.8%) and they could talk to their friends and relatives with pride about their profession (67.1%), only 58% of the participants considered that their profession had a high status. This finding could marginally be considered as positive attitude towards the *social status* dimension. On the other hand, the *industry-person congeniality* dimension refers to the fitness of participants' personality with hospitality jobs. The majority of the participants considered that working in the hospitality industry was a pleasant job for them (71.3%). This high percentage could be

attributed to the fact that the majority of the participants considered that they could fit perfectly with hospitality jobs because they could apply their capabilities and skills to their jobs (89.1%). Additionally, the majority felt comfortable when serving customers (75.9%). These findings were considered as positive attitudes towards the *industry-person congeniality* dimension

(3) Physical Working Conditions and Pay/Benefits

The attitudinal scores of statements in dimension 3 "*Physical working conditions and pay/benefits*" are shown in Table 4.7.

Table 4.7 - Attitudinal Statements of Physical Working Conditions and Pay/Benefits

Statement	Negative Response	Unsure	Positive Response
11. Physical working conditions are generally good in the hospitality industry.	9.4%	21.1%	66.1%
12. Employee bathrooms and toilets are in good condition in most hospitality premises.	11.2%	33.5%	52.2%
13. Employee dining halls are in good condition in most hospitality premises.	9.4%	28.1%	56.2%
14. I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life.	30.0%	24.8%	43.2%
15. I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high workload.	2.7%	12.4%	80.7%
16. I find fringe benefits (holidays, meals, bonuses, etc.) sufficient in the hospitality industry.	13.3%	28.7%	52.9%

The *physical working conditions* dimension refers to the physical working conditions of employees' dining halls, bathrooms and toilets in the hospitality industry. As shown in Table 4.7, about two-thirds of the participants considered that the general physical working conditions were good (66.1%). However, only slightly more than half of the

participants considered that employees' bathrooms and toilets were in good condition (52.2%) and employees' dining halls were in good condition (56.2%). Marginally, these finding could be considered as positive attitudes towards the *physical working conditions* dimension. On the other hand, the *pay/benefits* dimension refers to the salary and fringe benefits such as bonuses, meals and holidays. Results showed that the majority of the participants considered that the salary was too low when compared with other industries and needed to be increased (80.7%). The high percentage could be attributed to the fact that less than half of the participants considered that the salary was sufficient to lead to a satisfactory life (43.2%). Additionally, only 52.9% of the participants considered that fringe benefits were sufficient. These finding could be considered as negative attitudes towards the *pay/benefits* dimension.

(4) Promotion Opportunities

The attitudinal scores of statements in dimension 4 "*Promotion opportunities*" are shown in Table 4.8.

Table 4.8 - Attitudinal Statements of Promotion Opportunities

Statement	Negative Response	Unsure	Positive Response
17. In my experience the number of years worked and experience are taken into account in promotion decisions.	6.9%	30.2%	53.5%
18. Promotion opportunities are satisfactory in the hospitality industry.	6.6%	23.3%	64.1%
19. Promotions are systematic in the hospitality industry.	6.0%	30.8%	56.5%

The *promotion opportunities* dimension refers to the handling of promotions within the hospitality industry. As shown in Table 4.8, positive responses scored by all statements were higher than 50%. Results showed that although about two-thirds of the participants

considered promotion opportunities were satisfactory in the hospitality industry
(64.1%), only about half of them considered that promotions were systematic (56.5%)
and merits such as length of service and experience were taken into account in
promotion decisions (53.5%). Again, this finding could be considered as a positive
attitude towards the *promotion opportunities* dimension on a marginal basis.

(5) Relationship with Co-workers and Managers

The attitudinal scores of statements in dimension 5 "*Relationship with Co-workers and
managers*" are shown in Table 4.9.

Table 4.9 - Attitudinal Statements of Co-workers and Managers

Statement	Negative Response	Unsure	Positive Response
20. There is cooperation amongst staff.	2.7%	16.3%	76.5%
21. Employees without degrees are jealous of graduates.	23.8%	42.0%	25.6%
22. Most hospitality staff are motivated and enthusiastic about their jobs.	14.5%	26.3%	52.3%
23. Managers allow staff to make decisions.	11.2%	27.8%	52.9%
24. Managers put great effort into ensuring staff are satisfied.	10.6%	24.5%	58.0%
25. Managers provide vocational training to staff.	10.6%	21.1%	60.7%
26. Managers show respect towards staff.	6.0%	21.8%	64.0%

The *relationship with co-workers* dimension refers to students' evaluation of
co-workers in the hospitality industry. As shown in Table 4.9, results showed that the
majority of the participants considered that there was co-operation among co-workers
(76.5%). However, only slightly more than half of the participants considered that

co-workers were devoted to their hospitality jobs (52.3%). These findings could be considered as positive attitudes towards the *relationship with co-workers* dimension. On the other hand, the *relationship with managers* dimension refers to students' evaluation of managers in the hospitality industry. Results showed that positive responses scored by all statements were higher than 50%. About two-thirds of participants considered that managers respected them (64%) and provided vocational training to them (60.7%). However, about half of the participants were disappointed that managers did not allowed them to make decisions (52.9%). Other than the last finding, the first two findings could be considered as positive attitudes towards the *relationship with managers* dimension.

(6) Commitment to the Industry

The attitudinal scores of statements in dimension 6 "*Commitment to the industry*" are shown in Table 4.10.

Table 4.10 - Attitudinal Statements of Commitment to the Industry

Statement	Negative Response	Unsure	Positive Response
27. I am very pleased to have chosen hospitality as a career path.	3.6%	19.0%	71.9%
28. I probably will work in the hospitality industry after graduation.	3.6%	18.7%	73.7%
29. I will work in the hospitality industry after graduation provided that I become a manager or department head.	8.4%	23.0%	61.7%

The *commitment to the industry* dimension refers to participants' commitment to working in the hospitality industry. As shown in Table 4.10, results showed that the majority of the participants would work in the hospitality industry after graduation

(73.7%). The high percentage could be attributed to the fact that the majority of the participants were pleased that they had chosen hospitality as a career path (71.9%).

4.3 Influence of Participants' Work Experience

In this study, the researcher used a two-samples *t*-test to test whether there was a significant difference between the dependent variables and the independent groups. The dependent variables were the 29 attitudinal statements and the two independent groups were, first, students with work experience, and second, students without work experience. The results of the two-samples *t*-test are shown in Table 4.11 (statements with significant difference only).

