MASTER THESIS

Choice of tourism and hospitality as a study programme and a career path: analysis of the master students' motivations, expectations and perceptions

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INTRODUCTION

The XXI century world economy is a service based economy which, in order to perform and to grow, requires human resources as the essential input. Likewise, tourism relies on people (Baum, 1993) as it is a service-orientated industry and employees play a central role in delivering a product that will influence the overall experience of tourists (Chellen & Nunkoo, 2010). Adjustments have already been made (e.g. self-check-in kiosks at hotels eliminate the need for front desk clerks); jobs that nobody wanted were automated. Hence, the tourism and hospitality industry increasingly relies and depends on self-service. It can therefore be actually assumed that the shift towards the predominance of the service economy in Europe will lead to the rapid expansion in the number of call centres for marketing and sales in the tourism and hospitality industry (World Tourism Organization, 2011). Despite this, according to the International Society of Hospitality Consultants, the number one challenge facing the global tourism and hospitality industry is represented by a shrinking labour force (Coy, 2006).

Worldwide, the tourism and hospitality industry has been confronted with the problem of attracting and retaining quality employees which has lead to a shortage of skilled personnel to staff the ever-growing number of tourism and hospitality businesses (Bismark, 2002; Andorka, 1996). In accordance, Lewis & Airey (2001) affirm that the most fundamental challenge facing the industry in many countries is 'the attraction and retention of the necessary number and quality of young people'. Moreover, there are concerns regarding the tourism and hospitality organisations' ability to attract, develop and retain managers (Kent, 2006). As also highlighted by Kusluvan & Kusluvan (1999), the most important issue appears to be the continued supply and retention of a well-educated, well-trained, skilled, enthusiastic and committed work-force for the tourism industry. On the other side, despite the developing orientation towards a service based economy, significant numbers of jobs are being created each day. The World Travel and Tourism Council estimates that, in the long run, achieving EU15 standards could result in about 3 million new tourism sector jobs in the new European Union Member States (WTTC, 2004).

In the European tourism and hospitality sector, hired people often have low education levels; frequently a completed lower secondary education at the highest (Eurostat, 2010). For instance, in Greece, there is a serious lack of people trained in supervisory skills; a recent research conducted by the Institute of Tourist and Hotel Research indicated that only 51.1% of hotel owners and 44.1% of managers have graduated from high school and only 48.9% of the hoteliers and 55.9% of managers are graduates of colleges or universities (Goldsmith & Smirli, 1995). In Malta, the highly qualified employees comprise only four per cent of the industry's workforce, whereas 71% are low-qualified (NCHE, 2009). On completion of their university studies, graduates have well-developed academic skills and an expectation that the industry will allow them to apply the conceptual and analytical skills that have been emphasized in their courses (Raybould & Wilkins, 2005). Additionally, they choose companies and expect efforts to be made to develop and to retain them; they need to be provided with development opportunities (Scott & Revis, 2008).

Nevertheless, tourism and hospitality industry and education providers are often in disagreement as to the important subjects and topics which should be taught. There is not only a weak

understanding of what constitutes a tourism and hospitality degree, but as well, a similarly weak understanding on behalf of many educators regarding the skills needed for employment in the sector (Harkison, 2004). One anomaly arising from this disharmony is the trend in some countries such as the UK, for employers to recruit non-tourism graduates, because, according to these employers, tourism graduates may not have the right qualifications (Amoah & Baum, 1997). Industry focuses on graduates' lack of practical experience, and perhaps youth, and insists that they commence employment in operational roles. As a result, graduates become frustrated that the higher order skills learned at university are not utilized by industry and anecdotal evidence at least suggests that many of them seek more challenging opportunities in other industry sectors or through further education (Raybould & Wilkins, 2005). Given the above mentioned status, the rationale behind this research is succinctly explained by the low percentage of highly qualified employees in the total European tourism and hospitality industry's workforce. Furthermore, the limited knowledge underlying students' interest in and attitude towards hospitality and tourism professions provides part of the reasoning.

The aim of this research study is to investigate **what are students' motivations** for choosing tourism and hospitality management education. Judging upon the wide variety of programmes taught at different academic levels combining both a general and sector-specific focus, **students' expectations** regarding the study programme but, as well, the level at which the industry will allow them to apply the conceptual and analytical skills that have been emphasized in their courses degree and qualification was investigated. Hing & Lomo (1997) claim that the potential graduate students need to be informed about employment opportunities and conditions, prior to beginning an educational program, in order to minimize the gap between expectations and perceptions. In this respect, the identification and analysis of **students' perceptions** of tourism and hospitality master study programmes constituted the last point of the research.

The selected population was represented by international students enrolled in tourism and hospitality related master programmes in European universities. The study was conducted among students from 23 universities, through an internet mediated questionnaire. It provides the big picture of the motivations, expectations and perceptions of master students to choose a study programme in the field of hospitality and tourism management valued throughout the development of a career in the same area. The methodology followed the sequence of phases specific to a deductive approach: first, the review of existing theory and empirical work on similar topics; followed by the deduction of hypothesis and operationalization. The discussion was led from the point of view of a tourism and hospitality master student. Although, the master thesis doesn't present the role of students' motivations, expectations and perceptions in the development of both the study programmes and the industry and it does not formulate recommendations for improvement, its outcome should be valued by further researchers and field developers.

The research has two main component parts: a theoretical and an empirical one. To begin with the theoretical set, the first objective is represented by the identification and the description of the problem which will stand as the rationale of the research (Chapter 1). After which, the researcher inquires the existing literature related to both tourism and hospitality education and industry (Chapter 2). Consequently, the hypothesis and the theoretical framework are described

(Chapter 3). In order to emphasize the importance of the research study for the postgraduates, superior education institutions and companies from the field, a presentation of the targeted population will be realised (Chapter 4). In addition, the research design, along with the measurement instruments and details about the process of data collection and sampling will be presented and defended through an explanation regarding its relevance for the research study (Chapter 4). The empirical block starts with data analysis as one the most important steps for the research (Chapter 5). Attempts to define the implications of identified motivations, expectations and perceptions for the educational offer and tourism and hospitality industry were drawn in the end (Conclusions). Lastly, the reference list shall be presented.

1. THE CONTRIBUTION OF TOURISM AND HOSPITALITY EDUCATION TO STUDENT'S CHOICES

1.1. Genesis of tourism and hospitality education

Tourism and hospitality education first appeared as a distinct area of study over forty years ago (Airey & Tribe, 2005); yet it has gained prominence during the second half of the XX century (Munar, 2007). Initially, it has developed as training courses for staff in specific sectors which subsequently led to the establishment of technical and vocational schools, further on evolved into undergraduate and graduate programs (Ring et al, 2009). Although some examples of degree courses can be found in the early '90s, the initiative of establishing tourism programmes took form in the 1960s and 1970s in a few pioneering universities, as a product of the British and, more recently, the European university systems (Jenkins, 1997). Fayos- Solá (1997) highlights the fact that the boom in tourism education came decades after the birth of mass tourism and the rapidly increasing demand for workers in the tourism industry during the decades following the Second World War. Later on, during the last three decades there has been a steady increase in the number of universities offering tourism and/or hospitality degree programmes (Jafari, 1997) which lead to a considerable number nowadays, at European and worldwide level. In addition to the growth of tourism as an activity, the increasing professionalism of tourism suppliers (Fidgeon, 2010) played an important role in pulsing educational institutions to meet the demands and opportunities created by tourism employers (Airey & Tribe, 2005).

To a large extent, the justification for the provision and the development of a wide number of tourism study programmes lies in the size and the significance of the tourism industry as noted by Airey and Johnson (1999). Nowadays, the tourism and hospitality industry is perceived as being among the major providers of jobs and careers in many countries worldwide. The industry has developed a need for educated professionals and has tried to shape the new developing curriculum (Busby & Fiedel, 2001).The tourism industry is a labour-intensive service industry, dependent on the availability of good quality personnel to deliver, operate, and manage the tourist product (Amoah & Baum, 1997). Considered a job engine, it contributes, particularly in the HORECA sector, to youth employment (Leidner, 2007). On the other side, however, a decrease in the large share of younger people occupied in the HORECA sector occurs due to the private- life-unfriendly working conditions which burden particularly the 54 % of female workers and a lack of career perspectives (Eurostat, 2010). Globally, there are more than 250 million jobs (WTTC, 2008); this equates to 6 - 7 % of total employment (UNWTO, 2011). The

EU tourism industry generates around 5.2% of the total labour force, meaning approximately 9.7 million jobs (EC, 2012). Managers represent approximately one third of those employed in the industry, playing a vital role in the development and productivity of the sector (Wilson et al., 2006). Recent statistics showed total employment in the tourism industry in the European Union is estimated to be between 12 and 14 million people (Eurostat, 2010). In accordance, Litteljohn & Watson (2004) believe that the growth of managers is a key human resource concern for the future health of tourism and hospitality.

1.2. Tertiary tourism and hospitality educational offer, in the European Union

Education plays a crucial role in the provision of skilled and competent human resources. The responsibility for developing service-oriented human resources lies not only with tourism and hospitality organizations but also with the system of a country's hospitality management education (Christou, 1998). The hospitality management education can be perceived as a mixture of academic, professional, craft knowledge and skills aimed at satisfying the needs of the hospitality industry as a whole. A number of key outcomes are expected through hospitality education (Baum, 1995), such as the attainment of service quality; employee empowerment through well-educated staff at all levels; effective relationship marketing which depends heavily upon empowerment; harmony, effective cooperation and teamwork within hospitality organizations, the industry as an entity, and the educational institutions; preparation for vocational mobility, mainly through the improvement of language skills; the upgrading of hospitality operating standards; the recognition of the importance of sustainability of human resource policies for hospitality; the development of communications and interpersonal skills and learn how to lead others (Goodman & Sprague, 1991).

Despite this, although many tourism courses have been successfully developed over the past ten years, a large proportion of the industry has reservations about employing graduates. If this attitude will persist, the industry risks losing this source of managerial talent in favour of more far-sighted sectors of activity (Lavery, 1988). As well, it appears that the application of graduates' knowledge and skills gained during their studies into practice in a real-life working environment is somewhat problematic. For instance, the graduates of hospitality management courses in Greece are not fully prepared for the requirements of the hotel and tourism industry; therefore, it could be assumed that the provision of the tertiary hospitality management education in Greece is up to a degree not fully meeting the current needs of the industry (Goldsmith & Smirli, 1995). In most European countries, compulsory schooling ends between the age of 15 and 17. However, although participation rates in education tend to decline after the completion of compulsory classes, stronger competition requires people to continually update their skills to secure employment. This leads to a high percentage remaining in education thereafter: above 80 % in most European countries remain at least one year (Eurostat, 2009). Tertiary education is the continuation of secondary literacy and it is provided by universities and other higher education institutions, in the form of undergraduate or postgraduate studies. The implementation of Bologna process had a major influence on the expansion of the tertiary education offer in the EU. Therefore, in 2009, European Union 27 had approximately 4 000 higher education institutions with nearly 19.5 million students. Nevertheless, socio-economic and demographic

differences determined variances between countries' spending for education which lead to different performances in each country's tertiary education system and in turn the numbers of tourism graduate degrees.

With reference strictly to the universities which provide management education, the researcher has conducted an ethnographic observation of the European EQUIS-accredited schools. Following the mission of EFMD – The Management Development Network, EQUIS is an accreditation which seeks to obtain a balance between high academic quality and the professional relevance generated by cooperation with the corporate world, in the favour of development of students' managerial and entrepreneurial skills. Throughout the investigation, there were identified 77 EQUIS Accredited Universities in Europe were identified, out of which seven of these universities offer master programmes in tourism. Each programme characteristics were summarized in able 1: EQUIS – accredited schools which offer tourism master programmes, exposed below. As an overview, there are three programmes in Spain, two in France, one in United Kingdom and Slovenia. A general remark regarding the courses would be that programmes tend to focus rather on macro-policy than on micro-economics issues; as a consequence from a total of 81 courses there are 51 focused on macro-economic aspects. Moreover, most of the programmes' curriculums are based on a balance between the specific courses and the general ones, with two exceptions, namely MSc Strategic Event Management and Tourism Management – SKEMA Business School of Management France and European Master in Tourism Management – University of Ljubljana stress on specific education.

*Table 1: EQUIS – accredited schools which offer tourism master **programmes***

Name	University	Requires master thesis	Total number of courses	Macro-policy focus courses	Business-micro focus courses	General courses	Specialist courses	Website
MSc in International Hospitality and Tourism Management	University of Strathclyde, United Kingdom	Yes	4	4	0	2	2	www.strath.ac.uk/marketing/prospectivestudents/mscinternationalhospitalityandtourismmanagement/
Executive Master in Tourism Management	IE Business School, Spain	No	21	11	10	9	12	http://exmtm.ie.edu/
International Master in Hospitality Management	EADA – Ecuela de Alta Direccion y Administracion, Spain	No	14	9	5	8	6	www.eada.edu/es/programas/masters/masters-especializados/international-master-hospitality-management#metodologia
MSc Strategic Event Management and Tourism Management	SKEMA Business School, France	Yes	15	8	7	4	11	www.skema.edu/programs/masters-of-science/msc-strategic-event-management-and-tourism-management
International Master in Hospitality and Tourism Management	ESCP Europe, Spain – USA	No	12	8	4	7	5	http://www.escpeurope.eu/campus-escp-europe-campus-madrid.php
Master of Science Tourism & Luxury Services	Rouen Business School, France	Information not available	Information not available	Information not available	Information not available	Information not available	Information not available	www.rouenbs.fr/fr/programmes/masters-of-science-msc/overview
European Master in Tourism Management	University of Ljubljana, Slovenia	Yes	15	11	4	2	13	www.emtmmaster.net

The observation continued at the level of all European accredited master programmes in Tourism and Hospitality Management published on the online database Masterstudies.com. In accordance with the information summarized in the Appendix A. Accredited schools which offer tourism master programmes (Source: Masterstudies.com), the following outcomes were drawn. Firstly, the results of the advanced search using the key-words 'tourism management' in the title showed that there are 28 master programmes taught in European universities. Taking the country of origin for each of the universities, it can be stated that highest number of programmes is offered by the United Kingdom (11), followed by Spain (3), Switzerland (2), Netherlands (2), France (2) and one per each of the following: Germany, Finland, Austria, Sweden, Portugal and Belgium. Each programme attributes appeared to be different. As a general remark regarding the courses it could be summarized that they tend to focus rather on macro-policy than on micro-economics issues; out of a total of 278 courses there are more than 75% focusing on macro-economic aspects. Over 30% of the master programmes emphasis is on specific courses to be taught, namely the Master in Hospitality and Hotel Management (Italian Chamber of Commerce and Industry for the UK), the MSc International Tourism Management Suite (Glasgow Caledonian University), the MSc International Tourism Management (University of Hertfordshire), Master's programme in Service Management, the Tourism and Hospitality (Lund University), the Master in Hospitality and Tourism Business Management (ISCTE Business School – University Institute of Lisbon), the MSc Strategic Event Management and Tourism Management (SKEMA Business School), the Master in Tourism Management and Consulting (Fundacion Universitaria Iberoamericana), the MSc Tourism, Development and Policy (University of Exeter), the MSc Tourism and Leisure Management (Ecole de Management de Normandie). Few of the master programmes (approximately 17%) offer a general education in the field of tourism and hospitality management, with around 70% of the total courses focused on general aspects. However, the majority of programmes' curriculums (14 out of 28) are based on a balance between the specific courses and the general ones.

As a continuation, the researcher performed an observation at the level of all European accredited master programmes in Tourism and Hospitality Management published on the online database Mastersportal.eu. In accordance with the information summarized in the Appendix B: Accredited schools which offer tourism master programmes (Online database Mastersportal.eu), the following outcomes were drawn. There are a total of 49 master programmes which include the group of words "tourism/ hospitality management" in their label. By a considerable margin, United Kingdom offers the highest number of master courses, respectively 19 (almost 40% of the total); secondly is France with 5 programmes, followed by Germany (4), Switzerland (4), Austria (3), Spain (3), Lithuania (2), Italy (2), Ireland (2), Netherlands (2), and Portugal, Czech Republic each providing one programme with specialization in tourism and hospitality management. The majority of the courses require a dissertation to be handed in at the end of the studying period of time, while only 20% of them do not. Throughout an analysis of the curriculums, it can be stated that from the total of 521 taught modules, over 80% focus on macro-economic policies. More specifically, there are programmes with a general focus on mostly macro-economic aspects such as Master in Tourism Management – Corvinus University of Budapest (93%), MSc Tourism Management – Dublin Institute of Technology (82%), Master Programme Tourism & Leisure Management – IMC University of Applied Sciences Krems (86%), just to mention a few.

Amongst all, there are only 2 programmes focus mostly on micro-economic issues, namely the MSc International Tourism Management – University of Hertforshire (56%) and the MBA Hotel and Tourism Management - University of Professional Education Zuyd (59%). Moreover, the master programmes in tourism and hospitality management offered by the European universities tend to perfectly balance the modules that teach general issues and the more specific ones. However, there are universities for which it is more important that students obtain a general knowledge in the field of tourism and hospitality management; therefore, the number of such courses is much higher than the rest: the MBA in Leisure and Tourism Management – European University Montreux (74%), MA Leisure and Tourism Management – Linkokwing University London (71%), MA Tourism Management – University of Derby (82%). On the other hand, there is a significant number of programmes with a higher number of specific courses rather than general, such as the Master in Hospitality and Tourism Business Management - ISCTE Business School – University Institute of Lisbon (100%), the MSc in Tourism, Development and Policy – University of Exeter (75%), the MSc in Tourism and Leisure Management – Ecole de Management Normandie (80%).

2. THE ROLE OF TOURISM AND HOSPITALITY INDUSTRY IN STUDENTS' CHOICES

2.1. Critical issues in tourism and hospitality labour market

A topic of choice for academics in tourism-related fields (UNWTO, 2010), but an important role player in the worldwide economy, the international tourism and hospitality industry reached an estimated 940 million tourists in 2010 (WTO, 2011); meanwhile, in the EU, in 2008, an estimated 1.6 billion tourism nights were spent in hotels and similar establishments, and that figure exceeds 2.3 billion nights if other types of collective accommodation are also included (Eurostat, 2010). At international level, receipts are estimated to have reached 693 billion euros in 2010 (UNWTO, 2011); its contribution to worldwide GDP is estimated at some 5% and is set to grow by 4.2% per annum over the next 10 years (WTTC & Oxford Research, 2011), whilst according to estimates made by the European Commission's Directorate General for Enterprise and Industry (Euro Stat, 2010), tourism accounts for about 4% of the Community's GDP nowadays, with approximately 306 billion euros receipts in 2010 (UNWTO, 2011). Therefore, as the demand for labour in the tourism industry continues to grow, employers will face an increasing difficulty to find enough qualified people. To this, must be added though, the problem of retaining workers in the industry due to many existent gaps.

Firstly, the working conditions are frequently characterised as unsocial and irregular working hours; moreover, according to Martin et al. (2006) the poor pay and the lack of career opportunities influence the attraction, development and retention of managers. In agreement, Wood's (1997) states that hospitality work is largely exploitative, degrading, poorly paid, unpleasant, insecure and taken as a last resort or because it can be tolerated in the light of wider social and economic commitments and constraints. Secondly, hospitality professions majorly attract individuals with below average academic qualifications (Zopiatis & Kydrianou, 2006). In accordance, several authors report high turnover, for both managers and line level workers with female graduates more likely to drop out due to work-life balance issues (Watson, 2008). Few

countries actively promote careers in the sector, and its professions are not generally valorised or considered a prestigious employment option (Joppe, 2011). As a result, employers rely largely on marginal workers, specifically women, young people, students, ethnic minorities and migrants (Janta et al., 2011; Lucas & Mansfield, 2008). Additionally, Scott & Revis (2008) emphasize that smaller tourism businesses may have difficulty "keeping pace" and potentially lose out to the talent pull of the multi-national organisation, who can demonstrate more exciting and developed career path opportunities.

