

Sex: A predictor of hospitality management course selection in the Philippines

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Abstract— Understanding the gender-specific drivers of course selection is vital to ensuring inclusive enrollment strategies in Philippine higher education. This study aimed to determine if sex is a significant predictor in the selection of hospitality management courses in the Philippines. Specifically, it sought to identify the demographic profile of students, assess five key factors (strong interest, family and friend influence, educational institution, job security, and motivation), analyze differences by sex, and identify which factor best predicts course selection. The study utilized a quantitative-descriptive design employing weighted mean, t-test, Pearson's *r*, and binary logistic regression. Results revealed that strong interest and motivation significantly influenced female students' course choices, while job security was more relevant to male students. Although no single factor reached conventional statistical significance in predicting course selection, the strong interest factor had the most practical influence based on effect size. The study concludes that intrinsic and social factors outweigh institutional or pragmatic considerations in course decision-making. It is recommended that educational institutions and industry stakeholders implement gender-responsive strategies such as alumni mentorship, parental engagement, and job-placement programs to increase and retain enrollment in hospitality education.

Keywords— course selection, gender differences, hospitality education, student motivation, logistic regression

I. INTRODUCTION

In a variety of fields, including the hospitality industry, it has been discovered that sex differences affect career decisions and course selection. Due to the Philippines' expanding tourism and hospitality industry, courses in hospitality management are becoming increasingly popular. However, it is unclear whether sex influences the selection of hospitality management courses by Filipino students.

According to a study by Van den Berghe and colleagues (2015), sex differences in career choice are influenced by social and cultural factors, such as gender stereotypes and parental expectations. These factors may also influence the selection of hospitality

management courses among students in the Philippines. Another study by Cichy and colleagues (2018) found that female students were more likely to choose hospitality management courses than male students, but the reasons for this were unclear. De Guzman and Bautista (2016) discovered that significantly more women than men are enrolled in hospitality management courses. According to their study, 69.4% of all enrolled students were female, while 30.6% were male.

Dela Cruz and Angeles (2017) investigated the factors that influence Philippine students' selection of tourism and hospitality programs. They discovered that personal interest, employment opportunities,

and family and friend influence are the primary determinants of both male and female students' course selections.

Ramos and Hular (2018) found that while male and female students select hospitality management courses based on similar factors, the relative importance of these factors varies. Male students emphasized job security and income potential more than female students, who emphasized personal interest and career opportunities.

Espino and Abellera (2019) investigated whether sexual orientation is a significant predictor of the selection of hospitality management courses. According to their research, gender has a statistically significant effect on course selection, with female students being more likely to choose hospitality management courses than male students.

Santos and Salonga (2020) investigated the implications of sexual orientation as a predictor of hospitality management course selection for academic institutions and the hospitality industry. They argued that addressing gender disparities in enrollment would benefit the industry by providing a diverse workforce and stimulating innovation.

Cruz and Solis (2021) proposed various strategies for educational institutions and the Philippine hospitality industry to attract and retain male and female students in hospitality management programs. These strategies include the provision of scholarships, the promotion of gender equality, and the delivery of support services.

In light of these, the gender distribution in hospitality management courses and the factors influencing course selection, there is still a lack of knowledge regarding the specific reasons for the differences between the factors influencing male and female students' decisions to enroll in these courses. This study aims to determine if sex is a predictor of hospitality management course selection among Filipino students. In addition, research on how educational institutions and the hospitality industry in the Philippines can effectively address the gender gap and foster a more diverse and inclusive environment is limited.

II. THEORETICAL FRAMEWORK

This study is anchored on Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994). SCCT provides a comprehensive understanding of how individual factors, environmental factors, and personal factors interact to influence career choice and development.

SCCT can be applied to the study to better comprehend the role of sex in predicting course selection in hospitality management. The theory focuses on three key elements: self-efficacy, outcome expectations, and personal objectives. Self-efficacy refers to a person's confidence in their ability to perform a specific task or succeed in a specific domain. The expected outcomes of a particular action, such as choosing a career in hospitality management, are the outcome expectations. Personal goals are the aspirations and intentions of an individual that motivate him or her to engage in particular activities or pursue particular careers.

Using SCCT, researchers can investigate how sex influences self-efficacy, outcome expectations, and personal goals among Filipino students enrolling in hospitality management programs. For instance, researchers may investigate whether male and female students have varying levels of self-efficacy regarding their ability to succeed in the hospitality industry. They may also investigate whether male and female students have different career outcomes and personal objectives in hospitality management.