Table 4.11 – Two-Samples T Test Results (Statements with Significant Difference Only)

Statement	Work Exp.	Mean	Std Dev.	t	F Value (p)
Nature of Work					
Seasonality may affect the number of job vacancies available in the hospitality industry.	Yes	4.14	0.855	1.972	0.049*
	No	3.92	0.845	(321)	
Social Status and Industry-person Congeniality					
Working in the hospitality industry is a respected career in New Zealand society.	Yes	3.59	1.046	-2.346	0.020*
	No	3.88	0.738	(317)	
Physical Working Conditions and Pay/Benefits					
Employee bathrooms and toilets are in good condition in most hospitality premises.	Yes	3.52	0.980	-2.631	0.009**
	No	3.84	0.754	(319)	
Employee dining halls are in good condition in most hospitality premises.	Yes	3.58	0.934	-2.18	0.030*
	No	3.84	0.687	(308)	
I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life.	Yes	3.06	1.175	-3.864	0.000***
	No	3.63	0.991	(322)	
I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high workload.	Yes	4.40	0.798	2.966	0.003**
	No	4.07	0.977	(315)	
Co-workers and Managers					
Employees without degrees are jealous of graduates.	Yes	2.95	0.957	-3.088	0.002**
	No	3.35	0.877	(301)	
Most hospitality staff are motivated and enthusiastic about their jobs.	Yes	3.42	0.949	-2.826	0.005**
	No	3.76	0.682	(306)	

Note: * Significance level 0.05 ($p < 0.05$)

   ** Significance level 0.01 ($p < 0.01$)

   *** Significance level 0.0 ($p < 0.001$)

As shown in Table 4.11, eight statements were found to be statistically different with p values less than 0.05. Influence of participants' work experience on these eight statements can be found as follows:

a) Participants with Work Experience

Participants with work experience are more likely to agree with two statements. The first was from the *Nature of Work* dimension, "*Seasonality may affect the number of job vacancies available in the hospitality industry*", $t(321) = 1.972$, $p = 0.049$. The second one was from the *Physical Working Conditions and Pay/Benefits* dimension, "*I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high workload*", $t(315) = 2.966$, $p = 0.003$.

b) Participants without Work Experience

Participants without work experience are more likely to agree with the remaining six statements. The first one was from the *Social Status and Industry-person Congeniality* dimension, "*Working in the hospitality industry is a respected career in New Zealand society*", $t(317) = -2.346$, $p = 0.020$. The next three statements were from the *Physical Working Conditions and Pay/Benefits* dimension. The first two statements were, "*Employee bathrooms and toilets are in good condition in most hospitality premises*", $t(319) = -2.631$, $p = 0.009$; and "*Employee dining halls are in good condition in most hospitality premises*", $t(308) = -2.18$, $p = 0.030$. The last statement was, "*I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life*", $t(322) = -3.864$, $p = 0.000$. Finally, the remaining two statements were from the *Relationship with Co-workers and Managers* dimension, "*Employees without degrees are jealous of graduates*", $t(301) = -3.088$, $p = 0.002$; and "*Most hospitality staff are motivated and enthusiastic about their jobs*", $t(306) = -2.826$, $p = 0.005$.

4.4 Summary of Key Findings

This chapter has detailed the findings from frequency distribution analysis, cross-tabulation analysis, and two-samples *t*-test on participants' attitudes towards hospitality careers. The key findings are shown as follows:

4.4.1 Participants' Demographics and Career Aspirations

Results indicated three key findings of participants' demographics. First, approximately 70% of participants were female students. Second, approximately 27% of participants had worked in hospitality for less than six months. Third, approximately 75% of participants had previously worked in the hospitality industry. Results also indicated four key findings of participants' career aspirations. First, approximately 72% of participants were positively influenced by their work experience. Second, third year students had the highest proportion of tenure over 12 months at 49% when compared with first year students at 43% and second year students at 45%. Third, third year students had the lowest proportion of intention to work in hospitality after graduation at 65% when compared with first year students at 83% and second year students at 71%. Fourth, the longer the students worked in the hospitality industry, the lower would be their intention to work in the hospitality industry after graduation.

4.4.2 Participants' Attitudes

a) Most Significant Negative Attitudes

Results indicated that three negative attitudes were most significant (see Figure 4.10). First, participants considered long working hours might affect their regular life (82.2%). Second, participants considered that the salary was low and should be increased (80.7%). Third, participants considered that seasonality might affect the availability of job vacancies (79.1%).
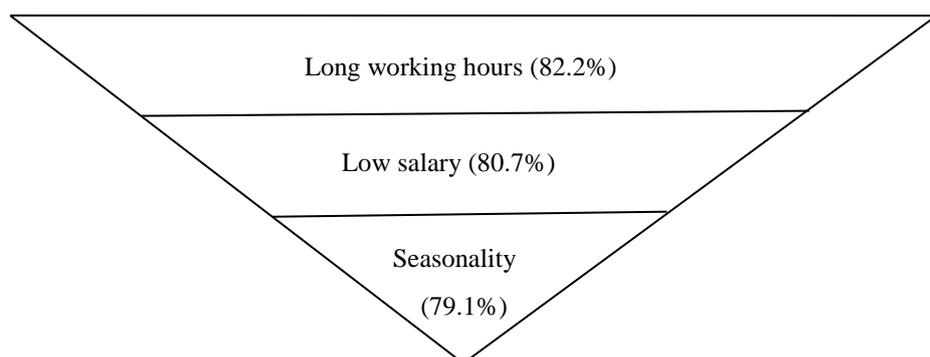
Figure 4.10: Most Significant Negative Attitudes (% indicated)

As shown in Figure 4.10, the funnel-shaped diagram consists of three significant negative attitudes from 'long working hours' at the top to 'seasonality' at the bottom. It presents in descending order of significance as rated by participants.

b) Most Significant Positive Attitudes

Results also indicated that three positive attitudes were significant (see Figure 4.11). First, participants considered that hospitality jobs were interesting (85.2%). Second, participants considered that there was co-operation amongst co-workers (76.5%). Third, participants would work in the hospitality industry after graduation (73.7%).
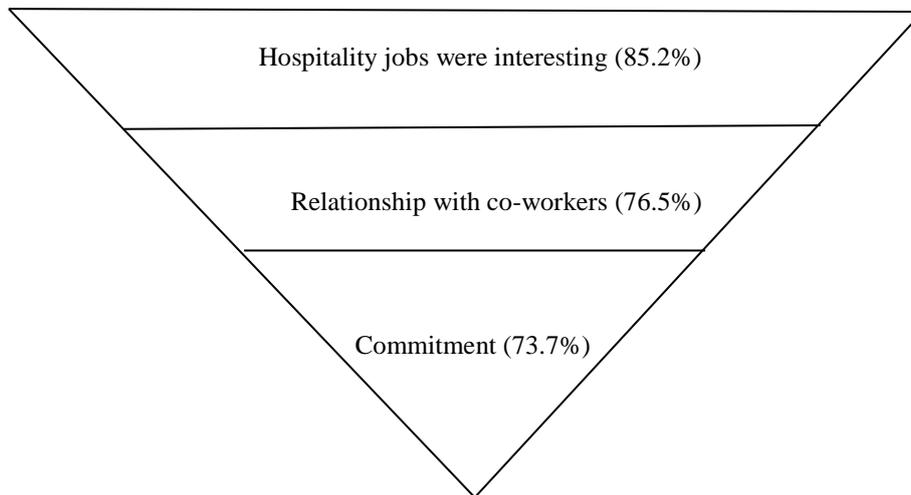
Figure 4.11: Most Significant Positive Attitudes (% indicated)

As shown in Figure 4.11, the funnel-shaped diagram consists of various significant positive attitudes from 'hospitality jobs were interesting' at the top to 'commitment' at the bottom. It presents in descending order of significance as rated by participants.