There is an apparent paradox in the dramatic evolution of the global tourism sector over the past half century and, within it, the manner and conditions in which people deliver tourism services which have remained timeless in many respects but also subject to significant change (Baum, 2007). Tourism and hospitality remains a sector within which, worldwide, very poor employment practices persist, incorporating both minimal compliance with the law and transgression beyond legally accepted behaviour (Baum, 2007). In accordance, the tourism and hospitality industry productivity remains stubbornly low, working conditions are poor and remuneration levels are well below national averages in many countries (Riley et al., 2002). In a research study conducted by Christou (1998), the main criticisms concerning the industrial placement period, were focused on working conditions and the lack of development of management skills. It appeared to be a common belief that the working conditions provided by the hosting organizations were not satisfactory, especially for those who completed their placement in hotels that operate on a seasonal basis. Underpayment, excessively long hours of work, discrimination in promotion and development and, the feeling that they were seen by companies as cheap labour or as a burden constitute just a few of the characteristics of a career in tourism and hospitality industry. Furthermore, it is interesting to note that in a research study conducted in Malta, among the positive aspects of tourism professions, students mentioned the opportunity to meet people from different countries and to learn different traditions, cultures and languages; whilst the most common dislikes referred to unfavourable working schedule, language difficulties as a barrier to working in tourism and worries that tourists can be rude (Pace, 2012). A ''cool'' work is equated with style, fashion and consumer branding (bars, night clubs, boutique hotels, creative venues) while ''un-cool'' includes the work of drudgery in the sector (cleaning, popular service) and also some glamour work from the past, airline cabin crew, particularly with some newer, low-cost airlines. Moreover, it is argued that negative features of professions in tourism and hospitality industry include a young transient workforce, low levels of pay and formal qualifications, high levels of female, student, part-time and casual workers, a high proportion of low skilled jobs, a large proportion of hours worked outside normal business hours, a negative industry image in the eyes of potential employees, a large number of migrant staff, poor utilisation of student labour and high levels of staff turnover (Baum, 2006).

According to most literature and previous studies, hospitality professions emanate a generally negative image (Guerrier, 1999; Zopiatis & Kyprianou, 2006; Richardson, 2010). In their scholarly work, Koko & Guerrier (1994) affirm that hospitality professions are "physically repetitive, poorly paid, controlled by task oriented managers and providing limited opportunities for participation and development". The negative general perception of hospitality professions can reduce competitiveness among (aspirant) employees; low competitiveness may further increase the

number of unskilled employees attracted to and hired by the industry (Commission of the European Communities, 2001).

For most young people in developed countries, many areas of tourism work have much less obvious and attractive long-term career options than they might have been 20 years ago. Riley et al. (2002) suggest that tourism employment is devastated by the confusing complexity of its own image; they further claim that the image of a particular industry has a major effect on potential recruits perceptions, with an impact on the quality and quantity of future staff. The image of tourism and hospitality is two sided. On one side the industry is seen as a glamorous one, while on the other it is deemed as being one of low skill, low status and low pay (Riley et al., 2002). There are research studies that report the sector has a particularly poor image in the eyes of hospitality students (Jenkins, 2001). According to Brien (2004) discussions relating to the poor image started in 1990 when the UK industry magazine 'Hospitality' reported that the industry's image was the main barrier to recruitment in the United Kingdom. Moreover, in the late 1990s a BBC television series 'Hotel' showed various hotels and hotel antics and highlighted the working conditions in the industry. This helped form an image that many thought was alarming, unconstructive and negative (Smith & Schott, 2004).

Despite their 'glamour' and the favourable high intensity of social interactions and personal contact usually involved, tourism and hospitality professions are traditionally also associated with servility, perceived as a 'master-servant culture' with customers, low pay, irregular and long working hours and exploitative relations with managers (Schiafella et al., 2012). Research among Australian tourism undergraduates for instance yields that students believe the work is beneficial and important, but not valued as such by society (Richardson 2010). One aspect that the majority of studies' respondents agreed upon is that it provides a perennially interesting milieu, containing dynamic and innovative learning opportunities.

Qualified graduates of tourism schools have a positive attitude towards working in the tourism and hospitality industry. However, there are studies indicating that the proportion of managers or employees with a university degree in tourism and hospitality management or any other higher educational institution is low compared with all the other industries (Purcell & Quinn, 1996). As well, there are reports of many tourism and hospitality management graduates leaving the industry or even failing to enter the industry upon graduation due to low job satisfaction, poor employment conditions and absence of motivating factors resulting in high staff turnover and wastage of trained and experienced personnel (Doherty et al., 2001). In contradiction, there are students whose perceptions of hospitality and tourism professions refer to work as being interesting and offering excellent employment opportunities, socially acceptable and offering a positive working environment (Pace, 2012).

Many students are entering tourism and hospitality educational programs without completely understanding the types of work available in the industry and with little idea of the employment conditions in the industry (Barron & Maxwell, 1993). Students have to be informed about employment opportunities and conditions prior to the commencement of their study program in order to minimise the gap between expectations and perceptions (Hing & Lomo, 1997). In accordance, Kusluvan & Kusluvan (2000) agree that by giving potential students realistic

information about a career in the industry they would form more realistic and lower expectations of subsequent employment. By understanding these factors the tourism and hospitality industry will be able to work on offering these factors to potential employees.

As for instance, Choy (1995) examined the attitudes of those who are actually working in the tourism industry and found a high level of job satisfaction, concluding that the quality of employment is much better than that usually perceived by those outside the industry. In particular, students embarking on their hospitality management course and the students who have completed the work experience element of their course hold opposed views on the nature of working life in the industry. Murphy (1990) has made the point that familiarity with this industry leads in many instances to more favourable overall evaluations. Some people with previous employment experience in either industry were also more likely to be associated with a desire to work in the management field in future tourism or hospitality industry employment (Ross, 1992). More specially, the new students generally held positive views whereas the more experienced students generally held negative views.

Another important fact is that generally, different aspects of working in the tourism industry are evaluated unfavourably. According to the findings, employees remained in entry-level positions throughout their placements and had no chance of developing their management and administrative skills (Christou, 1998). Their motivation was reduced by a combination of unsatisfactory working conditions and the lack of management training and experience. Zacarelli (1985) emphasizes that employees are ranking higher factors such as appreciation for work well done and some shared decision making, whereas the employers have seen as valuing most highly factors such as higher wages and promotional opportunities, and not the more intangible factors. Understanding of employee motivation among tourism and hospitality industry workers is of major importance for its stability (Zacarelli, 1985). Some of the factors which seemed to account for negative attitudes towards careers in tourism are stressful jobs, lack of family life due to the nature of work, long working hours, exhausting and seasonal (unstable) jobs, low social status of tourism jobs, unsatisfactory and unfair promotions, low pay and insufficient benefits, unqualified managers, poor attitudes and behaviour of managers towards employees, unqualified co-workers and poor attitudes and behaviour of co-workers, and poor physical working conditions for employees. On the part of the students it may mean unmet expectations, disappointment with the industry and career choice. It may also give the students a feeling of wastage of investment in terms of money, effort and time they have made on their personal development during their study and practical training (Kusluvan & Kusluvan, 1999). The results of the study conducted by Kusluvan & Kusluvan are in contrast with conclusions of Ross (1992), and Murphy (1985), who argued that direct experience with the tourism industry lead to more favourable evaluations of careers in tourism. The results are rather in agreement with findings of Getz (1994), Barron and Maxwell (1993) who pointed out that direct experience with the industry actually may cause students to hold negative attitudes towards tourism jobs. Tourism occupations are characterized through eight attributes such as: low paid, low skills, negative image, exposure to poor management, part-time contracts, seasonal, a 'refugee sector', devoid of a clear career structure (Walmsley, 2004). Hence, it might influence peoples' attitudes towards developing a career in the field, the attractiveness of the industry and the labour turnover.

2.2. Factors to choose tourism and hospitality as a career path

As it represents a young field of study, tourism does not have a long tradition of research; during the first half of the 20th century, it was not even developed as a field of research (Munar, 2007). Furthermore, Tribe (2006) even argues that tourism knowledge is still in a pre-paradigmatic stage. Consequently, little was published with regard to students motivations to study Tourism and Hospitality Management (further referred to with the abbreviation THM), even though the issue is significant for tourism education with a direct effect on educators and managers alike (Kim et al., 2007).

The highest motivation levels were found to be significantly associated with a preference for management work, as were higher levels of positive estimations of success at attaining such a position (Ross, 1992).Students' motivation to study hospitality and tourism management may vary with national or ethnic groups (Airey & Frontistis, 1997). As well, preference to study these programs may differ according to familiarity with the industry and knowledge. The greater the knowledge that students have about the industry, the more interest they have in the educational programs and attaining careers (Ross, 1994). On the other hand, findings of some studies show that students have an interest in studying hospitality and tourism management programs but their level of interest may vary with realistic field experience or information gained (Waryszak, 1998). Adams and Chapman (1998) found the reasons that Asian students want to study overseas include lack of physical facilities and lack of capable faculty and staff in their home countries.

According to Bushell et al. (2001), high school graduates or university graduates are attracted to undergraduate or graduate degrees in a THM study programme because the industry provides benefits through its contribution to cultural enrichment and economic growth; as well, if offers challenging and exciting career opportunities for people with a variety of talents and interests. Investigating on a sample of Australian students, O'Mahony et al. (2001) demonstrated that knowledge of and interest in the tourism and hospitality industry, and the influence of their parents and career counsellors were significant motivational factors. Moreover, Schmidt (2002) reported that making the decision to study THM was affected by four major factors: personal factors (unique to a particular person), demographic factors (e.g. sex, race, and age), psychological factors (e.g., motive, perception, personality, and lifestyle) and social factors (e.g. culture, social class, expectations of family or reference groups).

Many students are influenced by their own perceptions of the industry, which come from leisure and work experiences, as well as media reports (O'Mahony et al., 2001). Most students make a decision to attend university before selecting their educational preferences (O'Mahony et al., 2001), so those who are unsuccessful in gaining entry to programs such as law or management, might default to hospitality programs because of a less stringent entry criteria. It seems logical therefore; that not all hospitality graduates will have the intention of entering the industry, let alone actually working their way through it to management level. Students saw themselves, however, unrealistically, as potential managers (Fidgeon, 2010). Added to this was the notion that working in tourism conjured up the image of travelling to far away shores and was (and continues to be) associated with a jet-set lifestyle (Busby, 1997). Hence, students have been criticized for having unrealistic expectations of the types of responsibilities they may be given

and consequently the types of skills they will be expected to exercise on entering the industry (Purcell & Quinn, 1996). Most undergraduates taking a degree in HTM expect to reach senior management soon after graduating (Brien, 2004), which is unrealistic as hotel managers are generally in their thirties and early forties (Ladkin, 2002).

Their motivation to study may vary with national or ethnic groups (Airey & Frontistis, 1997). As well, preference to study educational programs in THM may differ according to familiarity with the industry and knowledge, considering that the greater the knowledge that students have about the industry, the more interest they have in these programs and attaining careers in the sector (Ross, 1994). Students have been found to approach their studies in relation to their perceptions of the context, and that approach is related to the quality of their learning outcome (Prosser & Trigwell, 1999).

Assessing the influence of demographic factors, in particular, gender difference was significant; Malgwi, et al. (2005) found that for male students the choice of college major was influenced by the major's potential for career advancement, job opportunities and the level of compensation in the field. However, female students were more influenced by aptitude in the subject. Schmidt (2002) also pointed out that the decision to study THM can be significantly affected by demographic factors. Furthermore, introducing the concept of gender differences in the hospitality and tourism field, Aitchison (2003) asserted that THM study motivations were different across the gender, social and cultural nexus. In Hjalager's (2003) study, male THM students were more motivated by previous experience in the industry than female students. In the same study, opportunities to work with people were more important for female than male students. In addition, Hjalager (2003) found that male students showed a higher level of motivation for opportunities for international careers than female students, whereas the female group had a higher level of motivation for a good salary than the male group.

The study on the university students receiving tourism education in different countries, carried out by Waryszak (1999), which puts forth that the students had high expectations concerning their preparation for professional life after school by the institutions providing tourism education. According to this study, the high number of schools providing tourism education-instruction is one of the factors that affect student satisfaction negatively. On contrary, the tourism industry is plagued with high levels of drop-out or movement to other career areas within relatively short periods. It appears that, broadly, most school-leavers regard the hospitality industry in one of two ways: either wholly negatively, in which case they select another career direction altogether, or in an "illusory" manner influenced by the glamour images of the hotel projected by popular media (Barron & Maxwell, 1993).

The level of meeting customer's expectation towards a product is expressed as satisfaction (Kotler et al., 1999) and the relationship between expectation level and the realization level of the expectation determines satisfaction level. To extrapolate this at the level of the present research topic, when selecting universities, students choose their departments with various expectations and students' satisfaction or dissatisfaction occurs according to the level the school meets the expectations concerned in the education-instruction process (Atay & Yildirim, 2009).

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Collins (2002) undertook research on the differing career expectations of students and industry personnel.

In a study of students' expectations and perceptions of the industry, Jenkins (2001) reports that while almost 50 per cent of the respondents were "possibly" looking for a position in the industry on graduating, their view of the industry as a career choice diminishes as they progress their studies and have greater exposure and understanding of the industry. Petrova and Mason (2004) also focus on mismatch of expectations in researching tourism students' career intentions, as does Baron et al. (2007). The first is the need to align student and industry's expectations with respect to the recognition of skills and career opportunities. In addition SMEs can form either geographical or sector collaborative networks to enable greater career opportunities for individuals (Watson, 2008).

Perceptions of working young people today are focused more on short-term wealth accumulation or debt reduction and much less on job status, security or permanence of employment than was the case with previous generations (Sennett, 2006). As for instance, in major cities in the UK and elsewhere perhaps half of all tourism workers are notionally full-time students (Hofman & Steijn, 2003). As a result, the tourism industry is configured to depend upon this source of labour and education providers have also had to adjust their delivery models accordingly. For businesses, there has been some modification of both product and technical skills demands with a greater focus on ''generic skills'' of communication, personality (aesthetic and emotional labour) as well as greater use of technology. Traditional training, as offered through tourism colleges in the form of formal courses and qualifications, plays a lesser role in meeting industry needs within this new model of tourism employment. Likewise, many tourism businesses in rural areas have turned to short-term labour pools of students and others from abroad, in Ireland/UK to learn English (from countries such as Spain or Germany) or for their year out (from New Zealand or Australia) as readymade articulate and, in some cases, lower cost alternatives to local labour. By understanding these factors the tourism and hospitality industry and also education will be able to work on offering better opportunities to potential students and employees.

3. THEORETICAL FRAMEWORK

3.1. Definition of motivation, expectation and perception

In order to formulate the most relevant scientific contributions of different scholars around the world, this chapter reviews literature related to the motivations, expectations and perceptions of students focused on tourism and hospitality educational programs and not only. The main objective of this chapter is to provide an overview of three main concepts, specifically study motivation, expectation and perception; as well as to explain the correlation between them and different personal values of students as individuals and discuss the key academic ideas.

In the attempt to provide a definition, it can firstly be enunciated that motivation is a very complex phenomenon with many facets (Gardner, 2006). According to Brown (2006) motivations are equivalent to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect. Motivation refers to the

process whereby goal-directed behaviour is instigated and sustained (Schunk, 1990); and it could be extrinsically or intrinsically enforced (Abd Wahab, 2004). Additionally, McDevitt & Ormrod (2004) had defined motivation as the energy and the desire that is innate within all individuals; high levels directed toward a particular situation results in greater amounts of energy expended on that task. Motivation can be conceptualized along three dimensions: direction, intensity and persistence (Muchinsky, 2000) being a sort of shorthand to describe choosing an activity or task to engage in, establishing the level of effort to put forth on it, and determining the degree of persistence in it over time (Wren, 1995). Furthermore, it is the process by which an individual is stimulated to act or to respond in a given situation, under the pressure of self-motivation or external forces (Zabka, 1971). As well, it can be described as the art of stimulating a person's interest in a particular job, project, or subject to the extent that the individual is challenged to be continually attentive, observant, concerned and committed (Kappa et al., 1997).

Generally, according to Liu (2010), the factors that may motivate students to pursue postgraduate education can be divided into intrinsic, extrinsic and career related. The type of motivation may influence how students learn and how well they perform (Pintrich & Schunk, 1996). Existing literature suggests that intrinsic motivation is more desirable as it is more likely to lead to higher level of engagement and deeper approaches to learning (Paulsen & Gentry, 1995; Byrne & Flood, 2005). In comparison, an extrinsic motivation is associated with lower level of involvement and a larger surface approach to learning (Paulsen & Gentry, 1995). Yet, with regard to the motivation of students choosing to attend THM educational programs, an overview on existent research studies shows that students believe that working in this field has good employment prospects and leads to respectable careers (Zhao, 1991). Moreover, it has been shown that tourism courses have proved popular with students (Airey & Tribe, 2005); nevertheless, figures from suggest that the demand for undergraduate courses in tourism is starting to decline.

3.2. Theories, hypothesis and model

In relation with the previously mentioned aspects, there were considered several motivation theories as theoretical framework for this research. To begin with, the Self – Determination Theory (SDT) will support the attempt of finding out whether students have stronger internal or external locus. As stated by Deci & Ryan (1985), individuals have an external 'perceived locus of causality' (PLOC) to the extent they see forces outside the self as initiating, pressuring, or coercing one's action. Furthermore, in an internal PLOC, a person feels initiator and supporter of his own actions. In order to reach satisfaction, SDT requires competence, relatedness and autonomy. In correlation with it, two other theories were looked at: the extrinsic motivation, and respectively, the intrinsic motivation theory. Petri (1991) affirms that extrinsic motivation happens when one is being motivated by external factors and drove to do things for tangible rewards or pressures, also called 'external motivation'. As well, it occurs when there is desire to avoid internally imposed guilt and recrimination which defines the second type of extrinsic motivation, namely 'introjected motivation'. Lastly, the identified motivation, being the desire to express important self-identifications, appears as the third form of extrinsic motivation. On the other hand, intrinsic motivation theory describes a person motivated by internal factors to do

things just because the fun of it or because himself rationalizes is the right thing to do (Deci & Ryan, 1985). Goal theory of motivation affirms that the perceived purpose of a task is a critical factor in the quality of engagement (DiCintio & Stevens, 1997). It describes two goal orientations, mastery goals which are intrinsically motivating and concerned with increasing competence through effort; and ego goals, which, in contrast, are extrinsically motivated with success determined in reference to others.

Most research findings on motivation have concluded that academic performances and motivations are significantly related to one another. It is important to note that teachers are an influencing agent for student motivation (Chemosit & Rugutt, 2009). For instance, encouraging students in their pursuit for excellence in studying, providing positive feedback, being involved in positive interactions, remaining enthusiastic about students and student educational growth, and cultivating a positive classroom environment, have a strong impact on student academic motivation (Astin, 1993; Bean & Kuh, 1984; Lamport, 1993). Additionally, student-to-student relations, critical thinking skills, and student-faculty interaction are important variables in predicting motivation (Chemosit & Rugutt, 2009).

Moreover, in agreement with the Expectancy Theory of Motivation (Vroom, 1964), people predict the time to come and create expectations about future events, which if seem reasonably attractive become the motivation to act towards making this future come true. As stated by Vroom (1964) motivation represents the force impelling a person to perform a particular action, a sequence of the value of the perceived outcome (valence), the belief that the completion of certain actions will bring the outcome (instrumentality) and the belief that someone is able to complete those actions (expectancy). The theory reports that the intensity of a tendency to act in a certain way is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. Expectancy theory, also known as Valence- Instrumentality – Expectancy Theory (VIE Theory), has evolved as a basic paradigm for the study of human attitudes and behaviour in work and organizational settings (Lawler & Suttle, 1973). A number of writers have developed their own expectancy theories criticizing Vroom's model for its lack of explicitness in defining and distinguishing between actions and outcomes, and between the different types of expectancies (Campbell et al., 1970). The expectancy model of behaviour (Lawler, 1971) makes a distinction between the expectancy that effort will lead to the successful performance of a behavioural action and the expectancy that this action will produce outcomes, specifying what determines the type of the perceived likelihood that effort towards a behavioural or task goal will lead to the successful accomplishment of the goal and the likelihood that the successful accomplishment of the behaviour goal will result in the securing of out-comes or rewards .

A recent survey, conducted by Aksu and Köksal (2005) at the Akdeniz University School of Tourism and Hotel Management in Antalya, investigated the main expectations of students from the tourism industry. The results indicated that generally they had low expectations. However, positive perceptions were found among respondents who had: chosen the school as one of their top three choices at the university entrance exam; chosen the school willingly; and carried out practical work experience outside of Turkey (Chellen & Nunkoo, 2010).