In addition, SCCT considers the influence of environmental factors such as family, friends, and educational institutions on career decisions. Researchers can examine how sex interacts with these environmental factors to influence students' decisions to enroll in hospitality management courses.

Research Objectives

This study aims to determine whether sex is a predictor of course selection in hospitality management among Filipino students. This study would like to achieve the following objectives:

1. To determine the percentage of male and female students who select hospitality management courses in NEUST.

- 2. To investigate the factors that influence male and female students to choose hospitality management courses in the NEUST.
- 3. To determine significant difference between male and female with the influencing factors to choose hospitality management course
- 4. To examine whether sex is a significant predictor of hospitality management course selection among students in the Philippines.
- 5. To suggest strategies for educational institutions and the hospitality industry in the Philippines to attract and retain male and female students in hospitality management courses.

III. METHODOLOGY

This study will employ descriptive quantitative research and will use random sampling from the total population of Hospitality management course.

- 1. To determine the percentage of male and female students who select hospitality management courses in the Philippines: Collect data from NEUST, including enrollment records of male and female students. Calculate the percentage of male and female students enrolled in hospitality management courses. For this, **Frequency and Percentage** will be used.
- 2. To investigate the factors that influence male and female students to choose hospitality management courses in the Philippines and identify the differences in these factors: Design and administer a structured questionnaire to a representative sample of male and female students enrolled in hospitality management courses, **Weighted Mean** will be used.
- 3. To determine significant difference between male and female with the influencing factors to choose hospitality management course. **Independent sample t-test** will be used.
- 4. To examine whether sex is a significant predictor of hospitality management course selection among students in the Philippines, **Binary Logistic regression** will be used.
- 5. To suggest strategies for educational institutions and the hospitality industry in

the Philippines to attract and retain male and female students in hospitality management courses.

IV. RESULTS AND DISCUSSION

Table 1. Gender Distribution of Students Enrolled in Hospitality Management Courses in NEUST (2023–2024)

Gender	No. of Students	Percentage (%)
Female	312	66.5%
Male	155	33.0%
Prefer not to say / Others	2	0.5%
Total	469	100%

Based on Table 1, the gender distribution of students enrolled in the Hospitality Management program at NEUST for Academic Year 2024–2025 shows a total of 469 students, with varying proportions across gender identities. Out of the total population, 312 students identified as female, making up the majority with 66.5%. Meanwhile, 155 students, or 33.0%, identified as male. A small portion of the population, only 2 students or 0.5%, preferred not to disclose their gender or identified outside the traditional male-female classification.

Among the three gender categories presented, the highest percentage was recorded among female students. This indicates that the program continues to attract a predominantly female population, which may reflect societal trends and perceptions of hospitality management as a female-preferred course. On the other hand, the lowest enrollment came from students who identified as non-binary or chose not to disclose their gender, accounting for just 0.5% of the population. This minimal representation suggests that while gender inclusivity may be emerging, traditional gender classifications still dominate course enrollment. Overall, the data highlights a gender imbalance in the program, with female students significantly outnumbering their male and non-binary counterparts.

Strongest Interest factor

Statements	Weighted Mean	Verbal Interpretation
I find the various aspects of hospitality management fascinating.	3.61	Strongly Agree
I am passionate about providing excellent customer service.	3.74	Strongly Agree
I enjoy learning about different cultures.	3.48	Strongly Agree
I am drawn to the dynamic and fast-paced nature of the industry.	3.57	Strongly Agree
I believe my creativity can be utilized in this field.	3.52	Strongly Agree
Average Weighted Mean	3.58	

The table highlights strong internal motivation among NEUST students regarding hospitality management, with weighted means ranging from 3.48 to 3.74 on a four-point scale. The highest score – 3.74 for “I am passionate about providing excellent customer service” – reflects Filipino students’ natural orientation toward interpersonal warmth and service. The lowest score – 3.48 for “I enjoy learning about different cultures” – still falls under “Strongly Agree” but suggests that while cross-cultural exposure is valued, it is secondary to hands-on service. The average mean of 3.58 indicates that intrinsic interest remains the primary driver in course selection.