4.4.3   Influence of Participants' Work Experience

Results indicated two key findings about the influence of work experience. First, participants with work experience were more likely to agree with the two statements that were related to the impact of seasonality and low salary needing to be increased.

Second, participants without work experience were more likely to agree with the six statements that were related to career status; physical working conditions including employees' bathrooms and toilets and employees' dining hall; that salary was sufficient for a satisfactory life; and relationship with co-workers.

Chapter 5   Discussion

The key purpose of this research was to explore how hospitality undergraduate students'
perceptions and attitudes towards a career in the hospitality industry are affected by
their work experience. The findings can provide valuable information for hospitality
education providers and hospitality industry practitioners. The focus of this chapter will
be a discussion of the results from chapter four in relation to the research objectives and
the existing academic literature. This chapter will discuss the findings from chapter four
with respect to the key findings on: (1) students' demographics and career aspirations;
(2) students' attitudes; and (3) influence of work experience on students' attitudes.

5.1   Students' Demographics and Career Aspirations

The first research question asked about the demographic characteristics and career
aspirations of hospitality undergraduate students, and the key findings are discussed as
follows:

a)   Students' Demographics

Results showed three key findings relating to students' demographics. First, the findings
showed that approximately two-thirds of the students were female (see Figure 4.1). This
is in line with the previous literature, such as Richardson's (2009) finding where
two-thirds of the students were female. The findings of this research suggested that
female students were more interested than male in studying hospitality degree
programmes. This is supported by Chuang and Dellmann-Jenkins' (2010), who claimed
that hospitality degree programmes were more attractive to female students because of
female students' higher career aspirations for hospitality jobs. The result from
cross-tabulation analysis also revealed that female students had a greater intention to
work in hospitality than males (see Table 4.2). Second, the findings showed that
approximately one-quarter of the students had worked in hospitality for less than six

months. This finding is similar to Richardson's (2008) study where 21% of the students had worked for less than six months. There could be two reasons for this situation. Many first year students were new employees to the industry with a shorter tenure. Students were too busy with their studies at university and they can only take up part-time jobs, resulting in a shorter tenure.

Third, the findings showed that approximately three-quarters of the students had previously worked in the hospitality industry. The finding is in line with the previous literature, such as Richardson's (2008) study where about three-quarters of the students had work experience in the hospitality industry. The result from cross-tabulation analysis indicated that over three-quarters of both year two and three students had work experience. However, only half of year one students had work experience. This finding is in line with the previous literature, such as Blomme et al.'s (2009) study where first year students had less work experience than year two and three students.

b) *Students' Career Aspirations*

Results showed four key findings of students' career aspirations. First, the findings showed that approximately two-thirds of students were positively influenced by their work experience. This finding is contradictory to Richardson's (2008) study where only one-third of the participants were positively influenced by work experience. The difference in the influence of work experience could be attributed to the different working conditions between Australia and New Zealand. The present research was a deeper exploration of students' tenure over 12 months with respect to their year of study. Second, the result from cross-tabulation analysis showed that third year students had the highest proportion of tenure over 12 months when compared with years one and two students. The longer tenure of third year students could be attributed to the accumulation of their work experience since the first year of their study.

Third, the result from cross-tabulation analysis showed that third year students had the lowest proportion of intention to work in hospitality. This finding is in line with Richardson's (2008) study which showed final year students are less likely to work in the hospitality industry after graduation because the final year students, after gaining more working experience in the hospitality industry, possess a better understanding of the negative images of the industry such as poor remuneration and limited promotion opportunities. Fourth, by combining the second and third findings, one of the most significant findings of this research was that the longer the students had worked in the hospitality industry, the lower would be their intention to work in the hospitality industry after graduation.

5.2 Students' Attitudes

The second research question asked about hospitality undergraduate students' attitudes towards a career in the hospitality industry.

a) *Students' Most Significant Negative Attitudes*

Results showed that the three most significant negative attitudes were related to long working hours, poor pay and seasonality (see Figure 5.1)
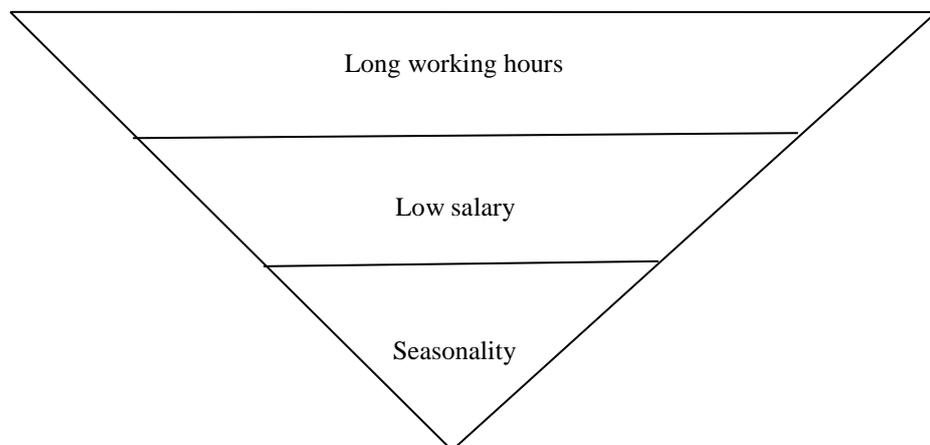
Figure 5.1: Most Significant Negative Attitudes (% not indicated)

First, the findings showed over three-quarters of the students complained that long working hours might negatively affect their regular family life. They felt that long working hours might reduce their time with friends and their time to relax, resulting in job stress (Lin et al., 2013). Unfortunately, long shifts are common in many hospitality organisations in New Zealand (Mooney et al., 2016). This conclusion is similar to those found in previous studies (Burke et al., 2008; Lin et al., 2013; Zhao & Ghiselli, 2016). However, these students seek flexible working hours in the workplace rather than long working hours (Maxwell et al., 2010). Lin et al. (2013) suggest that long working hours would reduce the time that students could spend with their friends and relatives, resulting in work-to-leisure conflict.

Second, the findings showed that over three-quarters of the students considered that the salary was low when compared with other industries and should be increased to reflect their high workload. This finding is regrettably similar to those found in previous studies (Lu & Alder, 2009; Richardson, 2008; Teng, 2008) which indicated that students continued to be paid disproportionately low wages in relation to their professional skills and attitude. More troubling was the belief held by more than half of the students that the salary was insufficient to lead to a satisfactory life. Consequently, students considered that the salary would have to be increased in order to attract them to pursue a career in the hospitality industry. Most unfortunately, when students were dissatisfied with their salary, they were more likely to resign and look for more highly paid jobs (Jung & Yoon, 2015). Brown et al. (2015) concur that many students leave the hospitality industry because of poor remuneration.