Further on, the present research study makes reference to the ARCS Model of Motivation (Keller, 1984) that has been developed in order to identify the aspects of learning environments which stimulate and sustain student's motivation to learn. The model focuses on attention (A) with three subcategories: perceptual arousal, inquiry arousal, variability; relevance (R) with goal orientation, motive matching, familiarity; confidence (C) referring to learning requirements, success opportunities, personal control and satisfaction (S) with intrinsic reinforcement, extrinsic rewards, equity. Being aware of how teacher-student interaction (relations) can promote academic motivation may provide implications in a variety of areas for educators. Thus, professors could restructure the teaching and studying environment by providing different studying strategies and finding ways to motivate students to leam and to actively engage in the leaming process. Whereas prior studies have considered the student's motivation as the independent variable and cognitive skills including critical thinking skills as dependent variables (Kanfer, & Ackerman, 1989), this study considers whether the emphasis on critical thinking skills in relation to student-to-student relations and student-faculty interaction affect student motivation.

With regard to the perceptions, some psychologists argue that perceptual processes are not direct, but dependent on the perceiver's expectations and previous knowledge (McLeod, 2007). The 'direct theory of perception' proposed by Gibson (1972) which is also called bottom-up processing suggests that perception begins with the stimulus itself, meaning that sensory information is analyzed in one direction: from simple of raw sensory data to ever increasing complexity. He senses that there is enough information in our environment to understand the world in a direct way. Oppositely, psychologist Gregory (1970) argued that perception is a constructive process, based a 'top-down' theory. In support of this, people's perceptions of the world are hypotheses based on past experiences and stored information (McLeod, 2007).

 In light of the aforementioned statements, this study forwards the following **hypothesis**: the tourism related master programmes academic performances, the employability rate together with the degree of employees' retention, and not lastly, the quality of the services in the tourism and hospitality management sector is higher when field students' motivations, expectations and perceptions are in an internal PLOC, because the individuals feel the initiators and coordinators of their own actions.

Social and behavioural researchers have shown growing interest in studying causation among variables (Pedhazur, 1982) through models. Therefore, models have been used extensively to explain the relationship among several factors such as tourism impacts, perceived benefits and costs, resident quality of life, attitudes, support for tourism (Cecil, 2006). Further on, in this study, a research model project is used to develop a new model or to test an existing model. As described by the U.S. Environmental Protection Agency (2005), a research model involves six important descriptive steps: (a) product description, including the scope, purpose, objectives and participant roles, (b) model description, including the theoretical approach and/or mathematical relationship between variables, (c) model development, (d) model calibration, or process of refining the model, (e) model assessment or validation, and (f) references. Based on the foregoing referenced theories, a model that includes three dependent variables (X_1, X_2, X_3) and a number of independent variables (Y_1, Y_2, Y_3, Y_4, Y_5).
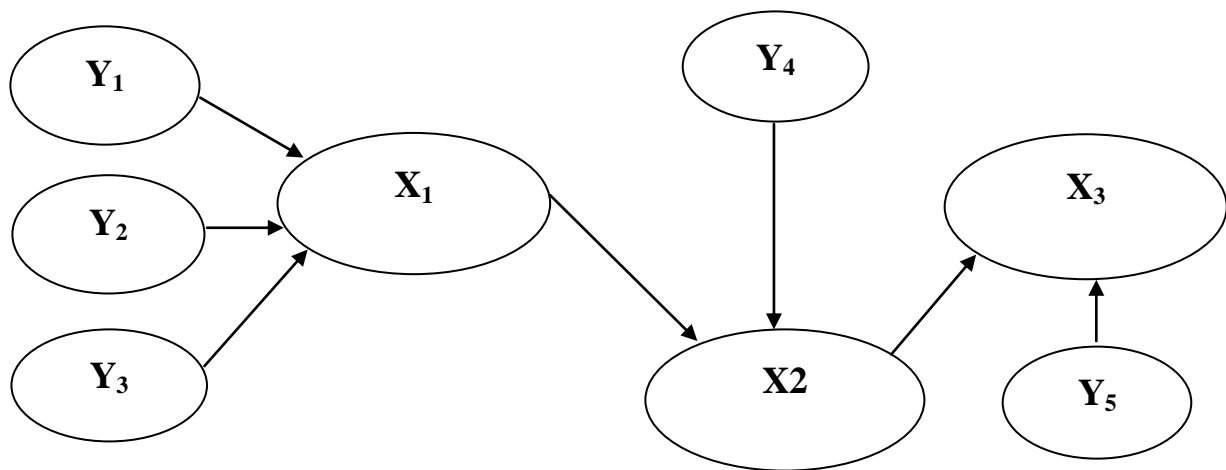
Figure 1: The proposed theoretical model

To offer a big picture over the proposed theoretical model, it can be stated that it aims to detect the correlation between the dependent variables, namely study motivations, expectations and perceptions, if any. To begin with, the researcher has defined several variables, as it follows: Y_1 extrinsic motives, Y_2 intrinsic motives, Y_3 career related motives, Y_4 previous knowledge, Y_5 current perception and X_1 for THM students' motivations, X_2 for THM students' expectations and X_3 for THM students' perceptions.

As well, it can be concluded from Figure 1: The proposed theoretical model that the researcher suggests the existence of a relationship between the extrinsic motives, the intrinsic motives, the career related motives and the study motivations of THM students. Consequently, X1 becomes an independent with influence exerted together with the variable 'previous knowledge' on the study expectations of HTM students. Similar correlations were further suggested. Moreover, the calculation formula for each of the correlation shown in the above figure is explained in the Appendix C: Model variables and sample items.

In accordance with the previously stated purpose to elaborate a model which would help the researcher to drag conclusions about the phenomena being studied, the research was defined as theoretical. However, it is unlikely to develop purely theoretical research; hence, the researcher chose to conduct an empirical study which would collect and analyze primary or secondary data on the base of an existent theoretical framework.

4. METHODOLOGY

4.1. The post-positivism paradigm

This chapter presents the scientific methodologies used in the design and the construction of the research study. Therefore, the aim is to offer to the reader an insight into how the study was built and how the collected data were analyzed.

To start with, it is important that the researcher confesses to a particular paradigm (Guba, 1990), in order "to understand the philosophy that underpins the choices and decisions in staking a research position" (Carson et al., 2001). On the base of several authors affirmations, the

paradigm could be defined as a pattern that describes what is to be observed, the kind of questions that are supposed to be asked, how these questions are to be structured and how the results of scientific investigations should be interpreted. Moreover, the paradigm is "a basic set of beliefs that guide action" (Guba, 1990).

The present research project was executed within the post-positivism paradigm, which derives from the positivism one. Accordingly, the ontological basis portrays a critical realism posture according to which although a real world driven by real natural causes exists, it is impossible for humans truly to perceive it with their imperfect sensory and intellective mechanisms (Cook & Campbell, 1979). Reality represents the central concept of post-positivism, yet "one can never be sure that ultimate truth has been uncovered" (Guba, 1990). Even though epistemologically talking, regarding the nature of the relationship between the knower (the researcher) and the knowable, post-positivism adopts objectivity; it also admits that one can be as neutral as possible, but never in an absolute manner. From the methodological point of view, it is crucial that the research inquiry is based on many sources, such as primary and secondary data, theories and methods.

Furthermore, the research is of an exploratory nature with the goal of drawing preliminary conclusions about a topic which has been poorly investigated in Europe, namely the study motivations, expectations and perceptions of international master students enrolled in tourism and hospitality programmes at European universities. Furthermore, a deductive approach was the most appropriate to apply in order to gain an understanding of the gathered information and to test the hypotheses. Hence, the research was based on primary data collection and interpretation.

4.2. Measurement development

In order to gather primary data, the research instrument was an internet-mediated questionnaire "it provides an efficient way of collecting responses from a large sample" (Saunders et al., 2009). Considering that the unit of observation for this research study was represented by graduate university students, one of the advantages of developing an online survey is that most students use the Internet on a daily basis for email, registration to different courses, taking notes during lecturers, consulting tutorial information, and research. As students are quite used to using the Internet, it may be argued that they would prefer an Internet survey over a traditional mail survey or telephone interview as it can be incorporated into their normal day and can be easily completed online. In fact, Sills & Song (2002) claim that for populations that possess technical knowledge, such as students, the cost and ease of conducting are essential for this type of survey. Furthermore, the time saving and ease of data analysis, recommends it as most appropriate.

The questionnaire was developed following two steps. Firstly, a review of the literature to find out about measurement instruments used to evaluate student motivation, quality of study programmes and student satisfaction was conducted. Wherefore, a list of authors and items they used was made (for more details consult Appendix D: Questionnaire items on study programme quality) to see which items appear most frequently and decide whether to include them in the questionnaire. Next, the initial item pool was generated considering the list and making sure that

any matter that would cause positive or negative study motivations, expectations or perceptions appeared as an affirmation in the questionnaire. Secondly, to get helpful insights towards its quality and clarity, the researcher initiated a test among a group of 18 students enrolled in the European Master in Tourism Management, second year of study. On the basis of the summary of entries (see Appendix E: Preliminary interview European Master in Tourism Management students) new statements were included and others were reformulated. Consequently, once both steps were fulfilled, a series of suitable questions were developed. Finally, as the questionnaire was written in English but researcher's mother tongue was Romanian, in order to ensure its accuracy and clarity, five native speakers – originally from Great Britain, Australia, Ireland and United States of America, were consulted to participate in the spelling and grammar checking process.

Questionnaire-based surveys are plausibly the most normally used technique in leisure and tourism research, which require quantified information concerning a specific population that accounts for its own behaviour. In agreement with the adopted post positivism paradigm as well, absolute objectivity is impossible to achieve; yet questionnaire provides a 'transparent' set of research procedures which allows data to be re-analysed by others if they wish to extend the research or provide an alternative interpretation. Moreover, it generates the manners to gather and to record simple information on the incidence of attitudes, meanings and perceptions among the population as a whole.

The questionnaire was respondent-completed which means that respondents read and fill out the questionnaire themselves. It stands for several advantages such as being cheaper and quicker, but what counts more is being relatively anonymous. Moreover, it was fully electronic which supposes that the respondent will have logged into a specified Internet site and will have completed the questionnaire on-line. One of the benefits the researcher had was the immediate access to the date which could be sent in electronic form and instantly analysed using appropriate software.

When designing such a questionnaire, the researcher took great care with the layout and presentation since it was to be completed by people who were not trained before. Scholars state the fact that one needs to explain clearly the reason to ask respondent to answer the survey (Saunders et al., 2009). In order to achieve as high a response rate as possible, an introduction to the questionnaire should be done on the first page of it (Dillman, 2007). Consequently, introductory remarks containing explanations of the survey purpose and requirement for respondent's support were included at the beginning of the questionnaire.

In terms of design, it consisted primarily of closed questions, which could be answered by ticking boxes; and few open questions regarding the stage of education to start studying tourism and hospitality; the previous work experience in the tourism and hospitality industry; the extent to which study expectations were fulfilled; the university and postgraduate study programme. Every question included was linked back to the research questions, as well the variables involved and the relationships to be investigated were linked to the conceptual framework, previously described. Therefore, the questionnaire contained 10 questions, out of which 3 were open-ended and 7 pre-coded. Among others, they made reference to items which measured the motivation to

study abroad and to specialise in tourism and hospitality management, like: 'Learn a new language in a country where it is spoken by natives', 'The urge to move away from your home country' or 'You would be able to attain a teaching position easily in your home country'. Moreover, items were used to quantify students' expectation towards studying a particular master program, as for instance: 'Your professional network will be enhanced', 'The programme provides internship opportunities' and 'Curriculum coverage of both private and public sectors'. Most of the items collected respondents' feelings, thoughts or beliefs; which means they defined opinion variables. Attributes such as age, gender, residence, education and occupation were investigated at the end of the questionnaire.

Responses were measured on a 5-point Likert scale where 1 accounted for 'Not important at all', 3 'Neutral' and 5 'Very important'; as well, attitude statements were scored on a 5-point scale with 1 'Strongly disagree', 3 'Neutral' and 5 'Strongly agree'. Common questions regarding age, gender, country of origin and current country of residence, academic status and work experience in tourism and hospitality were included at the end of the questionnaire. The variables were later on grouped in 4 categories (extrinsic motives, intrinsic motives, career related motives and previous knowledge) for the ease of interpretation and correlation with the hypothesis and model exposed.

4.3. Data collection and sampling

The unit of observation consisted of international master students attending tourism and hospitality programs, in Europe. It was imperative to use it in the present empirical research because it allowed future researchers to compare and to observe the differences in study motivations and expectations between students, but as well between the requirements of academic instructors and employers.

In order to realize the data collection, 23 countries were selected upon their educational offer and reputation as tourism destinations; case which entitled the universities, with tourism and hospitality graduate study programs, to have an important role in the national industry. Furthermore, in each country, 23 universities were involved, on the criteria of the existence of graduates and their availability to collaborate. The process continued with the approach of program coordinators aimed at obtaining approval for cooperation in the questionnaire delivery to students. According to Mueller (2004) "it is possible to maintain control over the environment by integrating university professors in the administration of the research instrument".

The sample of population included tourism and hospitality graduates enrolled in both first and second year of study, at the chosen universities. The average number of students for each participating THM graduate educational program was 9; which lead to a total number of 208 reached students, but a general low rate of participation in some cases, such as University of Pisa, Italy (2 students); International Institute of Tourism and Hotel Management, Austria (2 students); Swiss School of Tourism and Hospitality, Switzerland (2 students). Out of this sample, respondents were represented by both women and men, in order to be able to drag conclusions regarding differences between study motivations and expectations from one gender to another.

Moreover, the answers were obtained from students aged in the interval 21 – 32 years old; the study motivations and expectations varied according to the age and its social implications.

With regard to the distribution, firstly, the survey was sent out to the master programs coordinators or secretary in the form of an invitation to participate email containing descriptive facts about the researcher and the purpose of the study, together with a direct link to the e-survey. Most of them were contacted on the 11th of April 2012, with a first follow-up reminder about three weeks later and a second one other three weeks after. Further on, it has been disseminated by either professors or university stuff through internal communication channels to the eligible students. Therefore, control over the completion of the questionnaire was to a certain extent lost because professors were asked to forward the e-survey to students and so the researcher had no way of knowing the exact number of people invited to participate, neither to direct contact them. It also made the task of reminding graduate students directly to complete the survey virtually impossible. The questionnaire assignment process had the same flow in each location. In completion to the questionnaire promotion, the researcher turned to social media means sending out messages to over 40 pages and groups on Couchsurfing, Linkedin and Facebook, related to tourism and hospitality industry. Additionally, the questionnaire was populated among different tourism related forums or yahoo groups members.

4.4. Data analysis

A quantitative research approach was adopted in order to accomplish the observation of underlying dimensions of THM study motivations, expectations and motivations. Specific measurements were successfully predetermined through the literature review and the predetermined measurement items were systematically structured for the main survey.

Nevertheless, the date collected in this research was of two types, quantitative and respectively, qualitative. In terms of analysing the quantitative data, the researcher used the Statistical Package for Social Sciences (SPSS) and percentages. Furthermore, with regard to the qualitative information, a deductive approach continued with the categorising date procedure was implemented. This implies the definition of categories and their attachment to meaningful groups of data. It has been noticed that few research projects were carried out in relation with the motivations, expectations and perceptions of students majoring in THM. Moreover, none of these studies has paid attention to the European students attending THM postgraduate programs in European university centres. Hence, the aim is to contribute with relevant information to the institutional research and assessment of the experience that international students gain while studying.

The present research study should be valuable for the development of each university study program involved, more specifically for improving the advising and academic support services. As well, research findings might influence the development of orientation and other student activities, together with their aspects related to residence life. Judging from the point of view of the employers in the tourism and hospitality sector, the research should be useful in order to link students' expectations with professional requirements, in order to raise the level of retention of graduate students in the management positions. Furthermore, along with the acknowledgement

of students' expectations towards a study program in tourism and hospitality management, the study could serve to adjust with the goal of reducing the level of unemployment in the sector, on long term. Future studies can focus on finding ways to overcome gaps of the present study. Firstly, due to time concerns and willingness to cooperate on behalf of master programs administrators, it should be highlighted the limited diversity of respondents nationality.

5. ANALYSIS

5.1. Characteristics of respondents

Before proceeding with the findings regarding the motivations and expectations of choosing tourism and hospitality as a study programme, the researcher outlines few characteristics of the questionnaire respondents. First of all, as it can be seen from Table 2: Frequencies of respondents' characteristics, the research study had respondents mostly women (over 71 per cent). The dominance of female students in the tourism and hospitality master programmes indicates the popularity of this study area among females in the European countries and not only. Based on the data centralized in Figure 2: Country of origin, it has to be mentioned that the highest number of respondents come from Croatia (17.3%), followed by France (11.1%), Spain (8.7%), Germany (7.7%), Iran (4.8%), plus Serbia and Italy, each with 3.4%.
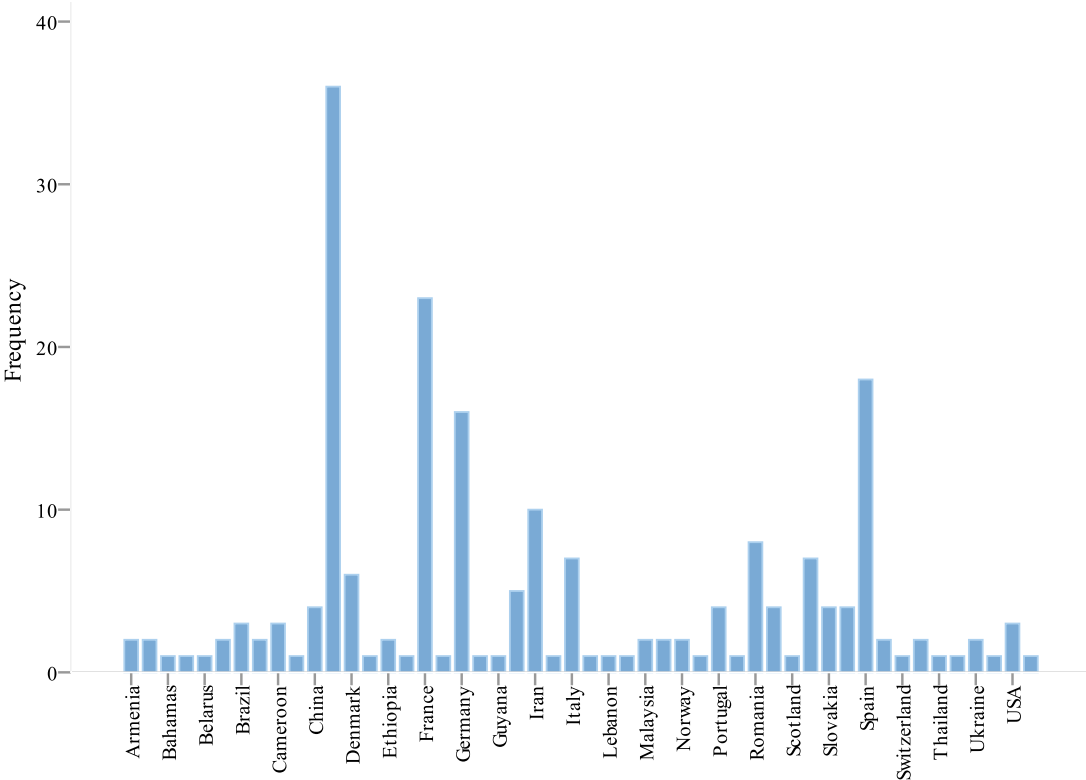
Figure 2: Country of origin