Orpia and Cacabelos (2023) documented similar trends among BS Hospitality Management students at Ilocos Sur Polytechnic State College, with service-driven motivations scoring highest¹. In Pakistan, Raza et al. (2015) found that intrinsic motivators – such as task enjoyment – were significantly linked to job satisfaction ($p < .01$). These studies support our findings that direct engagement with service tasks is more influential in students’ course choices than more abstract motivations like cultural interest. Influence in our study is moderate, it plays a meaningful role in students’ educational paths – especially through the emotional backing that parents or relatives provide.

Family and Friend Factor

Statements	Weighted Mean	Verbal Interpretation
My family encouraged me due to their positive experiences.	2.92	Agree
Friends in the industry inspired my choice.	2.84	Agree
Conversations with family/friends influenced my decision.	2.95	Agree
Family shared positive industry experiences with me.	3.01	Agree
My social circle's support influenced my course choice.	2.97	Agree
Average Weighted Mean	2.94	

The table presents the students’ responses on the influence of family and friends in their decision to take the hospitality management course. The weighted means range from **2.84 to 3.01**, with all items interpreted as *Agree* except for one, which was rated *Strongly Agree*. The highest score (**3.01**) was for the statement “Family shared positive industry experiences with me,” indicating that hearing success stories from relatives in the hospitality industry had a meaningful impact on the students’ course choice. The lowest score (**2.84**) was for “Friends in the industry inspired my choice,” suggesting that peer influence was less significant. With an overall average weighted mean of **2.94**, the results show that while students consider the views and experiences of their family and social circle, these factors are not the strongest drivers in their decision-making.

These findings are in line with Wong and Liu (2010), who found that perceived parental support, especially through encouragement and career familiarity, influenced Chinese students’ intentions to pursue hospitality careers. Similarly, Koçak et al.

(2021) emphasized that family support—both emotional and informational—positively affects students' confidence in making career-related decisions. However, Hassan et al. (2019) reported that although family influence exists, students in Bangladesh placed greater emphasis on their own interests and readiness when deciding to take hospitality-related programs. These comparisons reflect a consistent regional pattern where family matters, but is often outweighed by intrinsic motivation.

Educational Institution Factor

Statements	Weighted Mean	Verbal Interpretation
I chose the institution for its strong reputation.	3.34	Strongly Agree
Graduate success rate influenced my decision.	3.42	Strongly Agree
I was drawn by expert faculty members.	3.18	Agree
Facilities/resources influenced my course choice.	3.26	Strongly Agree
High rankings and reviews influenced my enrollment.	3.37	Strongly Agree
Average Weighted Mean	3.31	

The table summarizes how institutional features influenced students' course selection, with scores ranging from **3.18 to 3.42**, all interpreted as *Agree* or *Strongly Agree*. The highest score (**3.42**) was for "*Graduate success rate influenced my decision*," highlighting the importance of employability and alumni outcomes. The lowest score (**3.18**) pertained to "*Expert faculty members*," suggesting that faculty reputation, while relevant, is less critical than measurable results and institutional reputation. The overall average of **3.31** indicates that while students value reputation, success metrics, and resources, these are moderate rather than dominant factors.

These trends align with Masiero, Heo, and Pan (2015), who found that tangible amenities and outcomes had greater influence on hospitality consumers' choices

than staff excellence. Ruhanen and McLennan (2010) discovered that reputation and graduate employability were critical for tourism postgraduate students when selecting institutions. Bakrie, Sujanto, and Rugaiyah (2019) also noted that a university's reputation had a significant direct effect on student loyalty, above and beyond service quality and facilities, confirming the strong impact of outcomes and institutional image.

Table: Job Security Factor

Statements	Weighted Mean	Verbal Interpretation
I believe the field offers stable opportunities.	3.56	Strongly Agree
Industry growth contributes to job security.	3.49	Strongly Agree
I see hospitality as resilient to downturns.	3.35	Agree
Wide career options mean secure employment.	3.44	Strongly Agree
Global demand supports belief in job security.	3.40	Agree
Average Weighted Mean	3.45	

Students demonstrated strong confidence in job security within the hospitality field, with weighted means ranging from **3.35 to 3.56**. The highest score (**3.56**) reflects strong belief in stable career opportunities. The lowest score (**3.35**) indicates cautious agreement that hospitality can withstand economic challenges. An average of **3.45** suggests job security is a significant motivator in course selection.

These observations align with Kaushal and Srivastava (2020), who reported that perceived industry resilience influenced continued engagement in hospitality education during the COVID-19 crisis. Zhang and Eringa (2022) also found that preferences for growth opportunities, which are closely tied to career security, predicted strong career intention among hospitality students. However, Liu, He, and

Wu (2022) noted in their meta-analysis that, despite positive expectations, students remain wary of working conditions and rely heavily on job stability and promotional prospects when forming career intentions.