Third, the findings showed that over three-quarters of the students considered that seasonality might affect the number of job vacancies in the hospitality industry. The cause of seasonality could be attributed to the fact that the growth of New Zealand

tourism is built on the high demand during the summer months (i.e. December, January and February) with plenty of job vacancies available in the hospitality industry (Ministry of Business, Innovation and Employment, 2015). Consequently, a limited number of job vacancies will be available during the winter months (i.e. June, July and August).

b) *Students' Most Significant Positive Attitudes*

Results showed that three significant positive attitudes related to hospitality jobs were interesting, relationship with co-workers, and commitment to industry (see Figure 5.2).
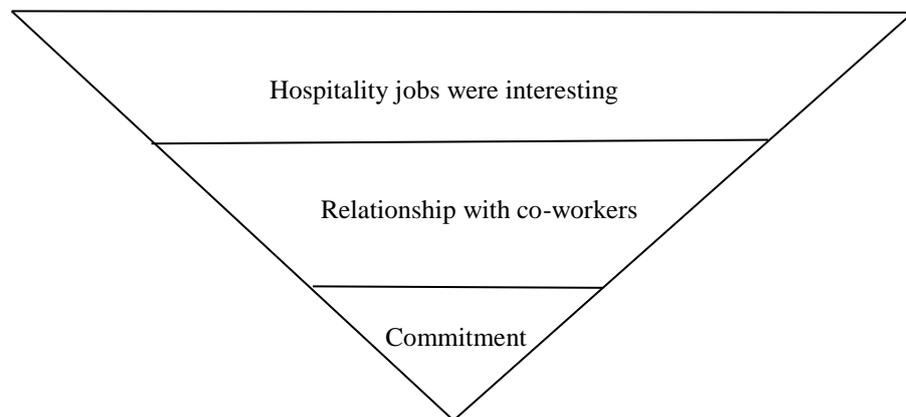

Figure 5.2: Most Significant Positive Attitudes (% not indicated)

First, the findings showed that over three-quarters of the students considered that hospitality jobs were interesting. This finding is in line with the previous literature, such as Richardson's (2008) study where over three-quarters of the students considered that working in the hospitality industry was interesting. One of the reasons could be attributed to the fact that students enjoyed having the opportunity to communicate with different people of different nationalities and diverse cultures. Moreover, the findings showed that about three-quarters of the students considered that working in the hospitality industry was a pleasant job because they considered that they could apply their capabilities and skills to their jobs. This finding is in line with the previous

literature, such as Richardson's (2008) study where the majority of the students considered that they could use their abilities and skills in hospitality jobs. Additionally, the findings showed that three-quarters of the students felt comfortable when serving customers. This finding is also in line with the previous literature, such as Richardson's (2008) study where three-quarters of the students enjoyed dealing with customers.

Second, the findings showed that three-quarters of the students found that there was co-operation amongst co-workers. The finding is in line with previous literature, such as Richardson's (2008) study where three-quarters of the students considered that there was co-operation amongst co-workers. On the other hand, the findings showed that two-thirds of the students claimed that managers showed respect towards co-workers. These findings are in line with previous research that good relationships between managers and co-workers are important for greater job satisfaction and enhanced quality of service to customers (McPhail, Patiar, Herington, Creed & Davidson, 2015). Research also indicates that employees will not pursue a career in the hospitality industry if managers treat them as cheap labour and do not respect them (Bakkevig Dagsland, Mykletun & Einarsen, 2015).

Third, the findings showed that three-quarters of the students would work in the hospitality industry after graduation. However, this finding again contradicts Richardson's (2008) study where about one-third of the students would work in the hospitality industry after graduation because less than half of the students were pleased to have chosen hospitality as a career. However, the findings of this research showed that about three-quarters of students were very pleased that they had chosen hospitality as a career path. This implies the majority of the students were committed to the hospitality industry.

5.3 Influence of Work Experience on Students' Attitudes

The third research question asked whether work experience has influenced hospitality undergraduate students' attitudes towards a career in the hospitality industry.

a) Students with Work Experience

First, the findings showed that students with work experience were more likely to agree that the salary was low when compared with other industries, and should be increased. They also felt that the salary was insufficient to lead to a satisfactory life. The cause for the significant difference could be that students with work experience possessed a better understanding of the hospitality industry with the negative images of poor pay and long working hours (Richardson, 2009). Second, the findings showed that students with work experience were more likely to agree that seasonality might affect the number of job vacancies. The cause for the significant difference could be that students with work experience had encountered difficulties in seeking a job during the low season months and, consequently, they were more likely to agree that seasonality might affect the availability of job vacancies in the hospitality industry.

b) Students without Work Experience

First, the findings showed that students without work experience were more likely to agree that employee bathrooms and toilets and employee dining halls were in good condition. The cause for the significant difference could be that students with work experience had used employees' bathrooms, toilets and dining halls before and felt that these facilities were not in good condition. Second, the findings showed that students without work experience were more likely to agree that co-workers without degrees were jealous of graduates, and many co-workers were motivated and enthusiastic about their jobs. The cause for the significant difference could be that students with work experience had previously worked with co-workers. As a result, students realised that

co-workers were not jealous of graduates. Unfortunately, these co-workers were not wholly devoted to their jobs.

5.4   Chapter Summary

This chapter has discussed the results from chapter four in relation to the research objectives and the existing academic literature. The findings related to the participants' demographics indicated that the majority of the participants were female (70%). In addition, the majority of participants had work experience of less than six months in the hospitality industry. The findings related to the participants' career aspirations indicated that most of the participants were positively influenced by their work experience and anticipated that they were likely to work in the hospitality industry after graduation. The findings related to the participants' attitudes towards a career in the hospitality industry indicated that the majority of the participants had a positive orientation towards hospitality employment and considered that working in the hospitality industry was interesting and the physical working conditions were good. However, a negative perception held by the majority (82%) also considered that working hours were too long and might affect their regular life. In addition, some of the participants considered that the salary was too low when compared with other industries and should be increased.

The findings of this research also indicated that, for the majority of attitudinal statements, there was no significant difference in attitudes between students with work experience and students without work experience. However, eight out of the 29 statements indicated significant differences on major factors, including, poor pay, unsecure jobs due to seasonality, low career status, poor physical working conditions and co-workers not devoted to their jobs. The last finding of this research was that an increase in students' tenure would reduce their intention to work in the hospitality industry.

Chapter 6   Conclusion

6.1 Introduction

The aim of this research was to explore how hospitality undergraduate students'
perceptions and attitudes towards a career in the hospitality industry are affected by
their work experience. As indicated previously, similar studies have been conducted in
countries other than New Zealand. Therefore, this research will contribute to the
knowledge gap in the New Zealand context. The research questions were:

1) What are the demographic characteristics and career aspirations of hospitality
   undergraduate students?