Moreover, there were more than half international students (over 66 %) who have participated. From a more detailed analysis (Figure 3: Type of student), it can be observed the fact that the highest number of international students come from Spain (11 individuals and 61% of the Spanish participants), Iran (10 persons and 100% of the Iranian respondents), Romania (8 individuals and 100% of the Romanian participants), Serbia (7 persons and 100% of the Serbian

respondents), Germany (6 individuals and 26% of the German participants), France (6 persons and 23% of the French respondents) and Italy (6 individuals and 86% of the Italian respondents). The research study sample of respondents was born between the year of 1980 and 1991. Furthermore, it can be stated that the biggest number are aged 24 years old (19.7% of total number of respondents), closely followed by those aged 23 (18.8%) and that the fewest individuals are 21 years old (1.4%). The overview is presented in Figure 4. Respondent's year of birth.
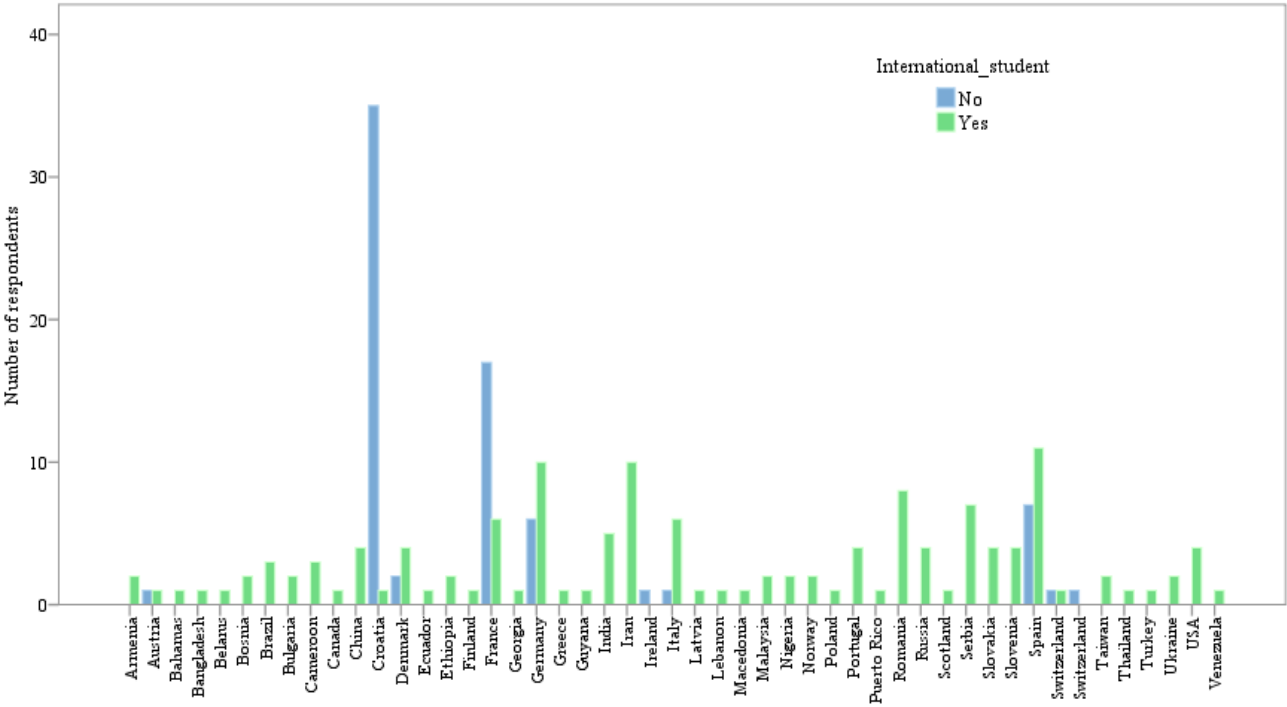
Figure 3: Type of student
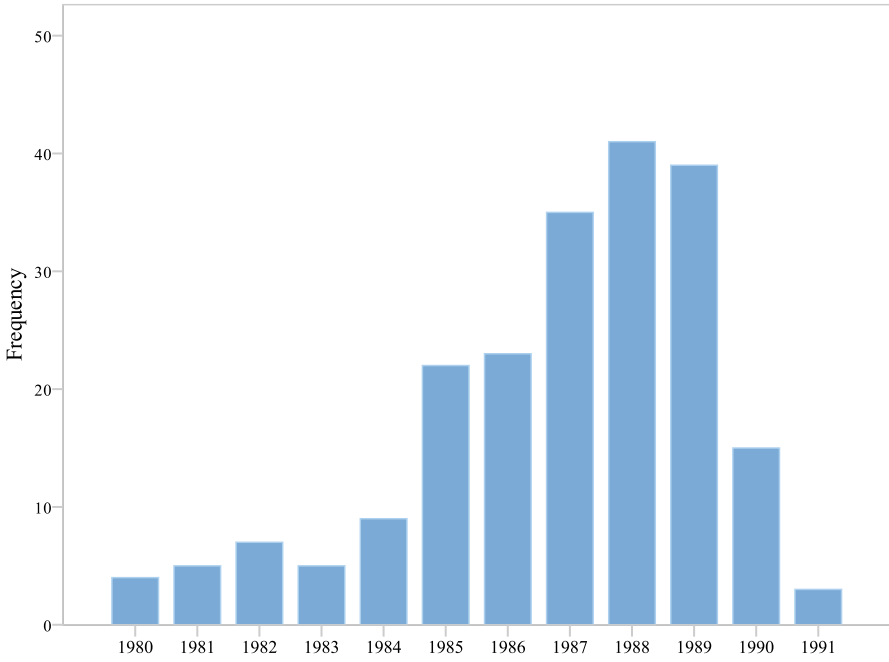
Figure 4: Respondents' year of birth

There were 23 European universities and 22 master programmes in tourism and hospitality management involved in the research study with the highest number of respondents coming from the University of Girona in collaboration with University of Ljubljana and University of Southern Denmark - European Master in Tourism Management (22.1%), the University of Rijeka Opatija, Croatia - Master in Tourism and Hospitality Management at (18.3%) and the IAE Savoie Mont Blanc Chambéry, France – Master in Tourism development and management and Master in Management and Marketing of Tourist Destinations (10.1%). Out of the seven EQUIS – accredited schools which offer tourism master programmes, one has participated in the research study, namely University of Ljubljana, Slovenia. However, if considering the database built by Masterstudies.com with the accredited schools which offer tourism master programmes, three universities have participated (ISCTE Business School – University Institute of Lisbon, Portugal; Lund University, Sweden; Ecole Hoteliere de Lausanne, Switzerland). Lastly, there were three universities involved as well when comparing with the list published by Masterportal.eu (ISCTE Business School – University Institute of Lisbon, Portugal; University of Limerick, Ireland; University of Valencia, Spain).

Table 2: Frequencies of respondents' characteristics

Variable	Category	Frequency	Percent
Gender	Male	60	28.8
	Female	148	71.2
University	University of Girona – Ljubljana – Southern Denmark	46	22.1
	ISCTE Instituto Universitario de Lisboa, Portugal	6	2.9
	IAE Savoie Mont Blanc Chambéry, France	21	10.1
	Università della Svizzera Italiana Lugano, Switzerland	11	5.3
	Università di Pisa, Italy	2	1.0
	Univerzitet Crne Gore, Montenegro	4	1.9
	International Institute of Tourism and Hotel Management, Austria	2	1.0
	University of Applied Sciencies München	7	3.4
	Universityof Southern Denmark	7	3.4
	Eastern Mediterranean University	16	7.7
	Swiss School of Tourism and Hospitality, Switzerland	2	1.0
	London Metropolitan University	4	1.9
	University of Limerick , Ireland	3	1.4
	Universidad de Granada, Spain	4	1.9
	Mid Sweden University	6	2.9
	Universidad Autonoma de Barcelona, Spain	7	3.4
	University of Applied Sciences Bremen, Germany	4	1.9

University of Rijeka Opatija, Croatia	38	18.3		
Lund University, Sweden	9	4.3		
University of Valencia, Spain	3	1.4		
Ecole Hoteliere de Lausanne, Switzerland	6	2.9		
Type of student	Domestic	70	33.7	
	International	138	66.3	

5.2. Descriptive statistics

One of the objectives of this research study was to examine students' motives to choose to study tourism and hospitality master programmes abroad. Therefore, the first question of the research internet – mediated survey presented a set of 13 reasons that are considered, by scholars who wrote on similar topics, as important reasons to choose to study abroad. The descriptive summary is presented in the table below.

Table 3: Decision to study abroad

	Frequencies (N Valid = 208)			Descriptive Statistics (N Valid = 208)		Independent sample t-test				
	Mean	Median	Mode	Std. Deviation	Variance	Male mean N=60	Female mean N=148	t - value	p - value	p-value (2-tailed)
Discover the world.	4.32	4	4	.719	.517	4.23	4.35	1.073	.592	.285
Study in an international environment.	4.4	4	5	.688	.473	4.28	4.45	1.550	.136	.163
Please your parents.	2.26	2	1	1.220	1.488	2.67	2.09	3.129	.184	.572
Your friends studying experiences abroad.	2.78	3	1	1.141	1.301	2.93	2.72	1.343	.000	.210
Meet new people.	4.27	4	4	.707	.499	4.25	4.28	.312	.449	.034
Explore your own identity.	4.08	4	4	.878	.771	3.97	4.13	1.205	.517	.162
Learn a new language in a country where it is spoken by natives.	4	4	5	1.056	1.116	3.82	4.07	1.557	.635	.251
Studying abroad being an advantage when looking for a job.	4.22	4	5	.816	.666	4.13	4.26	.988	.267	.123
Lack of physical	2.72	3	3	1.312	1.721	2.67	2.74	.347	.119	.070

academic facilities in your home country.										
Lack of capable academic staff in your home country.	2.67	3	1	1.312	1.720	2.68	2.66	.105	.069	.021
You would be able to attain a teaching position easily in your home country.	2.66	3	3	1.205	1.451	2.68	2.66	.151	.567	.028
Opportunities to publish papers for renowned journals.	2.55	3	3	1.238	1.533	2.53	2.56	.145	.420	.027
Experience a new culture in a foreign country.	4.37	4	5	.690	.476	4.30	4.40	.934	.731	.099

From Table 3: Decision to study abroad, it can be concluded that the most important factor in choosing to study abroad is 'Study in an international environment' with a mean of 4.4 on a 1 to 5 scale, followed by 'Experience a new culture in a foreign country' with the mean value of 4.37 and 'Discover the world' with the mean value of 4.32. The least important reason in deciding would be 'Please your parents' (m = 2.26). As a general observation, half of the reasons had a low standard deviation (below 1) which means that most of data points are centred around the average value; in the case of 'Study in an international environment' the data points were the least spread out (Std. d =.688). In contrast, with regard to the 'Lack of physical academic facilities in your home country', the respondents had different interpretations which led to the highest deviation (Std. d = 1.721) among the reasons considered as important when deciding to study abroad.

In order to investigate statistically significant differences between female and male respondents in motives to study tourism and hospitality abroad, an independent sample t-test was used. The results showed a significant mean difference between male and female students in on motivational affirmation: 'Please your parents', related to which male students (m = 2.67) find it more important than female students (m = 2.09). There were no other important differences between the two groups. According to the 'Levene's Test for Equality of Variances', the obtained p-values were all higher than α level (.05) which concludes that the variability of the two groups is equal, and the variances are equal as well. There was, however, an exception in the case of the motivational sentence 'Your friends studying experiences abroad' with p – value = .000 < α, which indicates the fact that there were significant statistically reliable differences between the two groups investigated, with un-equal variances. Finally, the t-test failed to reveal a statistically reliable difference between the mean numbers of male students those who are females, α = 0.05 and p – value (2 – tailed) always higher than α.

Further, the research focuses on the motives to specialise in tourism and hospitality; hence, the second item in the questionnaire presented a set of 14 motives that are considered by different authors as important reasons to choose this particular study field. The descriptive summary is further presented.

Table 4: Decision to specialise in tourism and hospitality

	Frequencies (N Valid = 208)			Descriptive Statistics (N Valid = 208)		Independent sample t-test				
	Mean	Median	Mode	Std. Deviation	Variance	Male mean N=60	Female mean N=148	t - value	p - value	p-value (2-tailed)
Compatible with your areas of interest.	4.27	4.00	4	.727	.528	4.23	4.29	.513	.386	.608
Parents' advice.	2.32	2.00	1	1.137	1.292	2.62	2.20	2.407	.452	.017
Career counsellors' advice.	2.37	2.00	1	1.244	1.547	2.55	2.29	1.366	.109	.173
Work experience in the tourism and hospitality industry.	3.61	4.00	4	1.137	1.293	3.70	3.57	.760	.437	.448
Volunteering experience in the tourism and hospitality industry.	2.99	3.00	3	1.112	1.237	3.12	2.94	1.043	.346	.298
The recent growth of the industry in your home country.	3.21	3.00	4	1.148	1.317	3.48	3.10	2.194	.713	.029
Promising employability prospects in the field of tourism and hospitality in your home country.	3.42	4.00	4	1.109	1.230	3.58	3.35	1.370	.118	.172
Promising employability prospects in the field of tourism and hospitality across the world.	3.93	4.00	4	.948	.898	3.98	3.91	.536	.504	.592
Your own	3.37	3.00	4	.984	.967	3.43	3.34	.536	.937	.527

perception of the industry based on media coverage.										
The urge to move away from your home country.	3.37	4.00	4	1.283	1.645	3.23	3.43	.634	.915	.328
Failure to entering another field of study.	1.99	1.00	1	1.173	1.377	2.08	1.95	.980	.365	.446
Ease of studying the subject.	2.58	3.00	3	1.197	1.433	2.50	2.61	.764	.479	.532
You would like to become a scholar in the field of tourism and hospitality management.	3.08	3.00	3	1.302	1.695	3.25	3.01	.626	.350	.223

The SPSS results shown in Table 4: Decision to specialise in tourism and hospitality emphasize the fact that the decision to specialize in tourism and hospitality is mainly influenced by the 'Compatibility with your areas of interest' with the mean value of 4.27. Second most important reason to specialise in the industry would be the 'Promising employability prospects in the field of tourism and hospitality across the world', with the mean value of 3.93 on a 1 to 5 scale. The 'Work experience in the tourism and hospitality industry' tends to influence positively students' decision towards specialising in the field, placed third in their motives, with the mean value of 3.61. According to the responses, students consider the 'Failure to entering another field of study' as the least important motive in deciding for their specialisation (m = 1.99).

As a general remark, only 3 out of 14 reasons had a low standard deviation (below 1) which means that most of their data points are centred around the average value; in the case of 'Compatible with your areas of interest' the data points were the least spread out (Std. d = .721). On the other hand, the respondents had different perceptions with regard to the motive 'The urge to move away from your home country' as being important for their decision which led to the highest deviation (Std. d = 1.283).

To identify statistically significant differences between female and male respondents in motives to specialise in tourism and hospitality, the researcher used an independent sample t-test. The results indicate a significant mean difference between male and female students with regard to the 'Parents' advice'; consequently, male students (m = 2.62) find it much more important than female students (m = 2.20). There were no other important differences between the two groups, however. Finally, the t-test failed to reveal any statistically reliable difference between the mean numbers of students who are males and those who are females, where α = 0.05 and p – value (2 – tailed) always higher than α.

Additionally, the research points out the stages of education at which respondents have oriented themselves towards a career in the field of tourism and hospitality management. The SPSS analysis outcome is summarized in the upcoming table.

Table 5: Stage of education

Mean	5.65		
Median	6.00		
Mode	8		
	Frequency	Valid Percent	Cumulative Percent
Before high –school	4	1.9	1.9
Beginning of high – school	7	3.4	5.3
During high –school	20	9.6	14.9
End of high –school	22	10.6	25.5
Beginning of bachelor studies	38	18.3	43.8
During bachelor studies	47	22.6	66.3
End of bachelor studies	22	10.6	76.9
Beginning of master studies	48	23.1	100
Total	208	100	

According to the data registered in Table 5: Stage of education, as a general remark, on average, respondents decided to specialize in the tourism and hospitality industry somewhere in between the beginning of bachelor studies and during them (mean value = 5.65). It has to be mentioned that in order to be able to determine this value, the researcher has coded the answers as it follows: 1 (Before high-school), 2 (Beginning of high – school), 3 (During high –school), 4 (End of high –school), 5 (Beginning of bachelor studies), 6 (During bachelor studies), 7 (End of bachelor studies), 8 (Beginning of master studies). More precisely, almost a quarter of the students started studying tourism and hospitality 'During bachelor studies' (22.6%) and another quarter at the "Beginning of master studies" (23.1%). The fewest students decided for tourism and hospitality 'Before high - school' (1.9%) and at the "Beginning of high – school" (3.4%).

At which stage of education did you start studying tourism and hospitality; during which year?
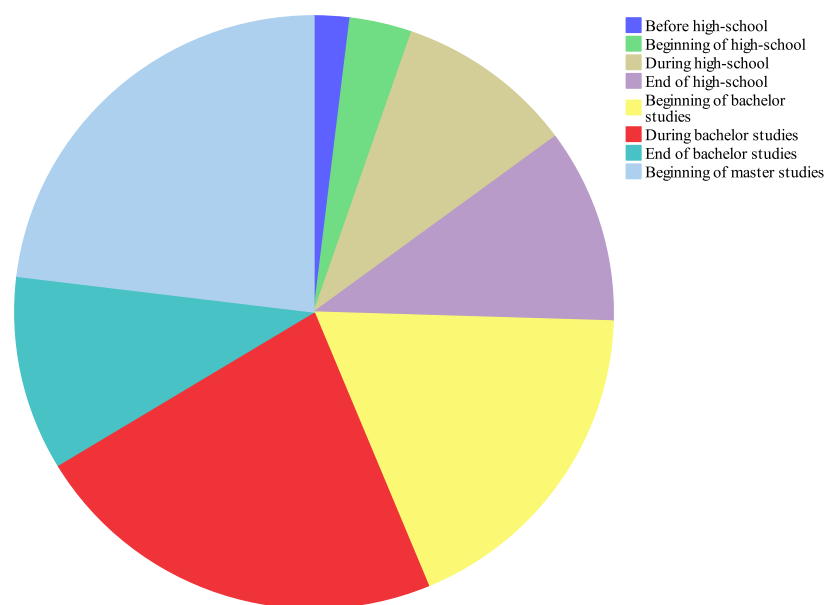
Figure 5: Stage of education

The researcher continued the investigation in the direction of identifying those characteristics most suitable for a career in the tourism and hospitality industry in the opinion of the students. The summary of the analysis with descriptive statistics is presented below.

Table 6: Characteristics of a career in the tourism and hospitality industry

	Frequencies (N Valid = 208)			Descriptive Statistics (N Valid = 208)		Independent sample t-test (Independent variable = work experience)				
	Mean	Median	Mode	Std. Deviation	Variance	'No' mean N=81	'Yes' mean N=127	t - value	p - value	p-value (2-tailed)
A job that is enjoyable.	4.28	4.00	4	.615	.378	4.21	4.33	1.385	.495	.168
A job that it is secure.	3.25	3.00	3	1.034	1.070	3.36	3.19	1.150	.257	.251
A job which recognises your university degree.	3.51	4.00	4	1.031	1.063	3.60	3.45	1.065	.539	.288
A job with numerous promotion opportunities.	3.88	4.00	4	.853	.728	3.91	3.85	.520	.607	.604
A reasonable workload.	3.38	3.00	4	.788	.621	3.44	3.34	.778	.022	.437
Provides intellectual challenges.	3.96	4.00	4	.788	.621	4.00	3.93	.631	.595	.529
Offers opportunities to work with people.	4.49	5.00	5	.629	.396	4.38	4.56	1.984	.703	.049
Involves international career prospects.	4.47	5.00	5	.680	.463	4.37	4.53	1.632	.035	.104
Leads to respectable careers.	3.95	4.00	4	.833	.693	3.90	3.98	.700	.288	.485
Provides good salary prospects.	3.49	4.00	4	1.021	1.043	3.57	3.43	.928	.069	.354
Provides travelling opportunities.	4.36	4.00	5	.687	.472	4.27	4.41	1.415	.339	.159
It is characterized by a wide variety of job opportunities.	4.10	4.00	4	.742	.551	4.07	4.11	.342	.487	.733
Leads to a possibility of	3.61	4.00	4	1.011	1.023	3.63	3.59	.271	.326	.787

becoming an entrepreneur in your home country.										
Provides opportunities to participate in the development of the tourism and hospitality industry in your home country.	3.87	4.00	4	.969	.938	3.85	3.87	.161	.959	.873
Offers opportunities to become an entrepreneur abroad.	3.64	4.00	3	.968	.937	3.72	3.59	.911	.580	.363
Involves opportunities to participate in the development of the tourism and hospitality industry across the world.	3.96	4.00	4	.800	.641	3.86	4.02	1.334	.010	.184

Based on the SPSS output, when asked to associate a career in the field of tourism and hospitality management with different characteristics, the respondents agreed that the most important attribute would be 'Offers opportunities to work with people', with the mean value of 4.49, followed by the closed positioned 'Involves international career prospects.', with the mean value of 4.47. Thirdly, it should be mentioned that students relate a career in tourism and hospitality management with the attribute 'Provides travelling opportunities', mean value of 4.39 on a scale of 1 to 5. Generally, all the characteristics considered by the researcher were indicated by the students as specific to a career in tourism and hospitality management. However, according to the responses, students consider that 'A job that is secure' is the least eloquent characteristic (m = 3.25).