2) What are hospitality undergraduate students' attitudes towards a career in the
   hospitality industry?

3) Has work experience influenced hospitality undergraduate students' attitudes
   towards a career in the hospitality industry and, if so, in what ways?

The purpose of this chapter is to draw conclusions from the findings and provide
recommendations to hospitality education providers and hospitality industry
practitioners. In addition, limitations and directions for further research are provided.

6.2 Conclusions

6.2.1   Demographic Characteristics and Career Aspirations

The majority of the students were female students who had a greater intention to work
in the hospitality industry than males. Although most of the students had previously
worked in the hospitality industry, the majority had worked for less than six months.
Third year students had the longest tenure in the hospitality industry but had the lowest
intention to work in the industry after graduation. On the other hand, first year students
had the shortest tenure in the hospitality industry but had the greatest intention to work

in the industry after graduation. This implies that the longer the students had worked in the hospitality industry, the lower would be their intention to work in the industry after graduation.

6.2.2   Students' Attitudes

a) Students' Negative Attitudes

First, the majority of the students claimed that long working hours would reduce the time spent with friends and relatives. As a result, their regular life might be affected by long working hours. In addition, they might not have enough time to complete their assignments at university. Second, the majority of the students considered that the salary was too low when compared with other industries. Previous research has indicated that salary is the most important motivating factor for employees to work hard in the hospitality industry (Wildes, 2008). Presumably, hospitality industry practitioners should address the package of remuneration in order to attract more students to pursue a career in the hospitality industry. Third, the majority of the students considered that their job was unstable due to the impact of seasonality. Unfortunately, in New Zealand, most job vacancies in the hospitality and tourism sector appear to be available during summer months. Consequently, students encounter great difficulties in securing a job during low season months as only limited job vacancies are available.

b) Students' Positive Attitudes

First, the majority of the students considered that working in the hospitality industry was interesting and a pleasant job. They felt comfortable when serving customers and enjoyed the opportunity to communicate with customers. In addition, students gained a sense of achievement when they could apply their own skills and abilities at work. Second, the majority of the students considered that their relationship with co-workers and managers was good. They found co-operation amongst co-workers, and that

managers showed respect to them. Third, the majority of the students indicated that they would work in the hospitality industry after graduation as they were pleased that they had chosen hospitality as a career.

6.2.3   Influences of Work Experience

Students with work experience were more likely to agree that it was difficult to secure a job in the hospitality industry due to the impact of seasonality. Additionally, they indicated that the salary was insufficient to lead to a satisfactory life and the salary should be increased. On the other hand, students without work experience were more likely to agree that: (1) employee bathrooms and toilets and employee dining halls were in good condition; (2) co-workers without degrees were jealous of graduates; (3) co-workers were motivated and enthusiastic about their jobs.

6.3   Recommendations

Based on the research findings and conclusions, some recommendations are provided to hospitality industry practitioners and hospitality education providers for further action.

a)   *Recommendations for Hospitality Industry Practitioners*

In order to alleviate students' negative attitudes towards working in the hospitality industry, hospitality industry practitioners have to look into the vital elements of salary, job security, working hours and work schedules in order to improve employees' job satisfaction and retain these highly skilled and professionally trained employees in the industry. It is recommended that hospitality industry practitioners should focus on:

- Providing an equitable reward system by offering sufficient fringe benefits and competitive salaries when compared with other industries

- Providing more job vacancies during low season months to reduce the impact of seasonality by organising more business conferences and exhibitions during low season months

- Providing better working conditions with the introduction of flexible working hours and better internal promotion opportunities.

b) *Recommendations for Hospitality Education Providers*

In order to attract more talented students and graduates to work in the hospitality industry, hospitality education providers should help students to build up a more realistic view of the working conditions in the hospitality industry when they progress their studies by providing them with the correct and updated information about their future career options. It is recommended that hospitality education providers should put more effort into:

- Recruiting suitable candidates for admission to the hospitality degree programme by interviewing potential first year students in order to select students with a passion to work in the hospitality

- Providing students with a more accurate view of the working conditions in the hospitality industry by inviting industry practitioners to give guest lectures

The last recommendation for both hospitality industry practitioners and hospitality education providers is that they should continue their co-operative effort into organising career talks so that students can obtain detailed information to enable them to plan more proactively for future career choices and specialisations.

6.4 Limitations and Directions for Further Research

Three limitations were identified during the research process. First, the sample size was small because only one hospitality education provider was involved. Consequently, it

was difficult to generalise the findings to the wider New Zealand context. Further research could be undertaken to involve more hospitality education providers so that more diversified data could be produced and findings could be generalised.

Second, the questionnaire used in the survey was unable to collect in-depth information because only closed-end questions with pre-determined answers were included. Further research could be undertaken to include a qualitative approach, which would enable the researcher to conduct face-to-face interviews with students to collect more detailed information on how hospitality work experiences may affect students' career choices and what hospitality students expect from the institution and the industry.

The third limitation was that participants' work experience of hospitality internships could not be fully assessed because third year students had just commenced their hospitality internship programme when the survey was conducted. Further research could be undertaken to include recent graduates so that these participants' experience of hospitality internships could also be assessed. A longitudinal research study of first year students could track students' progress as they complete their qualifications and beyond. That may enable the researcher to identify how students' perceptions of the hospitality industry change during the course of their degree.

6.5 Final Thoughts

This dissertation has investigated undergraduate students' perceptions and attitudes towards a career in the hospitality industry. It is hoped that the findings of this research will contribute to the knowledge gap in the New Zealand context by providing valuable information to hospitality education providers and industry practitioners. Hospitality education providers could use this information to improve the hospitality degree programme and recruit students with a passion to study in the hospitality degree programme. In fact, previous research shows that possessing a passion for the industry

is a significant attribute of successful graduates (Cox, 2015) and fulfilled hospitality employees (Poulston, 2015). Industry practitioners could use this information to shape the workplace accordingly to attract and retain young talent to work in the industry in order to meet the demand for skilled personnel.

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Appendices

Appendix A - Survey Administration Schedule

Class No.	Date	Day	Time	Core Paper
1	16/3/16	Wed	9 am	HOSP604 Hospitality Human Resource Management
2	16/3/16	Wed	10 am	HOSP505 Hospitality Information Communication Technology
3	16/3/16	Wed	2 pm	HOSP505 Hospitality Information Communication Technology
4	16/3/16	Wed	4 pm	SOSC701 Sociology of Food
5	17/3/16	Thu	11 am	HOSP704 Hospitality Strategy Management
6	17/3/16	Thu	1 pm	HOSP704 Hospitality Strategy Management
7	17/3/16	Thu	5 pm	HOSP704 Hospitality Strategy Management
8	18/3/16	Fri	9 am	HOSP704 Hospitality Strategy Management
9	18/3/16	Fri	11 am	HOSP505 Hospitality Information Communication Technology
10	18/3/16	Fri	2 pm	HOSP505 Hospitality Information Communication Technology
11	22/3/16	Tue	2 pm	HOSP797 Hospitality Cooperative Education
12	04/4/16	Mon	10:40 am	HOPS503 Hospitality Organisational Behavioural & Interpersonal Skills

Appendix B – Ethics Approval from Auckland University of Technology Ethics Committee (AUTEC)

1 December 2015
ShelaghMooney
Faculty of Culture and Society

Dear Shelagh

Re Ethics Application: **15/401   Exploring how undergraduate students' perceptions   and attitudes towards a career in the hospitality industry are affected by their work experience: A New Zealand quantitative study.**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Sub Committee (AUTEC).