To point out some general aspects, only 4 out of 15 characteristics had a high standard deviation (above 1) which means that most of their data points are not centred around the average value; in the case of 'A job that is secure' the data points were the most spread out (Std. d = 1.034), whilst the least spread out were the data point for 'A job that is enjoyable' (Std. d = .615).

To identify statistically significant differences between respondents with previous work experience in the tourism and hospitality industry and those without regarding the characteristics they associate as the most eloquent to a career in the industry, the researcher used an independent sample t-test. The results indicate a significant mean difference between 'no-work experience'

and 'work experience' students with regard to the following characteristic 'Offers opportunities to work with people'; hence, 'no-work experience' students (m = 4.38) find it less eloquent than those with 'work experience' (m = 4.56). Other important differences between the two groups, are when talking about 'Involves international career prospects' which again is seen as more eloquent by those respondents who have 'work experience' and 'Involves opportunities to participate in the development of the tourism and hospitality industry across the world' with the same interpretation. Therefore, it can be concluded that working in the tourism and hospitality industry influences positively the image of careers in tourism and hospitality industry. Finally, the t-test failed to reveal any statistically reliable difference between the mean numbers of students who are males and those who are females, where α = 0.05 and p – value (2 – tailed) always higher than α. Further, the research focuses on the factors to decide for a certain master programme in tourism and hospitality management; hence, the sixth question of the survey presented a set of 15 elements that are considered by different authors as important reasons to choose a particular study programme. The descriptive summary is presented in Table 7.

Table 7: Decision to attend a particular master programme

	Frequencies (N Valid = 208)			Descriptive Statistics (N Valid = 208)		Independent sample t-test (Independent variable = work experience)				
	Mean	Median	Mode	Std. Deviation	Variance	'No' mean N=81	'Yes' mean N=127	t - value	p - value	p- value (2-tailed)
Programme concept	4.00	4.00	4	.777	.604	3.74	4.17	3.98 4	.623	.000
Programme curriculum	3.90	4.00	4	.745	.555	3.80	3.96	1.49 8	.869	.136
Practical content of programme	3.86	4.00	4	.903	.816	3.86	3.86	.046	.007	.963
International exposure of the programme attendees	4.13	4.00	4	.853	.728	3.99	4.21	1.86 5	.218	.064
Scholarship opportunity	3.49	4.00	4	1.337	1.787	3.46	3.51	.289	.019	.773
Low tuition fee	3.16	3.00	3	1.235	1.525	3.30	3.07	1.28 6	.677	.200
International recognition of the programme	4.02	4.00	4	.914	.835	3.96	4.06	.769	.862	.443
Well-known respected professors	3.57	4.00	4	1.033	1.067	3.57	3.57	.047	.771	.963
Opportunity to travel as part of the programme	4.05	4.00	5	1.080	1.167	3.94	4.12	1.17 2	.524	.180
Time pressure	2.88	3.00	3	1.132	1.281	3.07	2.76	1.94 1	.954	.054
Failure to enter another study programme	1.94	1.00	1	1.228	1.508	2.15	1.80	1.99 0	.010	.048

Multicultural study environment	4.04	4.00	4	.947	.897	3.79	4.20	3.094	.605	.002
Programme duration	3.42	3.00	3	1.087	1.182	3.17	3.57	2.569	.484	.011
Your current job demands a postgraduate diploma.	2.40	2.00	1	1.383	1.912	2.64	2.24	2.039	.882	.043
A postgraduate diploma would represent an opportunity to be promoted.	3.31	4.00	4	1.373	1.886	3.20	3.38	.924	.188	.357

According to the results of the SPSS analysis centralized in Table 7: Decision to attend a particular master programme, it can be stated that the most relevant element considered when choosing a particular master programme in tourism and hospitality management is the 'International exposure of the programme attendees' with a mean of 4.13 on a 1 to 5 scale, followed by the 'Opportunity to travel as part of the programme' with the mean value of 4.05 and the 'Multicultural study environment' with the mean value of 4.04. The least important reason in deciding is the 'Failure to enter another study programme' (m = 1.94) which means that generally, students' first choice to study was this particular master programme in tourism and hospitality management. As a general observation, 6 out of 15 elements had a low standard deviation (below 1) which means that most of their data points are centred around the average value; in the case of the 'Programme curriculum' the data points were the least spread out (Std. d =.745). In contrast, the factor 'Your current job demands a postgraduate diploma' has different levels of importance for the respondents who placed it differently in their decisions conducting to the highest deviation (Std. d = 1.383).

In order to investigate statistically significant differences in motives to choose a particular master programme in tourism and hospitality management, between the respondents 'with work experience' in the industry and those without, an independent sample t-test is used. The output highlights a significant mean difference between students on different motivational elements, to start with the 'Programme concept', related to which students with 'no work experience' (m = 3.74) find it less important than those with work experience (m = 4.17). As well, other important difference between the two groups exist with regard to the following factors 'Multicultural environment', ' Programme duration' and 'Your current job demands a postgraduate diploma'. Generally, it can be argued that the work experience had a positive impact on the research sudy participants.

According to the 'Levene's Test for Equality of Variances', the obtained p-values were mostly higher than α level (.05) which concludes that the variability of the two groups is equal, and the variances are equal as well. There were, however, two exceptions in the case of the motivational element 'Practical content of the programme' with p – value = .007 < α, and 'Failure to enter another study programme' with p-value = 0.10 < α, fact which indicates the fact that there were significant statistically reliable differences between the two groups investigated, with un-equal variances. Finally, the t-test failed to reveal a statistically reliable difference between the mean

numbers of students without and those with work experience, α = 0.05 and p – value (2 – tailed) always higher than α, with few exceptions in the case of 'Programme curriculum', 'Failure to enter another study programme', 'Multicultural study environment' and 'Programme duration' with p-value (2-tailed) < α.

The research study continued with the investigation of the type of sources from which students informed themselves about the master programmes they are attending at the moment. The descriptive statistics are presented in the table below.

Table 8: Sources of information

	Frequency	Valid Percent	Cumulative Percent
Educational conferences	9	4.3	4.3
Family member	14	6.7	11.1
Friend	36	17.3	28.4
Master programme website	29	13.9	42.3
Newspaper	3	1.4	43.8
Other	16	7.7	51.4
Random internet search	31	14.9	66.3
Specific internet search	38	18.3	84.6
TV news	2	1.0	85.6
University website	30	14.4	100.0
Total	208	100.0	

The output of the SPSS analysis centralized in Table 8: Sources of information highlights the fact that most frequently students inform themselves using internet and realising a specific search (18.3%). Second most popular form of finding out about different studying opportunities showed to be the friends, according to the responses obtained from the current survey respondents (17.3%). Thirdly, about 14.9% of the respondents got to know about their master study programme through a random internet search. Therefore, it can be finally argued that nowadays, young people use internet as main source of information, at least when studying opportunities are sought.

On the other hand, the 'TV news' (1 %) and the 'Newspapers' (1.4%) are the type of sources of information which support the least the initiative of finding a master study in tourism and hospitality management. This could be explained either by the short time spent by students watching TV news and reading newspapers either by the lack of promotion of such opportunities in mass-media. Generally, internet and social network connections or family represent the base of all the ways in which individuals choose to search information; it is important to mention that in the 'Other' category, the most popular source would be related to national internet searching engines. For a better image on the situation, a chart has been built and can be observed in Figure 6: Source of information.
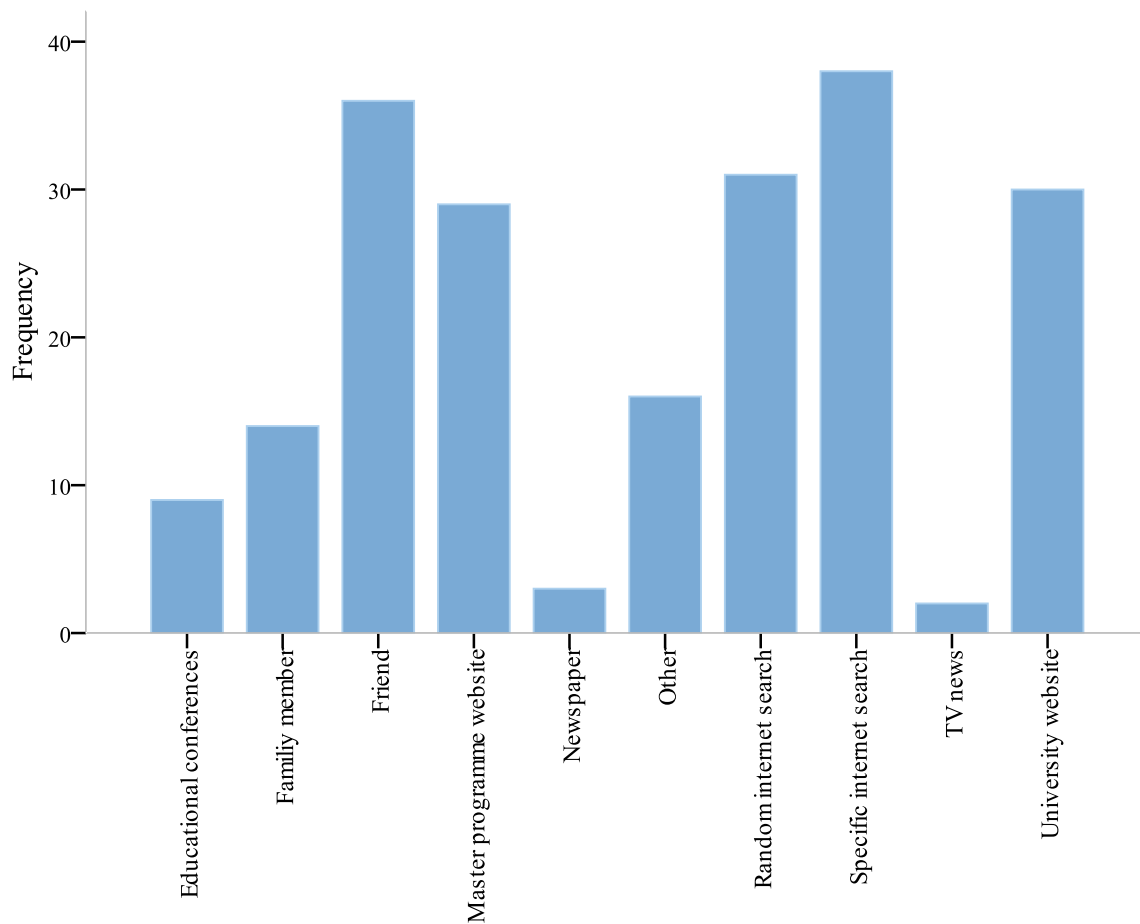
Figure 6: Source of information

Another main objective of the current research study was to centralize the expectations which students have before starting the master programme in tourism and hospitality they chose to enrol into. The researcher has suggested 12 elements as significant for defining study expectation among respondents, after consulting the literature on similar topics. The summary of the results offered by the SPSS analysis are further presented in Table 9: Study expectations.

Table 9: Study expectations

	Frequencies (N Valid = 208)			Descriptive Statistics (N Valid = 208)		Independent sample t-test (Independent variable = work experience)				
	Mean	Median	Mode	Std. Deviation	Variance	'No' mean N=81	'Yes' mean N=127	t - value	p - value	p- value (2- tailed)
Opportunity to make friends.	3.82	4.00	4	.865	.749	3.70	3.89	1.517	.194	.131
Your professional network will be enhanced.	4.07	4.00	4	.729	.531	3.84	4.22	3.743	.442	.000
Your professional skills will be improved.	4.40	5.00	5	.715	.511	4.15	4.56	4.200	.467	.000

Good academic level of lecturers.	4.23	4.00	4	.705	.497	4.04	4.35	3.236	.086	.002
Industry professionals contributing to the development of the programme.	4.04	4.00	4	.806	.650	3.90	4.13	2.044	.018	.042
Industry professionals are involved in the development of programme curriculum.	3.85	4.00	4	.914	.836	3.73	3.92	1.488	.238	.138
The programme provides internship opportunities.	3.52	4.00	4	1.266	1.603	3.54	3.51	.174	.458	.862
Adequate studying infrastructure.	3.74	4.00	4	.891	.794	3.60	3.82	1.696	.199	.091
The programme will include practical components.	3.80	4.00	4	1.006	1.012	3.59	3.93	2.314	.052	.022
The programme curriculum will be research based.	3.50	4.00	4	1.002	1.005	3.51	3.49	.126	.010	.900
Competent professors.	4.00	4.00	4	.848	.720	3.86	4.09	1.921	.820	.056
Curriculum coverage of both private and public sectors.	3.65	4.00	4	.972	.944	3.63	3.66	.230	.108	.819

From Table 9: Study expectations, it can be emphasized that students' major expectation is that their professional skills will be improved with a mean value of 4.40 on a 1 to 5 scale, followed by 'Good academic level of lecturers' with the mean value of 4.23 and 'Your professional network will be enhanced' with the mean value of 4.07. As a general remark, all the elements listed by the researcher seem to be fairly important for the respondents as all the mean values are above 3.50. However, they least expect to be involved in a programme which will be research based (m = 3.50). Moreover, 9 out of 12 elements had a low standard deviation (below 1) which means that most of data points are centred around the average value; in the case of 'Good academic level of lecturers' the data points were the least spread out (Std. d =.705). In opposition, the respondents had quite different expectations with regard to 'The programme provides internship opportunities', which led to the highest deviation (Std. d = 1.266).

Additionally, to investigate statistically significant differences between respondents with work experience in the tourism and hospitality industry and those without, an independent sample t-test was used. The results showed a significant mean difference regarding the expectations to improve their professional skills, with students having a work experience (m = 4.56) having much higher expectations than those without (m = 4.05). There were no other important differences between the two groups. According to the 'Levene's Test for Equality of Variances', the obtained p-values were mostly higher than α level (.05) which concludes that the variability of the two groups is equal, and the variances are equal as well. There were, however, two exceptions in the case of the expectation referring to 'Industry professionals contributing to the development of the programme' with p-value = .018 < α, and 'The programme curriculum will be research based' with p-value = .010 which indicates the fact that there were significant statistically reliable differences between the two groups investigated, with un-equal variances. Finally, the t-test revealed statistically reliable differences between the mean numbers of the two groups investigated, α = 0.05 and p – value (2 – tailed) always below α value, in the case of the following 'Your professional network will be enhanced.', 'Your professional skills will be improved.', 'Good academic level of lecturers', 'Industry professionals contributing to the development of the programme' and 'The programme will include practical components'.

Table 10: Assessment methods

Mean	2.97		
Median	3.00		
Mode	4		
	Frequency	Valid Percent	Cumulative Percent
Written report on the course, including primary and secondary research.	50	24.0	24.0
Written exam on the course content.	7	3.4	27.4
An equal weighting of evaluation between written report and written exam examination.	56	26.9	54.3
Written report on a practical case study; preparing and delivering a presentation with references to it.	89	42.8	97.1
Other	6	2.9	100
Total	208	100.0	

The centralization of the SPSS analysis' results presented in Table 10: Assessment methods show the fact that almost half of the respondents (42.8%) would be prefer to be evaluated through a 'Written report on a practical case study; preparing and delivering a presentation with references to it.' More than a quarter of them (26.9%) would prefer that the professors would attribute 'An equal weighting of evaluation between written report and written exam examination. The form of assessment they least prefer is 'Written exam on the course content' (3.4%). Accordingly, it can be argued that the preferences regarding the assessment procedures have changed and universities should adapt their study programmes to the newest requirements, young people seek practical experiences and involvement in real life case studies.

Generally, students prefer to write a report which would test their presentation skills as well, or as an alternative to exist a balance between the report and the exam, which points out the fact that they have realized the importance of being able to realize a research and to deliver their findings. For a better overview, a chart has been built and can be observed in Figure 7: Assessment methods.

Which of the following options best reflects your preferences regarding the form of assessment?
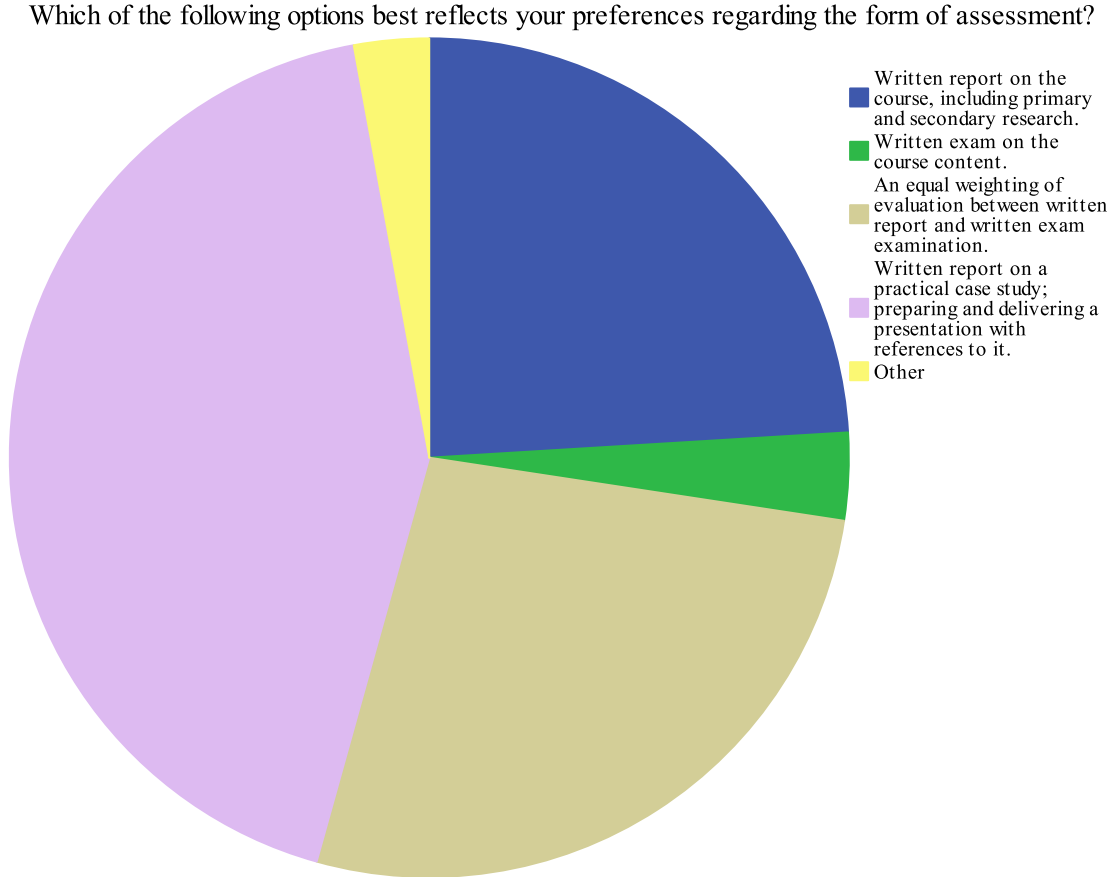
Figure 7: Assessment methods

As a final objective for this research study, respondents had to express the extent at which their expectations regarding the master programme in tourism and hospitality which they are enrolled in were fulfilled. The results are centralized in Table 11: Perception levels.

Table 11: Perception levels

Mean	3.31		
Median	3.00		
Mode	4		
	Frequency	Valid Percent	Cumulative Percent
Very low	11	5.3	5.3
Low	36	17.3	22.6
Medium	64	30.8	53.4
High	72	34.6	88.0
Very high	25	12.0	100.0
Total	208	100.0	

Based upon the outcome of the SPSS analysis presented in the table above, it can be stated that overall, students are satisfied with their master programmes. The mean value of the variable measuring the perception level is 3.31 which highlights a level of fulfilment higher than medium. Furthermore, an important percent of the respondents (34.6%) agreed that the extent at which their expectations were met is 'High'. In contrast to this, only 5.3% of the students consider that the master programmes fulfilled their expectation at a 'Very low' level. However, a group of students (17.3%) expressed their perception level as 'Low', which raises queries regarding the quality of master programmes they attend. The graphic overview is presented below, in Figure 8: Perception level,

To what extent could you say that your expectations to date have been fulfilled?
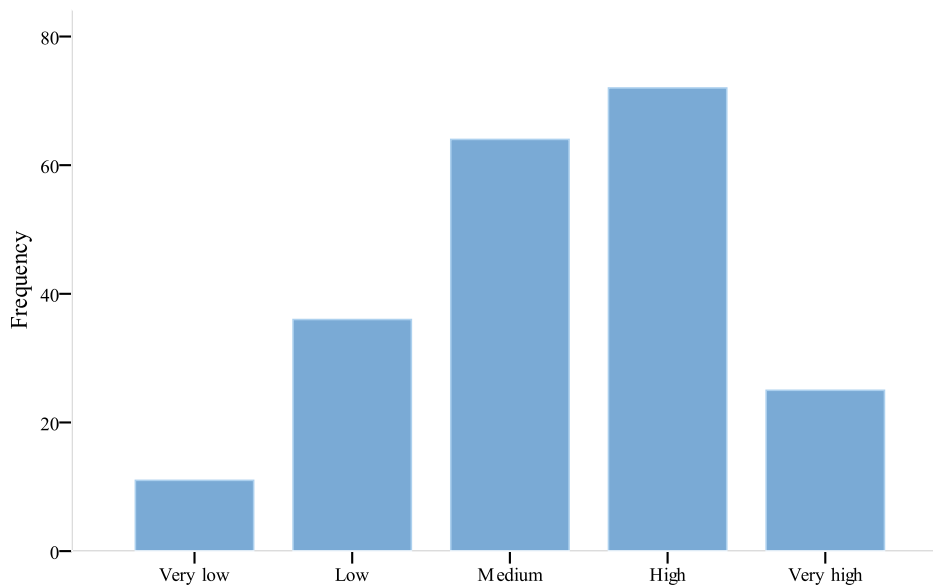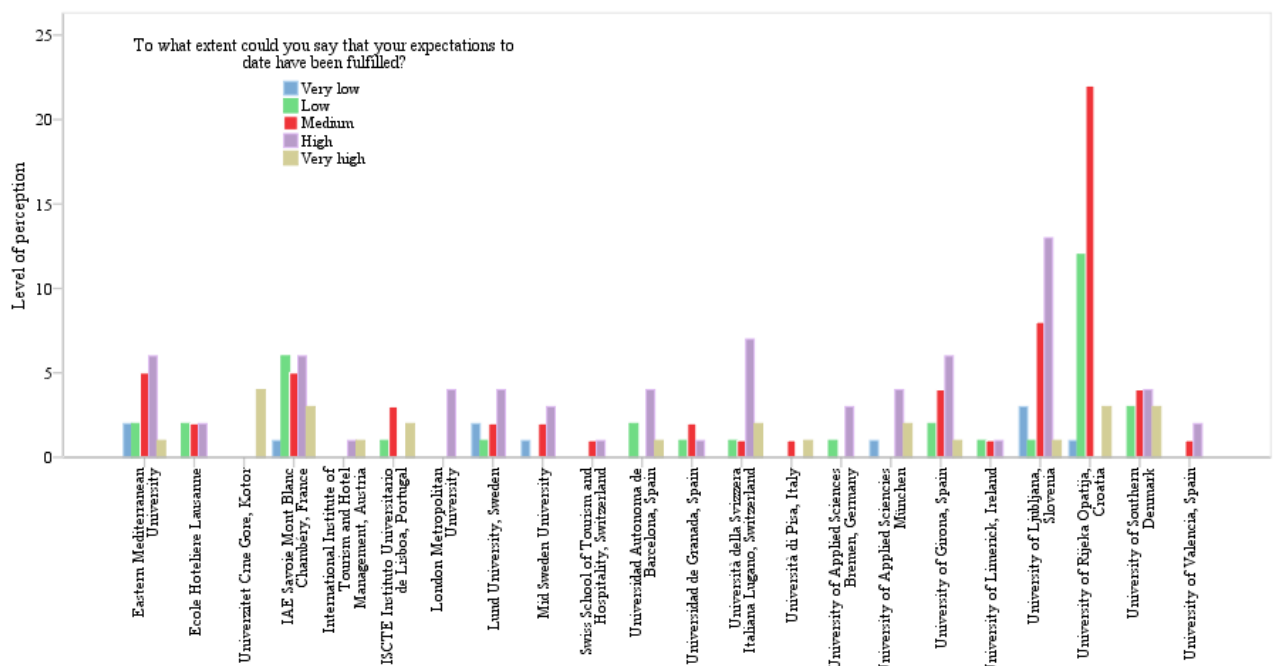

Figure 8: Perception level

Figure 9: Level of perception for each master programme

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In addition, on the basis of the chart presented in Figure 9: Level of perception for each master programme, it can be concluded that there are master programmes in THM around Europe which have fulfilled students' expectations at an extent above medium, such as University of Valencia, Spain; University of Applied Sciences Bremen, Germany; University of Pisa, Italy, just to mention a few. On the other hand, expectations have been met at medium and below the medium level at University of Opatja, Croatia. Otherwise, the results are very different fact easily explained by the diverse background of respondents and high level of subjectivity.

5.3. Correlations and ANOVA analysis

In order to detect the relationship between the level of perception (dependent variable) and the gender of respondents (independent variable), the researcher has conducted a one-way ANOVA analysis centralized in Table 12: Influence of gender on the level of perception. First of all, it can be concluded, from the comparison of their mean values, that the level of perception for both groups (male, female) is quite similar. The result of Levene's Test of Homogeneity of Variance highlights the fact that the assumption of homogeneity of variances is met because the significance value, $p = .226$ is greater than 0.05. Moreover, the output shows that there is no statistically significant difference between groups, $F(1, 206) = .043$ and the level of significance $p = .947 > 0.05$.

Table 12: Influence of gender on the level of perception

Descriptive						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Male	60	3.30	.962	.124	3.05	3.55
Female	148	3.31	1.099	.090	3.13	3.49
Total	208	3.31	1.059	.073	3.16	3.45
Test of Homogeneity of Variances						
Levene Statistic		df1	df2		Sig.	
1.473		1	206		.226	
ANOVA						
	Sum of squares	df	Mean Square	F	Sig.	
Between Groups	.005	1	.005	.004	.947	
Within Groups	232.303	206	1.128			
Total	232.308	207				

With the aim of identifying the correlation type between the level of perception and the expectations expressed by respondents, the researcher used a Bivariate correlation and interpreted the results upon the Pearson's correlation coefficient (see Table 13: Correlation status between the level of perception and expectations).

Table 13: Correlation status between the level of perception and expectations

		Level of perception
Opportunity to make friends.	Pearson Correlation	.077
	Sig. (2-tailed)	.266
	N	.208
Your professional network will be enhanced.	Pearson Correlation	.109
	Sig. (2-tailed)	.118
	N	208
Your professional skills will be improved.	Pearson Correlation	.143*
	Sig. (2-tailed)	.039
	N	208
Good academic level of lecturers.	Pearson Correlation	.060
	Sig. (2-tailed)	.392
	N	208
Industry professionals contributing to the development of the programme.	Pearson Correlation	.143*
	Sig. (2-tailed)	.040
	N	208
Industry professionals are involved in the development of programme curriculum.	Pearson Correlation	.174*
	Sig. (2-tailed)	.012
	N	208
The programme provides internship opportunities.	Pearson Correlation	-.056
	Sig. (2-tailed)	.422
	N	208
Adequate studying infrastructure.	Pearson Correlation	-.041
	Sig. (2-tailed)	.553
	N	208
The programme will include practical components.	Pearson Correlation	.068
	Sig. (2-tailed)	.332
	N	208
The programme curriculum will be research based.	Pearson Correlation	.101
	Sig. (2-tailed)	.145
	N	208
Competent professors	Pearson Correlation	.160*
	Sig. (2-tailed)	.021
	N	208
Curriculum coverage of both private and public sectors	Pearson Correlation	.082
	Sig. (2-tailed)	.239
	N	208

Based upon the outcome of the SPSS analysis which is provided in the table above, it can be noticed that the correlations which are relevant are marked with an asterisk (*) that emphasizes a higher value than the significant point for each of the variables. Therefore, there are 4 correlations with the 'Level of perception' being the dependent variable and the following independent variables: 'Your professional skills will be improved', 'Industry professionals contributing to the development of the programme', 'Industry professionals are involved in the development of programme curriculum', 'Competent professors'. Among them, the strongest

correlation exists between the variable 'Industry professionals are involved in the development of programme curriculum' and the 'Level of perception' (.0174) whilst the weakest with the variable 'Your professional skills will be improved.'

The research study continues with the ANOVA analysis in order to determine whether there are any significant differences between the means of independent unrelated groups of different stages of education and the influence they exert on the variable X_1 – THM students' motivations defined by the researcher in the theoretical model suggested at sub-chapter 4.2 Theories, hypothesis and model.

Table 14: Influence of the stage of education on THM students' motivations

Descriptive						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Before high-school	4	3.25	.500	.250	2.45	4.04
Beginning of high-school	7	3.00	.577	.218	2.46	3.53
During high-school	20	3.20	.410	.091	3.00	3.39
End of high-school	22	2.95	.375	.079	2.78	3.12
Beginning of bachelor studies	38	3.02	.366	.059	2.90	3.14
During bachelor studies	47	3.19	.449	.065	3.05	3.32
End of bachelor studies	22	3.04	.485	.103	2.83	3.26
Beginning of master studies	48	2.95	.503	.072	2.81	3.10
Total	208	3.06	.451	.031	3.00	3.12
Test of Homogeneity of Variances						
Levene Statistic		df1	df2		Sig.	
1.249		7	200		.278	
ANOVA						
	Sum of squares	df	Mean Square	F	Sig.	
Between Groups	2.161	7	.309	1.543	.155	
Within Groups	40.026	200	.200			
Total	42.188	207				

The one-way ANOVA analysis centralized in Table 14: Influence of the stage of education on THM students' motivations shows that no matter the stage of education at which students have decided to specialise in THM studies, their overall motivation centralized in the variable X1 varies around the value of 3, with the highest for those who have chosen before high-school and the lowest for those who have decided for EMTM at the beginning of master studies. It can also be concluded, from the result of Levene's Test of Homogeneity of Variance the fact that the assumption of homogeneity of variances is accomplished because the significance value,

p = .278 is greater than 0.05. Finally, the output shows that there is no statistically significant difference between groups, F (7, 200) =1 .543 and the level of significance p = .155 > 0.05.

Further, another ANOVA analysis was conducted for the same set of independent variables which define the stage of education at which each student has chosen to specialise in tourism and hospitality education influencing the THM students' expectations, the X2 variable defined in the theoretical model suggested at sub-chapter 4.2 Theories, hypothesis and model.

Table 15: Influence of the stage of education on THM students' expectations

Descriptive						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Before high-school	4	3.86	.713	.356	2.73	5.00
Beginning of high-school	7	3.35	.614	.232	2.78	3.91
During high-school	20	3.46	.459	.102	3.25	3.68
End of high-school	22	3.41	.406	.086	3.23	3.59
Beginning of bachelor studies	38	.3.37	.496	.080	3.20	3.53
During bachelor studies	47	3.56	.395	.057	3.44	3.67
End of bachelor studies	22	3.62	.356	.076	3.46	3.78
Beginning of master studies	48	3.32	.627	.090	3.14	3.51
Total	208	3.45	.500	.034	3.38	3.52
Test of Homogeneity of Variances						
Levene Statistic		df1		df2	Sig.	
1.986		7		200	.059	
ANOVA						
	Sum of squares	df		Mean Square	F	Sig.
Between Groups	2.975	7		.425	1.742	.101
Within Groups	48.798	200		.244		
Total	51.773	207				

From Table 15: Influence of the stage of education on THM students' expectations it can be concluded that no matter the stage of education at which students have decided to specialise in THM studies, their expectations expressed through the variable X_2 are high and more or less constant in the interval (3;4) with regard to all the items considered in the formula; the highest for those who have chosen before high-school and the lowest for those who have decided for EMTM at the beginning of master studies. Further, from the result of Levene's Test of Homogeneity of Variance, it can be argued the fact that the assumption of homogeneity of variances is accomplished because the significance value, p = 0.059 is greater than 0.05. As well,

the output shows that there is no statistically significant difference between groups, F (7, 200) =1.742 and the level of significance p = .101 > 0.05.

Table 16: Correlation status between motives and THM students' motivations

		THM students' motivations (X_1)
Extrinsic motives (Y_1)	Pearson Correlation	.674**
	Sig. (2-tailed)	.000
	N	208
Intrinsic motives (Y_2)	Pearson Correlation	.527**
	Sig. (2-tailed)	.000
	N	208
Career related motives (Y_3)	Pearson Correlation	.553**
	Sig. (2-tailed)	.000
	N	.208
THM students' motivations	Pearson Correlation	1
	Sig. (2-tailed)	
	N	208

In order to test the theoretical model suggested at sub-chapter 4.2.Theories, hypothesis and model, the research continues with the investigation of Pearson's correlation coefficient for the variables Y_1 (extrinsic motives), Y_2 (intrinsic motives), Y_3 (career related motives) and X_1 (THM students' motivations). Based upon the outcome of the SPSS analysis which is provided in the table above, it can be observed that the correlations which are relevant are marked with double asterisk (**). Hence, there are 3 significant correlations with the 'THM students' motivations' being the dependent variable. Among them, the strongest correlation exists with the variable 'Extrinsic motives', followed by the 'Career related motives' and lastly, the 'Intrinsic motives.' It can be concluded that, contrary to what one might think, respondents find more important the extrinsic motives such as 'Ease in studying', 'Scholastic achievement', 'Performances of the academic environment', 'Student – to – student relations', 'Family, friends and others' (see the set of variables in the Appendix C: Model variables and sample items.

Table 17: Correlation status between different variables and THM students' expectations

		THM students' expectations (X_2)
Previous knowledge (Y_4)	Pearson Correlation	.936**
	Sig. (2-tailed)	.000
	N	208
THM students' motivations (X_1)	Pearson Correlation	.579**
	Sig. (2-tailed)	.000
	N	208
THM students' expectations (X_2)	Pearson Correlation	1
	Sig. (2-tailed)	
	N	208

Moreover, the correlations drawn in the theoretical model presented in the sub-chapter 4.2 Theories, hypothesis and model are demonstrated through the results of the Persons' correlation test exposed in Table 17: Correlation status between different variables and THM students'

expectations. Accordingly, it can be stated that THM students' expectations are correlated at the highest level with the variable 'Previous knowledge'. Therefore, respondents' expectations are more influenced by the knowledge they get from various sources than by the motivations they have to specialize in this field.

To sum up, the findings of the current research study show that the main motivation behind the decision to study abroad is the desire to study in an international environment. Due to the compatibility with their area of interest, the respondents decided to specialize in the tourism and hospitality management sector; and what is interesting to mention here is that parents' advice appears to be an important motivational factor for males in comparison with the opposite gender. Despite this, people chose education in tourism and hospitality at a late stage, during bachelor or even at the beginning of master which leads, at a certain extent, to a low expertise and incomplete understanding of the specific activities. Mainly, students seem to be attracted by a career in the tourism and hospitality industry based on the assumptions that such a career offers opportunities to work with people and international prospects. More particularly, the students involved in the current research study motivation to attend a particular master programme in tourism and hospitality management consists of the international exposure. According to the 'Levene's Test for Equality of Variances', significant statistically reliable differences were identified between students with work-experience and those without concerning the motivation to chose a certain master programme because of its practical content or because of a failure to enter another study programme; therefore future research could focus on this issue.

As a source of information, mostly, the respondents used internet and found out about the master programme through a specific search. The result is in accordance with the previous studies which affirmed that people are increasingly depending on internet for informing themselves and not only. However, further research could be conducted with regard to the influence of the country of origin on the way students look for information. As far as the practical implications are concerned, tertiary education programme developers should direct their effort of promoting and attracting students towards online methods. Majorly, respondents affirmed that the most important result they expect to achieve upon graduation is to improve their professional skills; therefore, master programs should improve their practical content and provide opportunities to connect with the tourism and hospitality industry before entering the labour market. In agreement, according to the findings, as a method of assessment, students prefer a written report on a practical case study and a presentation.

It can be further mentioned that, at the moment, students' expectations are met only at an average level. The results of the current research study show no difference whatsoever between male and female students in regard to their perceptions over the way their expectations where fulfilled. Though, the extent at which industry professionals contribute to the curriculum development is of important matter for the students to be satisfied. Based upon the outcome of the analysis there were noticed few significant correlations between the variables defined in the suggested theoretical model. As demonstrated, the strongest correlation exists with the variable 'Extrinsic motives', followed by the 'Career related motives' and lastly, the 'Intrinsic motives.'

These findings together with the ones from future research can bring an essential added value to the existing literature in the field of master students' motivations, expectations and perceptions towards a career in the field of tourism and hospitality.

5.4. Research limitations and challenges for future research

The current empirical research has several study limitations, which were acknowledged and shall be considered as topics for further research. The first of these is the geographical coverage of respondents' country of origin, but also the countries were master programmes take place. The sample analyzed consisted of students from 25 countries (see Figure 2. Country of origin) enrolled in master programmes from 13 different countries. In addition, the sample of respondents comprised 208 individuals, which means an average of 16 individuals per country of master programme. Thus, a more concentrated sample and an enlarged geographical coverage area should be aimed by the upcoming researchers. However, this may be a challenge due to the fact that master students can only be contacted indirectly through master programme coordinators or virtual communities and networks leading to a low rate of response.

This research study can represent the base for a deeper analysis regarding gender stereotypic attitudes and also country/ regional stereotypic attitudes. Furthermore, the findings may be valuable for a further analysis regarding the influence of working experience on the image and the perception which young people have over the tourism and hospitality industry.

One of the main research limitations refers to the lack of working experience of respondents. Out of 208 individuals, only 61% of them had been working in the tourism and hospitality industry with very few implied in managerial activities whatsoever. Taking in consideration the fact that industry does not hire young people on managerial positions and that students generally prefer to get involved in flexible extra-curricular activities, it might become a challenge to approach the experienced ones. For this research study, the criteria of having working experience in the field was not compulsory; therefore, further research could be focused solely on the professional experienced master students and the influence on the results of the study. Upcoming research studies could investigate the level of students' employability and work readiness in order to determine the real number of master students who are actually working in the field upon graduation from their master programmes in tourism and hospitality

The research aimed at involving mostly international students; however, the findings show that only approximately 66% of the respondents were individuals studying in a country different from the one of their origin. Thus, upcoming research could focus strictly on international students. As well, studies could be conducted with reference to specific countries and domestic students.

Lastly, the results of this research study should be seen as basis for further investigation, and the author would therefore like to point out one major area that might be of particular interest: tourism and hospitality industry professionals' perceptions over the quality of the existent master programmes and the work readiness of postgraduates.

CONCLUSIONS

This research paper has proved that the tourism and hospitality industry represents the choice of many young adults enrolled into post – secondary education, enthusiastic and committed future work-force. Generally, respondents describe a career in the industry as being enjoyable, which offers opportunities to work with people and international career prospects, but which, probably, is not a completely secure path. Based upon the fact that the respondents came from master programmes in 13 European countries (Spain, Portugal, France, Switzerland, Italy, Serbia, Austria, Germany, Denmark, United Kingdom, Ireland, Sweden, and Croatia), it can be concluded that the outputs are eloquent for the tertiary education providers and organizations from the European tourism and hospitality industry.

The sample of respondents comprises 208 master students between the ages of 21 and 32 years old, mostly females (71%) and rather work experienced in the tourism and hospitality industry (61%). They were approached through an internet based questionnaire which proved to be successful, even though rather slow considering the fact that the responses were gathered over a time period of 2 months and 2 weeks due to the limited ways to promote the questionnaire and the lack of direct connection due to the geographical spread.