Your ethics application has been approved for three years until 1 December 2018.
As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/researchethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 1 December 2018;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/researchethics. This report is to be submitted either when the approval expires on 1 December 2018 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants.   You are responsible for ensuring that research undertaken under this

approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this. If your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply there.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Muk Chung Chan (Timmy)xww7423@aut.ac.nz, Claire Liu

Appendix C - Recruitment Notice

Research Participants Required

For a study about undergraduate students' perceptions and attitudes towards a career in the hospitality industry

You are invited to participate in a study about looking at undergraduate students' perceptions and attitudes towards a career in the hospitality industry.

You will be helping me complete the requirements of a Masters' degree in International Hospitality Management. You will also be contributing to the industry by adding knowledge about attitudes of potential recruits to the hospitality industry.

I will introduce the survey in classes during March 2016. You are invited to fill in a short survey about your perceptions and attitudes towards a career in the hospitality industry and it will take about 5 to 7 minutes to complete.

Confidentiality is guaranteed.

The Researcher:
Muk Chung Chan, Timmy (AUT Student)
Email: **xww7423@aut.ac.nz**

Approved by the Auckland University of Technology Ethics Committee on 1st December 2015, AUTEC Reference number 15/401.

Participant Information Sheet

Date Information Sheet Produced:

14/03/2016

Project Title

Exploring how undergraduate students' perceptions and attitudes towards a career in the hospitality industry are affected by their work experience: A New Zealand quantitative study

An Invitation

Hi, my name is Muk Chung Chan (Timmy). I am currently studying towards a Masters' Degree in International Hospitality Management at AUT University in Auckland. I have worked in hospitality for over four years as a chef in New Zealand. I am very interested in learning about the perceptions and attitudes of undergraduate hospitality students towards a career in the hospitality industry are affected by their work experience and would like to invite you to participate and contribute to my research. Your participation is voluntary and you have the right to withdraw at any stage during completing the questionnaire.

What is the purpose of this research?

As the industry seeks to attract young hospitality workers to the industry, it will be helpful to know students' attitudes towards the industry in order to provide a basis for attracting the best possible work force. There is little evidence that research has been conducted in New Zealand. This research aims to fill the research gap by exploring how undergraduate students' perceptions and attitudes towards a career in the hospitality industry are affected by their work experience.

How was I identified and why am I being invited to participate in this research?

You are the current undergraduate hospitality students who are being invited to participate in this research.

What will happen in this research?

You will fill in this short survey in class or in your own time about your perceptions and attitudes towards a career in the hospitality industry. You will not be asked to provide your name or identity. If it is completed in your own time, please kindly drop it in a collection box located outside WH428C.

What are the benefits?

The research will help me to fulfil my goal of gaining a Masters' Degree in International Hospitality Management. The research aims to provide new insights to educators and industry practitioners about attitudes of potential recruits to the hospitality industry. This will help future students.

How will my privacy be protected?

We are not able to know who you are when you fill in this survey.

How do I agree to participate in this research?

After reading this participant information sheet, you can make a decision about whether or not to participate in this research. You may choose not to participate without any negative consequence.

Will I receive feedback on the results of this research?

A two-page summary of the results of this research will be emailed to those participants who have requested the researcher or the project supervisor via email.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Shelagh Mooney.

Concerns regarding the conduct of the research should be notified to the Executive Manager of AUTEC, Kate O'Connor, *ethics@aut.ac.nz*, 921 9999 Ext 6038.

Whom do I contact for further information about this research?

Researcher Contact Details:
Muk Chung Chan (Timmy): email address: **xww7423@aut.ac.nz**

Project Supervisor Contact Details:
Dr Shelagh Mooney: email address: **shelagh.mooney@aut.ac.nz**

Approved by the Auckland University of Technology Ethics Committee on 1st December 2015, AUTEC Reference number 15/401.

Appendix E - Questionnaire for the Survey

Survey Questionnaire for Students at AUT University

By answering the following questions, you have agreed to participate in this research.

Exploring how undergraduate students' perceptions and attitudes towards a career in the hospitality industry are affected by their work experience: A New Zealand quantitative study

Part 1: Demographics *(Please tick the appropriate box. Only one answer is required for each question)*

1. What is your gender?

1. Male	
2. Female	
3. Gender Diverse	

2. What is your age?

1. 18 to 20	
2. 21 to 23	
3. 24 to 26	
4. 27 to 29	
5. 30 and above	

3. What is your ethnicity?

1. NZ European	
2. Maori	
3. Asian	
4. Pacific Islander	
5. Middle Eastern	
6. African	
7. Other (please specify)	

4. Are you a domestic or international student?

1. Domestic	
2. International	

5. Is English your first language?

1. Yes	
2. No	

6. Which year of hospitality study are you currently in?

1. Year One	
2. Year Two	
3. Year Three	

7. What are your major/double majors (two boxes are allowed for double majors)?

1. Accommodation	
2. Food & Beverage	
3. Event Management	
4. Human Resource Management	
5. Tourism	
6. Marketing	
7. Culinary Arts	

8. Have you ever worked in the hospitality industry?

1.	Yes	
2.	No	

9. Do you currently work in the hospitality industry?

1.	Yes	
2.	No	

10. How long have you worked in the hospitality industry?

1.	Less than 6 months	
2.	6 to 12 months	
3.	12 months to 2 years	
4.	2 to 5 years	
5.	More than 5 years	

11. How many hours have you worked on average per week?

1.	6 to 10 hours	
2.	11 to 15 hours	
3.	16 to 20 hours	
4.	21 to 30 hours	
5.	More than 30 hours	

12. In which department are you currently working?

1. Food and Beverage	
2. House Keeping	
3. Front Office	
4. Finance	
5. Human Resources Mgt	
6. Other (Please specify)	

13. What type of position do you hold at work?

1. Frontline	
2. Supervisor	
3. Junior Manager	
4. Manager	
5. Senior Manager	
6. Other (Please specify)	

Part 2: Career Aspirations (Please tick the appropriate box. Only one answer is required for each question)

1. How has working in the industry influenced your choice of pursuing a career in the hospitality industry?

1. Positively	
2. Negatively	
3. Neither	
4. Uncertain	

2. Are you likely to work in the hospitality industry after graduation?

1. Definitely	
2. More than likely	
3. Unsure	
4. Unlikely	
5. Definitely not	

3. What level do you expect to begin your career upon graduation?

1. Line level employee	
2. Management trainee	
3. Department supervisor	
4. Department manager	
5. Other (Please specify)	