According to the results of the primary data analysis, master students most eloquent motivations for choosing to specialize in tourism and hospitality management refer to the compatibility with their areas of interest, and the promising employability prospects in the field of tourism and hospitality across the world and in their home countries. As a general remark, significant differences exist between female and male respondents with regard to the motivational factor of following parents' advice, which appeared to be much more important for the latter category.

Therefore, as a recommendation, the master study programmes focused on offering tourism and hospitality education should pay more attention to develop aspects related to the scholastic achievement (opportunities to publish paper for renowned journals; support offered to students who would like to become scholars in the field of tourism and hospitality industry), the performances of the academic environment (physical academic facilities; capable academic staff), the student – to student relations (study in an international environment; meet new people) which count as extrinsic motivators for potential future candidates. This would become doable if a budget and time would be yearly allocated to implement required changes and if a team of researcher would come forward with suggestions, regularly.

Furthermore, their expectations bring up achievements such as the improvement of their professional skills, the enhancement of their professional network and a good academic level of lecturers. Although, some differences exist, the research outcomes show that master students expect to be offered internship opportunities through their study programmes. This finding is enforced by the method of assessment that have been chosen by the biggest group of respondents as the most appropriate, namely 'written report on a practical case study; preparing and delivering a presentation with references to it.' As well, they least expect to be involved in a research based study programmes. According to the results of the analysis, in most cases, students decide to choose tourism and hospitality management for their master studies at a later

stage, starting with the beginning of bachelor. At a certain extent this could imply the fact that they don't have continuity in their educational path, being confused and rather following the world wide trends than their own interests. Hence, it would be recommendable for the academics to find a method to attract individuals into the field from an earlier stage; developing not only higher education programmes but secondary and primary school contents, as well.

In the light of the findings presented herewith, it could be mentioned that in order to raise their awareness among potential future students, higher tourism and hospitality education providers should promote their master programmes merely through internet based channels (e.g. social media, specific programme website, online events, search engine optimization, banner ads on specific educational websites, testimonials of former students posted on specific educational websites) due to the fact that nowadays, young adults tend to turn to online sources for any information they might need. Finally, it is advisable not to use email marketing because students are rather reticent to it and most of the times, such emails become spam, which, consequently, leads to a very low rate of exposure to the target group.

As a conclusion, students would appreciate if master programmes would implement a method of assessment which is different from a simple written exam at the end of the course (e.g. written report on a practical case study, preparing and delivering a presentation with references to it; an equal weighting of evaluation between written report and written examination). In this regard, master programmes' coordinators could consider the inclusion of practical case studies, mandatory internships or workshops with professionals from the tourism and hospitality industry in the curriculum.

Based upon the open answers to the query regarding the extent at which master study programmes have fulfilled students' expectations, the researcher concluded that on average, a medium level was reached. Students' perceptions are very different as a consequence of, among many others, subjectivity and appliance of a filter built from a personal set of values. A 27 year old student, from Slovakia, affirms that some of her 'expectations were exceeded (e.g. the participation of international tourism professionals and academics during lectures, the summer academy, the friendships, the professional network); however, the assessment of some subjects could be more practical and job prospects should be further developed (internship possibilities and closer collaboration with private sector in order to facilitate future career for graduates)'. To cite another student from Portugal, 'the study programme is very broad, research-based and encourages analytical and critical thinking'. Moreover, a 22 years old Spanish youth states that he is 'not very satisfied with the content of the master programme, finding everything too theoretical and boring, with too little importance given to learning foreign languages; so the programme is not well planned and what is more alarming is that there is little prospect for advancement'. For a Cameroonian student aged 25 years old, the master programme was 'alright but with no opportunities for field work or internships, which was disappointing. As tuition paying student it was very stressful and I needed much time to raise money for tuition and living expenses'. Therefore, when asked to value their study experience, respondents take into consideration different aspects of the educational process, varying from quality of lectures to living costs.

It is highly recommended for universities to constantly implement a series of activities meant to investigate the perceptions of students towards the educational offer of each master programme (e.g. content, lecturers and learning facilities, opportunities to connect with the professionals from the industry). In this regard, a half – yearly survey should be conducted; a mid-term assessment of each course through index cards (on which students could leave comments on what professors are doing well or shall improve), questionnaires, small groups discussions; a self – report written by the professors; a drawn diagram that represents the experiences built during the course matched with the students' expectations and the labour market requirements. Consequently, the vision and the action plan of each master programme should be changed accordingly.

The theoretical model proposed by the researcher was demonstrated throughout the correlations which exist between the dependent and independent variables. Accordingly, it can be concluded that extrinsic, intrinsic and career related motives influence the final motivations of young people to choose a master programme in tourism and hospitality abroad, and that extrinsic motives are placed as being the most important factor in their decision. Moreover, when defining their expectations, students make reference at a higher extent to the previous knowledge about the industry than the motivations to study it.

As far as the research formulated hypothesis is concerned, in the light of the analysis results, it can be argued that respondents have proved an external 'perceived locus of causality' as they put extrinsic and career related motives before the intrinsic ones. Based on this remark, the hypothesis shows to be rejected and therefore define as valid the following: the tourism related master programmes academic performances, the employability rate together with the degree of employees' retention, and not lastly, the quality of the services in the tourism and hospitality management sector is higher when field students' motivations, expectations and perceptions are in an external PLOC. The previously described responses for the research questions are in accordance with the post-positivism paradigm that was mentioned at the beginning of the study. Hence, it is not possible for students to perceive the real educative situation in their universities because of their imperfect sensory and subjectivism. Despite the perspective exposed by the respondents involved in the study, there can never be certainty that is the reality of it. To conclude, it can be affirmed that the researcher has remained as neutral as possible.

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Appendix A: Accredited schools which offer tourism master programmes (Online database Masterstudies.com)

Name	University	Requires master thesis	Total number of courses	Macro-policy focus courses	Business-micro focus courses	General courses	Specialist courses	Website
MBA International Tourism Management (MBA)	University of Applied Sciences, Germany	Yes, Master's Thesis plus oral defence	15	10	5	4	11	www.graduatecenter.org/en/mba-courses/mba-full-time/mba-international-tourism-management.html
MA in International Hospitality Management	University of Derby – Buxton, United Kingdom	No	21	19	2	17	4	www.derby.ac.uk/international-hospitality-management-ba-hons#coursesummary
MSc in International Hospitality Management	Cesar Ritz Colleges Switzerland	Yes	9	8	1	5	4	www.ritz.edu/en/programmes/postgraduate-masters/msc-international-hospitality-mgt-presentation-13-46
MA Hospitality Management	UWL University of West London, United Kingdom	Yes	7	7	0	4	3	http://courses.uwl.ac.uk/CourseDetails.aspx?CourseInstanceID=33339
MSc in Hospitality	University of	No	Information	Information	Information	Informati	Informatio	www.glos.ac.uk/cours

Management	Gloucestershire, United Kingdom		not available	not available Information not available	not available	on not available	n not available	es/postgraduate/hmb/Pages/default.aspx
International Master in Hospitality and Tourism Management	ESCP Europe, Spain – USA	No	12	8	4	7	5	www.escpeurope.eu/campus/escp-europe-campus-madrid/programmes-escp-europe-madrid-campus/international-career-in-the-hospitality-and-tourism-industry-international-master-in-hospitality-and-tourism-management-escp-europe/
Master in Hospitality Administration	Ecole Hoteliere de Lausanne, Switzerland	Yes	19	14	5	11	8	www.ehl.ch/eng/Study-at-EHL/Master-programme-EMBA
MSc International Hospitality Management	London School of Commerce, United Kingdom	Yes	7	7	0	3	4	www.lsclondon.co.uk/MSc-international-hospitality.php
Master in Tourism	Haaga-Helia University of Applied	Yes	11	7	4	8	3	www.haaga-helia.fi/en/education-and-

	Sciences, Finland							application/master-degree-programmes/dp-in-tourism-pasila-campus-master-education/courses/index_html
Master in Hospitality and Hotel Management	The Italian Chamber of Commerce and Industry for the UK	No	10	9	1	3	7	www.italchamind.eu/EN/master.aspx
Master in Hospitality Management	Hotelschool The Hague, Netherlands	Yes	6	4	2	4	2	www.masterhospitalitymanagement.com
MSc in International Hospitality Management	Sheffield Hallam University, United Kingdom	Yes	8	5	3	3	5	www.shu.ac.uk/prospectus/course/827/content
International Master in Hospitality Management	Escuela de Alta Direccion y Administracion, Spain	No	14	9	5	8	6	www.eada.edu/es/programas/masters/masters-especializados/international-master-hospitality-management#metodol

								ogia
Master in Innovative Hospitality Management	Hogeschool Zuyd, Netherlands	No	9	9	0	6	3	master-hospitality.com/master-in-hospitality-programme-structure
MSc International Tourism Management Suite	Glasgow Caledonian University, Scotland	Yes	8	8	0	1	7	www.gcu.ac.uk/study/internationalstudents/courses/international-tourism-management-suite-8739.php?loc=notuk
MA International Tourism Management	University of Greenwich, United Kingdom	Yes	8	7	1	3	5	www2.gre.ac.uk/study/courses/pg/tou/inttour
MSc Tourism, Development and Policy	University of Exeter, United Kingdom	Yes	8	8	0	2	6	http://business-school.exeter.ac.uk/programmes/postgraduate/management/msc_pgdip_tdp
MSc Tourism and Leisure Management	Ecole de Management de Normandie, France	Yes	10	6	4	2	8	www.ecole-management-normandie.fr/formation/MSc_Tourism_and_Leisure_Management-36.html
Master Programme	IMC	Yes	28	24	4	14	14	www.fh-

Tourism & Leisure Management	University of Applied Sciences Krems, Austria							krems.ac.at/en/studying/master/tourism-and-leisure-management/overview
MSc Strategic Event Management and Tourism Management	SKEMA Business School, France	Yes	15	8	7	4	8	www.skema.edu/programs/masters-of-science/msc-strategic-event-management-and-tourism-management
Master in Tourism Management and Consulting	Fundacion Universitaria Iberoamericana (Funiber), Spain	Yes	12	4	8	2	10	www.funiber.org/areas-de-conocimiento/turismo/master-en-direccion-y-consultoria-turistica/programa-academico/contenido-del-programa
MSc International Tourism Management	Universityof Hertfordshire, United Kingdom	Yes	9	4	5	3	6	www.herts.ac.uk/courses/International-Tourism-Management.cfm
MSc in International Hospitality and Tourism Management	University of Strathclyde, United Kingdom	Yes, the dissertation shall be submitted at the end of programme.	4	4	0	2	2	www.strath.ac.uk/marketing/prospectivestudents/mscinternationalhospitalityandtourismmanagement

Master's programme in Service Management, Tourism and Hospitality	Lund University, Sweden	Yes	5	5	0	1	4	www.ism.lu.se/index.php?id=1489
Master in Hospitality and Tourism Business Management (HTBM)	ISCTE Business School – University Institute of Lisbon, Portugal	Yes	11	6	5	0	11	http://ibs.iscte.pt/en//?pt=master-science-hospitality-tourism-management
Master in Business Studies (Tourism and Hospitality Management)	United International Business School Antwerp, Belgium	No	12	12	0	8	4	www.antwerp.uibs.org/studyprograms_graduate_master_tourism_hospitality_management.html

Appendix B: Accredited schools which offer tourism master programmes (Online database Mastersportal.eu)

Name	University	Requires master thesis	Total number of courses	Macro-policy focus courses	Business-micro focus courses	General courses	Specialist courses	Website
MBA International Tourism Management	Hochschule Bremen-International	Yes, Master's Thesis plus oral	15	10	5	4	11	www.graduatecenter.org/en/mba-courses/mba-full-

	Graduate Center Germany	defence						time/mba-international-tourism-management.html
MBA International Tourism Management	Vilnius University	Yes	11	11	0	3	8	www.vu.lt/en/studies/ study-programmes/degree-programmes/in-foreign-languages/56-studies/studies/2607
MSc Tourism and Leisure Management	Ecole de Management de Normandie, France	Yes	10	6	4	2	8	www.ecole-management-normandie.fr/formation/MSc_Tourism_and_Leisure_Management-36.html
MA Planning and Management of Tourism Systems	University of Bergamo, Italy	No	21	17	4	8	13	www.unibg.it/struttura/en_struttura.asp?cerca=en_didattica_internazionalizzazione_02
MSc in International Tourism Management	MODUL University Vienna	Yes	21	12	9	12	9	www.modul.ac.at/master/msc/international-tourism-management
MSc Tourism, Development and Policy	University of Exeter, United Kingdom	Yes	8	8	0	2	6	http://business-school.exeter.ac.uk/programmes/postgraduate/management/msc_pgdip_tdp
MA International	University of	Yes	10	9	1	3	7	www.ul.ie/business/po

Tourism	Limerick, Ireland							stgraduate/full-time/ma_international _tourism
MBA in Tourism Management	La Rochelle Business School, France	Information not available	Information not available	Information not available	Information not available	Information not available	Information not available	www.mastersportal.eu /students/browse/prog ramme/26967/mba-in-tourism-management.html
Master in Hospitality and Tourism Business Management (HTBM)	ISCTE Business School – University Institute of Lisbon, Portugal	Yes	11	6	5	0	11	http://ibs.iscte.pt/en//? pt=master-science-hospitality-tourism-management
Master in Tourism Business Management	ESERP Business School, Spain	Yes	23	14	9	8	15	www.eserp.com/en/m asters-y-mba/madrid/master-en-direccion-de-empresas-turisticas.html
MSc in International Hospitality Management	Cesar Ritz Colleges Switzerland	Yes	9	8	1	5	4	www.ritz.edu/en/progr ammes/postgraduate-masters/msc-international-hospitality-mgt-presentation-13-46
MA Entrepreneurship	MCI Management	Yes	32	19	12	14	18	http://www.mci.edu/in dex.php?option=com_

& Tourism	Center Innsbruck, Austria							content&view=article &id=358&Itemid=365 &lang=en
International Master in Hospitality and Tourism Management	ESCP Europe, Spain – USA	No	12	8	4	7	5	www.escpeurope.eu/c ampus/escp-europe-campus-madrid/programmes-escp-europe-madrid-campus/international-career-in-the-hospitality-and-tourism-industry-international-master-in-hospitality-and-tourism-management-escp-europe
MBA in Leisure & Tourism Management	European University Montreux, Switzerland	No	19	17	2	14	5	www.mastersportal.eu /students/browse/prog ramme/17397/mba-in-leisure-tourism-management.html#tab :requirements
MA International Sustainable Tourism Management	Anglia Ruskin University Cambridge, United Kingdom	Yes	8	7	1	4	4	www.mastersportal.eu /students/browse/prog ramme/29852/internat ional-sustainable-tourism-management.html#tab :contents

MA International Tourism Management	University of Greenwich, United Kingdom	Yes	8	7	1	3	5	www2.gre.ac.uk/study /courses/pg/tou/inttour
Tourism Management	Corvinus University of Budapest, Hungary	Yes	27	25	2	12	15	www.uni-corvinus.hu/index.php ?id=8877
MSc in International Hospitality Management	Sheffield Hallam University, United Kingdom	Yes	8	5	3	3	5	www.shu.ac.uk/prospe ctus/course/827/conte nt
MSc Tourism Management	Dublin Institute of Technology, Ireland	Yes	11	9	2	2	9	www.mastersportal.eu /students/browse/prog ramme/2055/tourism-management.html#tab :contents
MSc Tourism Management	University of Surrey, United Kingdom	Yes	10	10	0	2	8	www.mastersportal.eu /students/browse/prog ramme/3195/tourism-management.html#tab :contents
MBA Tourism Management	University of New York in Prague	No	8	7	1	4	4	www.mastersportal.eu /students/browse/prog ramme/17339/tourism -management.html#tab :contents

MSc in International Hospitality and Tourism Management	University of Strathclyde, United Kingdom	Yes, the dissertation shall be submitted at the end of programme.	4	4	0	2	2	www.strath.ac.uk/marketing/prospectivestudents/mscinternationalhospitalityandtourismmanagement
MA Tourism Management	University of Westminster, United Kingdom	Yes	6	5	1	0	6	www.mastersportal.eu/students/browse/programme/6953/tourism-management.html#tab:contents
European Tourism Management	NHTV Breda University of Applied Sciences, Netherlands	Yes	8	5	3	4	4	www.mastersportal.eu/students/browse/programme/6259/european-tourism-management.html#tab:contents
Master Programme Tourism & Leisure Management	IMC University of Applied Sciences Krems, Austria	Yes	28	24	4	14	14	www.fh-krems.ac.at/en/studying/master/tourism-and-leisure-management/overview
MSc Strategic Event Management and Tourism Management	SKEMA Business School, France	Yes	15	8	7	4	11	www.skema.edu/programs/masters-of-science/msc-strategic-event-management-and-tourism-management
MBA Tourism Management	University Wales	Yes	8	8	0	4	4	www.mastersportal.eu/students/browse/prog

	Lampeter, United Kingdom							ramme/9605/mba-tourism-management.html#tab :contents
Leisure & Tourism Management	Limkokwing University London, United Kingdom	No	14	11	3	10	4	www.mastersportal.eu /students/browse/prog ramme/27193/leisure-tourism-management.html#tab :contents
Recreation and Tourism Management	Klaipeda University, Lithuania	Information not available	Information not available	Information not available	Information not available	Informati on not available	Informatio n not available	www.ku.lt/en/study/d oc/MA_Recreation_an d_Tourism_Managem ent.pdf
MSc International Tourism Management Suite	Glasgow Caledonian University, Scotland	Yes	8	8	0	1	7	www.gcu.ac.uk/study/ internationalstudents/c ourses/international-tourism-management-suite-8739.php?loc=notuk
MA International Tourism Management	Westcoast University of Applied Sciences, Germany	No	12	11	1	8	4	www.fh-westkueste.de/en/hom e/department-of-economics/courses-of-study/ma-course-in-international-tourism-management.html
MA Tourism Management	University of Derby, United	No	11	9	2	9	2	www.derby.ac.uk/tour ism-management-

	Kingdom							ma?csId=&courseQue ry=Tourism+Manage ment#coursesummary
MSc International Hospitality and Tourism Management	Oxford Brookes University, United Kingdom	Yes	7	6	1	6	1	www.brookes.ac.uk/st udying/courses/postgr aduate/2012/ihtm
Sustainable Tourism Management	Cologne Business School, Germany	No	9	7	2	2	7	www.mastersportal.eu /students/browse/prog ramme/27118/sustaina ble-tourism- management.html#tab :more
MSc International Tourism Management	University of Hertfordshire, United Kingdom	Yes	9	4	5	3	6	www.herts.ac.uk/cour ses/International- Tourism- Management.cfm
MSc Tourism and Hospitality Management	Bournemouth University, United Kingdom	Yes	6	5	1	2	4	http://courses.bourne mouth.ac.uk/courses/p ostgraduate- degree/tourism- hospitality- management/none/246
MSc International Master in Tourism & Leisure	MIB School of Management, Trieste, Italy	Yes	20	11	9	11	9	www.mib.edu/c/d/p/m aster_tourism_training _education.aspx
MSc Tourism Management and	University of Valencia,	Yes	Information not	Information not available	Information not	Informati on not	Informatio n not	www.uv.es/postgrau/p df/english/direcciontur

Planning	Spain		available			available	available	available	ismo.pdf
International Leisure, Sports and Tourism Management	ESC Rennes School of Business, France	Yes	12	8	4	3	9		www.mastersportal.eu /students/browse/prog ramme/14266/internat ional-leisure-sports- and-tourism- management.html#tab :more
MBA Hotel and Tourism Management	University of Professional Education Zuyd, Netherlands	Yes	17	7	10	11	6		www.hotelschoolmaas tricht.nl/flash_intro.as px?id=181&taal=en
MA Strategic Tourism Management	EBC Hochshule, Dusseldorf, Germany	Yes	24	16	8	18	6		www.ebc- hochschule.de/de/studi um/master-of- arts/strategic-tourism- management.html
MSc Management du Tourisme et de l'Hotellerie	PGSM Business School Paris, France	No	19	11	8	6	13		www.mba- esg.com/master- management- tourisme- hotellerie.html?utm_s ource=mastersportal& utm_medium=fiches& utm_campaign=refgra tuit2001
MBA in Hospitality	International School of	No	14	10	4	3	11		www.mastersportal.eu /students/browse/prog