4. How 'ready' do you believe you may be to assume an assistant manager position?

1. Not qualified	
2. Somewhat qualified	
3. Fairly well qualified	
4. Well qualified	
5. Very well qualified	

5. How many hours per week do you expect to work upon graduation?

1. Less than 30 hours	
2. 31 to 40 hours	
3. 41 to 50 hours	
4. Over 50 hours	

Part 3: Attitude Scales (Please tick the appropriate box. Only one answer is required for each question)

(**SD** = Strongly Disagree; **D** = Disagree; **U** = Unsure; **A** = Agree; **SA** = Strongly Agree; **NA** = Not Applicable)

Statement	SD	D	U	A	SA	NA
1. I find jobs in the hospitality industry interesting.						
2. I enjoy having the opportunity to communicate with different nationalities/diverse cultures while working in the hospitality industry.						
3. Working hours in the hospitality industry may affect my regular life.						
4. Seasonality may affect the number of job vacancies available in hospitality industry.						
5. Working in the hospitality industry is a respected career in New Zealand society.						
6. My family is proud of my profession in hospitality.						
7. I talk to my relatives and friends with pride about my career in the hospitality industry.						
8. Working in the hospitality industry is a pleasant job for me.						

(**SD** = Strongly Disagree; **D** = Disagree; **U** = Unsure; **A** = Agree; **SA** = Strongly Agree; **NA** = Not Applicable)

Statement	SD	D	U	A	SA	NA
9. It is a very nice feeling to serve people who are on holiday and enjoying.						
10. I can use my abilities and skills in jobs in the hospitality industry.						
11. Physical working conditions are generally good in the hospitality industry.						
12. Employee bathrooms and toilets are in good condition in most hospitality premises.						
13. Employee dining halls are in good condition in most hospitality premises.						
14. I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life.						
15. I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high workload.						
16. I find fringe benefits (holidays, meals, bonuses, etc.) sufficient in the hospitality industry.						
17. In my experience number of years worked are taken into account in promotion decisions.						
18. Promotion opportunities are satisfactory in the hospitality industry.						
19. Promotions are systematic in the hospitality industry.						
20. There is cooperation amongst staff.						
21. Employees without degrees are jealous of graduates.						
22. Most hospitality staff are motivated and enthusiastic about their jobs.						
23. Managers allow staff to make decisions.						
24. Managers put great effort into ensuring staff are satisfied.						
25. Managers provide vocational training to staff.						
26. Managers show respect towards staff.						
27. I am very pleased to have chosen hospitality as a career path.						

(**SD** = Strongly Disagree; **D** = Disagree; **U** = Unsure; **A** = Agree; **SA** = Strongly Agree; **NA** = Not Applicable)

Statement	SD	D	U	A	SA	NA
28. I probably will work in the hospitality industry after graduation.						
29. I will work in the hospitality industry after graduation provided that I become a manager or department head.						

30.   Do you have any other comments you feel relevant to this survey?

_____

_____

_____

Thank you very much for your time.

Appendix F - Demographic Data

1. **What is your gender?**

Item	Frequency	Percentage
1. Male	99	29.9%
2. Female	231	69.8%
3. Gender Diverse	1	0.3%

2. **What is your age?**

Item	Frequency	Percentage
1. 18 - 20	135	40.8%
2. 21 – 23	138	41.7%
3. 24 – 26	38	11.5%
4. 27 – 29	9	2.7%
5. Over 30	9	2.7%

3. **What is your ethnicity?**

Item	Frequency	Percentage
1. NZ European	53	16.0%
2. Maori	5	1.5%
3. Asian	216	65.3%
4. Pacific Islander	26	7.9%
5. Middle Eastern	1	0.3%
6. African	4	1.2%

4. **Are you a domestic or an international student?**

Item	Frequency	Percentage
1. Domestic	190	57.4%
2. International	136	41.7%

5.   Is English your first language?

Item	Frequency	Percentage
1. Yes	111	33.5%
2. No	210	63.4%

6.   Which year of hospitality study are you currently in?

Item	Frequency	Percentage
1. Year One	118	35.6%
2. Year Two	62	18.7%
3. Year Three	143	43.2%

7.   What are your major/double majors?

Item	Frequency	Percentage
1. Accommodation	47	14.2%
2. Food & Beverage	19	5.7%
3. Event Management	71	21.5%
4. Human Resource Management	12	3.6%
5. Tourism	28	8.5%
6. Marketing	28	8.5%
7. Culinary Arts	26	7.9%
8. Hospitality	19	5.7%
9. Double Majors	63	19.0%

8.   Have you ever worked in the hospitality industry?

Item	Frequency	Percentage
1. Yes	250	75.5%
2. No	81	24.5%

9.   Do you currently work in the hospitality industry?

Item	Frequency	Percentage
1. Yes	131	39.6%
2. No	198	59.8%

10. How long have you worked in the hospitality industry?

Item	Frequency	Percentage
1. Less than 6 months	65	26.7%
2. 6 to 12 months	45	18.5%
3. 12 months to 2 years	49	20.2%
4. 2 to 5 years	57	23.5%
5. Many than 5 years	27	11.1%

11. How many hours have you worked on average per week?

Item	Frequency	Percentage
1. 6 to 10 hours	59	17.8%
2. 11 to 15 hours	59	17.8%
3. 16 to 20 hours	73	22.1%
4. 21 to 30 hours	30	9.1%
5. Many than 30 hours	35	10.6%

12. In which department are you currently working?

Item	Frequency	Percentage
1. Food & Beverage	151	45.6
2. House Keeping	2	0.6
3. Front Office	24	7.3
4. Finance	3	0.9
5. Human Resource Management	5	1.5

13. What type of position do you hold at work?

Item	Frequency	Percentage
1. Frontline	163	49.2
2. Supervisor	12	3.6
3. Junior Manager	5	1.5
4. Manager	13	3.9
5. Senior Manager	4	1.2

Appendix G - Career Aspirations Data

1. **How has working in the industry influenced your choice of pursuing a career in the hospitality industry?**

Item	Frequency	Percentage
1. Positively	179	72.2%
2. Negatively	8	3.2%
3. Neither	22	8.9%
4. Uncertain	39	15.7%

2. **Are you likely to work in the hospitality industry after graduation?**

Item	Frequency	Percentage
1. Definitely	122	36.9%
2. More than likely	114	34.4%
3. Unsure	73	22.1%
4. Unlikely	11	3.3%
5. Definitely not	2	0.6%

3. **What level do you expect to begin your career upon graduation?**

Item	Frequency	Percentage
1. Line level employee	117	35.3%
2. Management trainee	109	32.9%
3. Department supervisor	28	8.5%
4. Department manager	46	13.9%

4. **How 'ready' do you believe you may be to assume an assistant manager position?**