Management	Business Management Lucerne, Switzerland							ramme/16252/master-of-business-administration-in-hospitality-management.html#tab:contents
MBA in International Hospitality Management	IMI University Centre, Switzerland	Yes	6	5	1	3	3	www.imi-luzern.com/en/programs/mba-international-hospitality-management
MSc International Tourism Management	Brighton University, United Kingdom	Yes	6	5	1	1	5	www.brighton.ac.uk/courses/study/international-tourism-management-msc-pgcert-pgdip-pgcert-pgdip
MA International Tourism Management	Coventry University, United Kingdom	Yes	6	5	1	2	4	wwwm.coventry.ac.uk/postgrad/postgraduate/pages/pgft_BusinessEnvironmentSociety.aspx?itemID=78&yoe=2010
MSc International Tourism Management	Edinburgh Napier University	Yes	8	7	1	1	7	www.courses.napier.ac.uk/W31410.htm
MA Tourism Management	University of West London	Yes	6	5	1	2	4	http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceID=33

								330
MA Hospitality Management	University of West London	Yes	6	4	2	2	4	http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceID=33342

$$\mathbf{Y_1} = (\mathbf{Y_{111}} + \mathbf{Y_{112}} + \mathbf{Y_{121}} + \mathbf{Y_{122}} + \mathbf{Y_{131}} + \mathbf{Y_{132}} + \mathbf{Y_{141}} + \mathbf{Y_{142}} + \mathbf{Y_{151}} + \mathbf{Y_{152}} + \mathbf{Y_{153}} + \mathbf{Y_{154}} + \mathbf{Y_{155}}) / 13$$

$\mathbf{Y_1}$ – Extrinsic motives

$\mathbf{Y_{11}}$ – Ease in studying

Y_{111} - Failure to entering another field of study

Y_{112} - Ease of studying the subject

$\mathbf{Y_{12}}$ – Scholastic achievement

Y_{121} - Opportunities to publish papers for renowned journals

Y_{122} - You would like to become a scholar in the field of tourism and hospitality management

$\mathbf{Y_{13}}$ – Performances of the academic environment

Y_{131} - Lack of physical academic facilities in your home country

Y_{132} - Lack of capable academic staff in your home country

$\mathbf{Y_{14}}$ – Student – to – student relations

Y_{141} - Study in an international environment

Y_{142} - Meet new people

$\mathbf{Y_{15}}$ – Family, friends and others

Y_{151} - Please your parents

Y_{152} - Your friends studying experiences abroad

Y_{153} - Parents' advice

Y_{154} - Career counsellors' advice

Y_{155} - The urge to move away from your home country

$$\mathbf{Y_2} = (\mathbf{Y_{211}} + \mathbf{Y_{212}} + \mathbf{Y_{213}} + \mathbf{Y_{214}} + \mathbf{Y_{221}}) / 5$$

$\mathbf{Y_2}$ – Intrinsic motives

$\mathbf{Y_{21}}$ - Personal development

Y_{211} - Discover the world

Y_{212} - Explore your own identity

Y_{213} - Learn a new language in a country where it is spoken by natives

Y_{214} - Experience a new culture in a foreign country

$\mathbf{Y_{22}}$ - Interest in the field

Y_{221} - Compatible with your areas of interest

$$Y_3 = (Y_{311} + Y_{312} + Y_{313} + Y_{314} + Y_{315} + Y_{316} + Y_{317} + Y_{318} + Y_{319} + Y_{3110} + Y_{3111} + Y_{3112} + Y_{3113} + Y_{3114} + Y_{3115} + Y_{3116} + Y_{321} + Y_{322} + Y_{323} + Y_{324} + Y_{325}) / 21$$

Y_3 – Career related motives

Y_{31}- Career attributes

Y_{311} - A job that is enjoyable;

Y_{312} - A job that it is secure;

Y_{313} - A job which recognises your university degree;

Y_{314} - A job with numerous promotion opportunities;

Y_{315} - A reasonable workload;

Y_{316} - Provides intellectual challenges;

Y_{317} - Offers opportunities to work with people;

Y_{318} - Involves international career prospects;

Y_{319} - Leads to respectable careers;

Y_{3110} - Provides good salary prospects;

Y_{3111} - Provides travelling opportunities;

Y_{3112} - It is characterized by a wide variety of job opportunities;

Y_{3113} - Leads to a possibility of becoming an entrepreneur in your home country;

Y_{3114} - Provides opportunities to participate in the development of the tourism and hospitality industry in your home country;

Y_{3115} - Offers opportunities to become an entrepreneur abroad;

Y_{3116} - Involves opportunities to participate in the development of the tourism and hospitality industry across the world

Y_{32} – Job opportunity

Y_{321} - Studying abroad being an advantage when looking for a job;

Y_{322} - You would be able to attain a teaching position easily in your home country;

Y_{323} - The recent growth of the industry in your home country;

Y_{324} - Promising employability prospects in the field of tourism and hospitality in your home country;

Y_{325} - Promising employability prospects in the field of tourism and hospitality across the world.

$Y_4 = (Y_{411} + Y_{412} + Y_{413}) / 3$
Y_4 – Previous knowledge

Y_{41} – Experience in the tourism and hospitality industry

Y_{411} - Work experience in the tourism and hospitality industry.

Y_{412} - Volunteering experience in the tourism and hospitality industry

Y_{413} - Your own perception of the industry based on media coverage.

Y_5 – Current perception

Y_{51} - Extent at which the academic expectations have been fulfilled

$$X_1 = (\text{Mean }_{Y1} + \text{Mean }_{Y2} + \text{Mean }_{Y3}) / 3$$

$$X_2 = (\text{Mean }_{Y4} + X_1) / 2$$

$$X3 = (\text{Mean }_{Y5} + X_2) / 2$$

Appendix D: Questionnaire items on study programme quality

a) Motivation to choose a particular major subject

Author	Title of the academic paper	Item
Lee,M.J; Kim, S.S. and Lo, A.	'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students'	(p.45) five motivational factors: self-actualisation, job opportunity, field attractiveness, eases of study, and scholastic achievement. (p.47) Student choice of individual HTM programmes depends very much on the availability of financial subsidies from the government, their career aspirations and opportunities in the HT industry.
Orenuga and Costa	'Choice of dentistry' in 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	Interest, prestige, good employment opportunities and regular work hours.
Bedi & Gilthorpe; Brand & Chikte; Vigild & Schwarz	'Choice of dentistry' in 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	Financial gain, opportunity to work with people, opportunity to serve the community, admission scores, and advice from parents, relatives, friends and teachers
Schleef	'Law and business students' in 'Perceptions of hospitality and tourism students	Parents played a key role Professional status, intellectual interest and upper middle class lifestyle

	towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	
Wong et al.	Motives to choose information systems as their major in 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	Technical and functional competency; General management competency; Autonomy/Independency and lifestyle; Job security and stability; Geographic security; Entrepreneurial creativity; Service and dedication to a cause; Pure challenge.
Zhao	Chinese students prefer HTM in 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	HTM degrees may lead to respectable careers.
Hjalager	Swedish students prefer HTM in 'Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students', by Kim et al.	Working with people and/or communication, work experience, and the value of the master's programmes in many trades in industries
Al-Tamimi, A. and Shuib, M.	Motivation And Attitudes Towards Learning English: A Study Of Petroleum Engineering Undergraduates At Hadhramout University Of Sciences And Technology	Instrumental motivation 1) Because it will enable me to carry my tasks more efficiently 2) Because it will enable me to get a job easily 3) Because I hope to further my education 4) Because it is a university requirement Personal motivation (interest) 1)For a personal development 2) Because it will enhance my status among my friends Integrative motivation 1)To integrate with the western culture
Airey	In 'Tourism education and curriculum design:	[…] Students have become much more aware of employment potential in making their choice of

	A time for consolidation and review?', by Fidgeon, P.R.	study.
UCAS	In 'Tourism education and curriculum design: A time for consolidation and review?', by Fidgeon, P.R.	As a growing sector of economic activity, the tourism industry has been perceived by many students as having good employment prospects.
Liu, J	The changing body of students - A study of the motives, expectations and preparedness of postgraduate marketing students	Students were found to be motivated to the choice of postgraduate studies primarily by a combination of intrinsic goals and career-related aspirations with the former to a greater degree than the latter. Extrinsic influences such as the external "push" factors were found to be of low significance to students, which appears to contradict the view of Mazzarol and Soutar (2002) that students, in particular international students are "pushed" to seek education by external forces such as their parents.
Smith, J.	Motivation questionnaire	Five motivation factors – Drive (activity, achievement, competition, fear of failure), Control (power, recognition, status, ethics), Challenge (interest, flexibility, progression, pressure), Relationships (teamwork, management, customers, business) and Rewards.(remuneration, job security, autonomy, growth)
Kim, S.S.; Guo,Y.; Wang,K.; Agrusa, J.	The study motivations and study preferences of student groups from Asian nations majoring in hospitality and tourism management programs	Undergraduate students: 'job opportunity;' 'interest in practical aspects;' 'scholastic achievement;' 'apparent attraction;' 'interest in a foreign country;' and 'ease in studying.' Graduate students: 'friendship,' 'better position or promotion,' 'apparent attraction,' 'interest in practical aspects,' 'scholastic achievement,' 'interest in foreign country,' 'job opportunity,' 'demonstration,' and 'ease in studying.'
Kusluvan, S. and Kusluvan, Z.	Perceptions and attitudes of undergraduate tourism students towards working in the tourism industry in Turkey	Nature of work; social status; industry-person congeniality; physical working conditions; pay/benefits; promotion opportunities; co-workers; managers; commitment to the industry
O'Mahony et al.	In 'The study	4 major factors: personal factors (unique to a

	motivations and study preferences of student groups from Asian nations majoring in hospitality and tourism management programs', by Kim et al.	particular person), demographic factors (e.g. sex, race, age), psychological factors (e.g. motive, perception, personality, lifestyle) and social factors (e.g culture, social class, expectations of family or reference groups)

b) Motivation to study abroad

Author	Title of the academic paper	Item
Barron		Economic, political or organisational influences
SHL Group Limited	Motivation questionnaire – Employee Motivation Report	Autonomy, achievement, commercial outlook, personal principles, power, personal growth, affiliation, progression, competition, recognition, interest, level of activity, ease and security, material reward.
Adams and Chapman	Reasons that Asian students want to study overseas, in *The study motivation and study preferences ...* by Kim, S.S. et al.	include lack of physical facilities and lack of capable faculty and staff in their home countries. According to Diaz

c) Student's satisfaction

Author	Title of the academic paper	Item
Atay, L. and Yildirim, H.M.	Determining the factors that affect the satisfaction of students having undergraduate tourism education with the department by means of the method of classification tree	[…] the job considered to be done after graduation and that this was followed by sufficiency of job opportunities after graduation

Appendix E. Preliminary interview European Master in Tourism Management students

1. I love dancing; yet, I enjoy exploring the secrets of gastronomy and I try to make time for both, each week. What about you? Tell me about your hobbies.

Hobby	No. of respondents
Photography	3
Travelling	9
Listening to music	2
Cooking	4
Meeting new people	1
Outdoor activities	4
Hanging out with friends/ family	3
Reading	6

Sports	5
Watching movies	4
Singing/ Playing an instrument	1
Learning new languages	1
Dancing	4
Social networking	2
Art & culture	1

2. Do you like traveling? Please talk about travel interests (e.g. prefered destinations, type of travels, etc.)

	No. of respondents
Safe destination	1
Affordable destination	1
Visit friends/ acquaintances	5
With someone known	4
Alone	4
In groups	2
Warm places	1
Nature-based tourism	8
Historical heritage	1
City tourism	6
Sport tourism	1
Long staying	2
Popular hot spots	1
Unpopular/not crowded destination	5
Luxury tourism	1
Backpacking	2
Long distance	2
Volunteer tourism	1
Event tourism	1
Active tourism	4
Adventure tourism	1

3. When was the moment to decide to study Hospitality and Tourism Management?

	No. of respondents
High school selection	1
During high school	2
High school graduation	7
Bc graduation	2
Different master graduation	1
Childhood	3
Acknowledgement of a good study opportunity	3
Acknowledgement of EMTM	1

4. What helped you in deciding to major in this subject?

	No. of respondents
You like the idea of tourism	5
Career opportunities	1
Recent industry growth	1
Matches your interest areas/ career path	7
Study abroad	1
Interesting curriculum	2
Scholarship (financial support)	3

Growing sector in home country	2
Travelling opportunities	3
The dynamic of jobs	1
Working and communicating with many people	4
Failure in entering another programme	1
Programme concept	2
Learn new languages	2
The wealth of responsibilities	1
Former education	2
Voluntary experience in the field	1

5. How did you find out about the European Master program in Tourism Management?

	No. of respondents
Electronic newsletter (www.stipendije.info, www.mladiinfo.com)	3
Erasmus Mundus website	5
Friends	4
Internet search/ browse	4
EMTM website	1
Family member	1
Newspaper	2
"Study in Europe" Conference	1

6. What was your opinion regarding the master program value prior to the enrolment? You might refer to several different aspects (e.g. curriculum, content, professors, assessment methods).

	No. of respondents
You liked the curriculum	8
You liked the mobility feature	8
Valuable programme, with international recognition	5
You liked the social feature	3
Unclear enrolment process	1
Interesting content	3
Practical feature of courses	3
Unclear grading scale	1
Strict acceptation criteria	1
Popular involved professors	3
Programme duration	1

7. Why did you ultimately came to the decision to attend the European Master program in Tourism Management?

	No. of respondents
Time pressure	2
Information provided by the program coordinator	1
Networking opportunities	2
International exposure	6
Study abroad	2
Curriculum	3
Financial support (scholarship)	11
Program organization	1
Multicultural environment	2
Lower tuition	1
Travelling	2

8. What were your expectations regarding the master study program, at its start? You might refer to several different aspects (e.g. studying facilities, type of acquaintances you intend to make, type of activities you intend to develop, industry involvement).

	No. of respondents
Improve professional skills	2
Open doors to further career	6
Achieve high level of adaptability	1
Make friends	3
Good academic level	4
Hope for research based components	1
Expect involvement of professionals from the field	4
Expect internship provision	4
Combination of theoretical and practical issues	3
Multicultural environment	3
Expect good studying infrastructure	4
Expect competent teachers	3
Expect curriculum to cover private and public sector	2
Though, demanding study programme	3
Coordination between the three universities	2

9. What factors motivate you in a studying environment?

	No. of respondents
Useful knowledge	5
Future employment	1
Personal goal	2
Other people	2
Other people' motivation	2
Availability of necessary facilities	5
Compatible colleagues/classmates	5
Motivated teachers	7
Demanding teachers	1
Culture/ personal general knowledge	1
Challenge	1
Practical work	2
Personal interest in the subject	2
TV programs	1
Self relaxation opportunities	2

10. At what extent could you say that your expectations were fulfilled?

	No. of respondents
Fully	3
Over the average	3
Medium/ average	7
Below the medium	4
Not at all	3

Appendix F: The internet based questionnaire

Graduate Student Motivations, Expectations and Perceptions Questionnaire

Hello!

I am Andreea Nicoleta Stefanescu, a graduate student enrolled in my final semester of the European Master in Tourism Management. I have decided to conduct research aimed at finding the motivations, expectations and perceptions of freshman students enrolled in Tourism and Hospitality Management postgraduate programs around Europe. Ideally, the results of my research will create valuable inputs in the curriculum development and in the definition of the employment requirements of the tourism and hospitality industry.

Until now, you have not experienced life as a graduate student. However, I believe you may already have career plans, professional goals, expectations, and so forth. Therefore, I ask for your support in filling in the questions below. It will take you approximately 20 minutes to complete this survey.

Your responses are confidential.

The relevance of the present survey results depend on the responsible and thoughtful responses of subjects, therefore your willingness to honestly participate is very much appreciated. Thank you!

1. Your decision to study abroad has been influenced by the following aspects.

	Not important at all	Not important	Neutral	Important	Very important
Discover the world.					
Study in an international environment.					
Please your parents.					
Your friends studying experiences abroad.					
Meet new people.					
Explore your own identity.					
Learn a new language in a country where it is spoken by natives.					
Studying abroad being an advantage when looking for a job.					
Lack of physical academic facilities in your home country.					
Lack of capable academic staff in your home country.					
You would be able to attain a teaching position easily in your home country.					
Opportunities to publish papers for renowned journals.					
Experience a new culture in a foreign country.					

2. Your decision to specialise in Tourism and Hospitality Management has been influenced by various factors, as listed below.

	Not important at all	Not important	Neutral	Important	Very important
Compatible with your areas of interest.					
Parents' advice.					
Career counsellors' advice.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Work experience in the tourism and hospitality industry.					
Volunteering experience in the tourism and hospitality industry.					
The recent growth of the industry in your home country.					
Promising employability prospects in the field of tourism and hospitality in your home country.					
Promising employability prospects in the field of tourism and hospitality across the world.					
Your own perception of the industry based on media coverage.					
The urge to move away from your home country.					
Failure to entering another field of study.					
Ease of studying the subject.					
You would like to become a scholar in the field of tourism and hospitality management.					

3. **At which stage of education did you start studying tourism and hospitality; during which year?**
   (open answer)

4. **Do you have any previous work experience in the tourism and hospitality industry to date? If yes, please specify for the period of time and what your main responsibilities were.** (open answer)

5. **With which of the following characteristics do you associate a career in the field of Tourism and Hospitality Management?**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
A job that is enjoyable.					
A job that it is secure.					
A job which recognises your university degree.					
A job with numerous promotion opportunities.					
A reasonable workload.					
Provides intellectual challenges.					
Offers opportunities to work with people.					
Involves international career prospects.					
Leads to respectable careers.					
Provides good salary prospects.					
Provides travelling opportunities.					
It is characterized by a wide variety of job opportunities.					
Leads to a possibility of becoming an entrepreneur in your home country.					

	Not important at all	Not important	Neutral	Important	Very important
Provides opportunities to participate in the development of the tourism and hospitality industry in your home country.					
Offers opportunities to become an entrepreneur abroad.					
Involves opportunities to participate in the development of the tourism and hospitality industry across the world.					

6. You chose to attend this particular master programme in Tourism and Hospitality Management based on different elements.

Please assess the following elements that affected your decision to choose this program.

	Not important at all	Not important	Neutral	Important	Very important
Programme concept					
Programme curriculum					
Practical content of programme					
International exposure of the programme attendees					
Scholarship opportunity					
Low tuition fee					
International recognition of the programme					
Well-known respected professors					
Opportunity to travel as part of the programme					
Time pressure					
Failure to enter another study programme					
Multicultural study environment					
Programme duration					
Your current job demands a postgraduate diploma.					
A postgraduate diploma would represent an opportunity to be promoted.					

7. You found out about this particular master programme in the Tourism and Hospitality Management from a certain source listed below.

Please select the one that best reflects your situation.

University electronic newsletter	
Master programme website	
University website	
Random internet search	
Specific internet search	
Family member	
Friend	
Newspaper	
Educational conferences	

	TV news	

8. Prior to commencement, what were your original expectations regarding this particular master programme in Tourism and Hospitality Management?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Opportunity to make friends.					
Your professional network will be enhanced.					
Your professional skills will be improved.					
Good academic level of lecturers.					
Industry professionals contributing to the development of the programme.					
Industry professionals are involved in the development of programme curriculum.					
The programme provides internship opportunities.					
Adequate studying infrastructure.					
The programme will include practical components.					
The programme curriculum will be research based.					
Competent professors.					
Curriculum coverage of both private and public sectors.					

9. Which of the following options best reflects your preferences regarding the form of assessment, during the master programme in Tourism and Hospitality Management?
Please choose the one option that best reflects your situation.
- ☐ Written report on the course, including primary and secondary research.
- ☐ Written exam on the course content.
- ☐ An equal weighting of evaluation between written report and written exam examination.
- ☐ Written report on a practical case study; preparing and delivering a presentation with references to it.

10. To what extent could you say that your expectations to date have been fulfilled? (open answer)

Please indicate your response by ticking the option that best describes you.
11. Demographic information

Year of birth
Gender
o Male   o female

Country of origin
Current country of residence

Do you still have a student status?
        If yes, please specify which university.
        If no, are you currently employed or unemployed?
                If employed, do you work in the field of tourism and hospitality?