Item	Frequency	Percentage
1. Not qualified	68	20.5%
2. Somewhat qualified	112	33.8%
3. Fairly well qualified	90	27.2%
4. Well qualified	40	12.1%
5. Very well qualified	12	3.6%

5. How many hours per week do you expect to work upon graduation?

Item	Frequency	Percentage
1. Less than 30 hours	28	8.5%
2. 31 to 40 hours	167	50.5%
3. 41 to 50 hours	101	30.5%
4. Over 50 hours	25	7.6%

Appendix H - Frequency Distribution of the 29 Attitudinal Statements

(**SD** = Strongly Disagree; **D** = Disagree; **U** = Unsure; **A** = Agree; **SA** = Strongly Agree)

Statement	SD	D	U	A	SA
Nature of Work					
1. I find jobs in the hospitality industry interesting.	0.6%	2.7%	10.6%	52.0%	33.2%
2. I enjoy having the opportunity to communicate with different nationalities/diverse cultures while working in the hospitality industry.	0.9%	1.5%	5.4%	42.6%	47.4%
3. Working hours in the hospitality industry may affect my regular life.	0.6%	3.3%	11.5%	39.3%	42.9%
4. Seasonality may affect the number of job vacancies available in the hospitality industry.	0.6%	5.1%	12.7%	45.6%	33.5%
Social Status					
5. Working in the hospitality industry is a respected career in New Zealand society.	2.1%	10.0%	26.3%	38.4%	19.6%
6. My family is proud of my profession in hospitality.	0.9%	6.3%	24.5%	39.6%	24.2%
7. I talk to my relatives and friends with pride about my career in the hospitality industry.	0.6%	9.1%	18.7%	44.4%	22.7%
Industry-person Congeniality					
8. Working in the hospitality industry is a pleasant job for me.	0.3%	3.9%	18.7%	45.9%	25.4%
9. It is a very nice feeling to serve people who are on holiday and enjoying.	1.2%	6.9%	12.1%	39.9%	36.0%
10. I can use my abilities and skills in jobs in the hospitality industry.	0.9%	0.9%	5.4%	44.1%	45.0%
Physical Working Conditions					
11. Physical working conditions are generally good in the hospitality industry.	1.8%	7.6%	21.1%	47.7%	18.4%
12. Employee bathrooms and toilets are in good condition in most hospitality premises.	1.2%	10.0%	33.5%	34.7%	17.5%
13. Employee dining halls are in good condition in most hospitality premises.	1.2%	8.2%	28.1%	42.0%	14.2%

Statement	SD	D	U	A	SA
Pay/Benefits					
14. I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life.	7.6%	22.4%	24.8%	30.2%	13.0%
15. I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high work load.	1.2%	1.5%	12.4%	30.5%	50.2%
16. I find fringe benefits (holidays, meals, bonuses, etc.) sufficient in the hospitality industry.	4.2%	9.1%	28.7%	36.9%	16.0%
Promotion Opportunities					
17. In my experience the number of years worked and experience are taken into account in promotion decisions.	1.2%	5.7%	30.2%	43.2%	10.3%
18. Promotion opportunities are satisfactory in the hospitality industry.	0.9%	5.7%	23.3%	51.1%	13.0%
19. Promotions are systematic in the hospitality industry.	0.6%	5.4%	30.8%	45.9%	10.6%
Co-workers					
20. There is cooperation amongst staff.	0.3%	2.4%	16.3%	53.5%	23.0%
21. Employees without degrees are jealous of graduates.	4.5%	19.3%	42.0%	19.0%	6.6%
22. Most hospitality staff are motivated and enthusiastic about their jobs.	0.9%	13.6%	26.3%	42.3%	10.0%
Managers					
23. Managers allow staff to make decisions.	2.4%	8.8%	27.8%	42.0%	10.9%
24. Managers put great effort into ensuring staff are satisfied.	0.3%	10.3%	24.5%	46.5%	11.5%
25. Managers provide vocational training to staff.	1.2%	9.4%	21.1%	49.8%	10.9%
26. Managers show respect towards staff.	0.6%	5.4%	21.8%	48.9%	15.1%
Commitment to the Industry					
27. I am very pleased to have chosen hospitality as a career path.	0.9%	2.7%	19.0%	42.3%	29.6%
28. I probably will work in the hospitality industry after graduation.	1.2%	2.4%	18.7%	40.8%	32.9%
29. I will work in the hospitality industry after graduation provided that I become a manager or department head.	3.0%	5.4%	23.0%	38.1%	23.6%

Appendix I - Mean and Standard Deviation of the 29 Attitudinal Statements

Statement	Mean	Standard Deviation
1. I find jobs in the hospitality industry interesting.	4.16	0.764
2. I enjoy having the opportunity to communicate with different nationalities/diverse cultures while working in the hospitality industry.	4.37	0.741
3. Working hours in the hospitality industry may affect my regular life.	4.24	0.834
4. Seasonality may affect the number of job vacancies available in the hospitality industry.	4.09	0.857
5. Working in the hospitality industry is a respected career in New Zealand society.	3.66	0.987
6. My family is proud of my profession in hospitality.	3.84	0.915
7. I talk to my relatives and friends with pride about my career in the hospitality industry.	3.83	0.919
8. Working in the hospitality industry is a pleasant job for me.	3.98	0.816
9. It is a very nice feeling to serve people who are on holiday and enjoying.	4.07	0.949
10. I can use my abilities and skills in jobs in the hospitality industry.	4.36	0.718
11. Physical working conditions are generally good in the hospitality industry.	3.76	0.914
12. Employee bathrooms and toilets are in good condition in most hospitality premises.	3.59	0.947
13. Employee dining halls are in good condition in most hospitality premises.	3.64	0.888
14. I think that the salary for most hospitality jobs is sufficient to lead to a satisfactory life.	3.19	1.159
15. I think that the salary in the hospitality industry has to be increased to reflect when the work involves long working hours and high work load.	4.32	0.852
16. I find fringe benefits (holidays, meals, bonuses, etc.) sufficient in the hospitality industry.	3.54	1.024
17. In my experience the number of years worked and experience are taken into account in promotion decisions.	3.61	0.852
18. Promotion opportunities are satisfactory in the hospitality industry.	3.74	0.807
19. Promotions are systematic in the hospitality industry.	3.65	0.782
20. There is cooperation amongst staff.	4.01	0.737
21. Employees without degrees are jealous of graduates.	3.04	0.953

Statement	Mean	Standard Deviation
22. Most hospitality staff are motivated and enthusiastic about their jobs.	3.50	0.904
23. Managers allow staff to make decisions.	3.55	0.914
24. Managers put great effort into ensuring staff are satisfied.	3.63	0.850
25. Managers provide vocational training to staff.	3.65	0.864
26. Managers show respect towards staff.	3.79	0.809
27. I am very pleased to have chosen hospitality as a career path.	4.03	0.847
28. I probably will work in the hospitality industry after graduation.	4.06	0.866
29. I will work in the hospitality industry after graduation provided that I become a manager or department head.	3.79	0.993