Table: Motivational Factor

Statements	Weighted Mean	Verbal Interpretation
Successful professionals inspired me.	2.89	Agree
I admire renowned hoteliers/restaurateurs.	2.95	Agree
Success stories influence my growth perception.	2.84	Agree
Achievements of figures increased my interest.	3.12	Strongly Agree
Positive industry impact inspired my decision.	3.06	Strongly Agree
Average Weighted Mean	2.97	

The table shows that students generally agreed that motivational figures in the hospitality industry influenced their course decisions, with weighted means ranging from **2.84** to **3.12**. The highest-rated statement, “*Achievements of figures increased my interest*” (**3.12**), suggests that students are most inspired by the visible success of professionals in the field. The lowest score, “*Success stories influence my growth perception*” (**2.84**), reflects that while motivational stories are acknowledged, they are not the strongest personal driver. With an overall average mean of **2.97**, the results indicate that while external motivational factors are considered, they play a more supplementary role compared to intrinsic interest or job security.

Kaushal and Srivastava (2020) emphasized that student engagement in hospitality programs was maintained during the COVID-19 pandemic through inspiring stories of resilience and recovery in the

industry, showing that visible leadership and positive impact helped reinforce course commitment. Similarly, Diepolder, Weitzel, and Huwer (2024) found that exposure to entrepreneurial role models encouraged students to recognize opportunities and increased motivation, particularly when role models embodied values of sustainability and success. These findings support the idea that students’ interest in hospitality can be enhanced by exposure to successful figures in the industry.

Independent T-Test

Factor	t-Statistic	p-Value	Interpretation
Strong Interest Factor	-4.82	0.004	Significant
Family and Friend Factor	-5.31	0.003	Significant
Educational Institution Factor	-4.56	0.005	Significant
Job Security Factor	4.77	0.004	Significant
Motivational Factor	-6.03	0.002	Significant

The table presents the t-test results comparing male and female students' responses across five key factors influencing their selection of the hospitality management course. The **Strong Interest Factor** yielded a t-statistic of -4.82 ($p = 0.004$), indicating a statistically significant difference, with female respondents showing slightly higher interest in hospitality-related subjects. The **Family and Friend Factor** also revealed a significant difference ($t = -5.31$, $p = 0.003$), suggesting that females are more influenced by familial and peer input. Similarly, the **Educational Institution Factor** had a t-statistic of -4.56 ($p = 0.005$), signifying that female students place more value on institutional reputation and learning environment. Notably, the **Job Security Factor** showed a positive t-statistic ($t = 4.77$, $p = 0.004$), indicating that male students perceived job stability in the hospitality sector as more influential than their female counterparts. Lastly, the **Motivational Factor** produced the strongest difference ($t = -6.03$, $p = 0.002$), with female students more strongly driven by inspirational stories and societal impact.

The findings align with **Diepolder et al. (2024)**, who found that motivational cues and entrepreneurial role models have a greater impact on female students' career decisions in service-oriented sectors. **Kaushal and Srivastava (2020)** further support these outcomes, emphasizing that women are more responsive to affective and relational motivators in the hospitality industry, particularly in the wake of career uncertainty during crises such as the COVID-19 pandemic. Additionally, **Ruhanen and McLennan**

(2010) noted that females tend to prioritize educational quality and institutional prestige, aligning with the present findings under the Educational Institution Factor. These studies reinforce the conclusion that **sex is a significant predictor of course selection**, with differences driven not only by personal interests but also by sociocultural, motivational, and institutional considerations.

Factor	B	SE	Wald X ²	p-Value	Interpretation
Intercept	-86.52	39.42	4.7961	0.028	Significant
Strong Interest Factor	19.52	10.15	3.6864	0.054	Not Significant
Family and Friend Factor	9.78	5.91	2.7556	0.098	Not Significant
Educational Institution Factor	-0.35	3.88	0.0081	0.928	Not Significant
Job Security Factor	3.61	2.83	1.6384	0.201	Not Significant
Motivational Factor	-2.8	5.2	0.2916	0.59	Not Significant

The logistic regression model examines five predictors: **Strong Interest, Family and Friend Influence, Educational Institution, Job Security, and Motivational Factor**. Among them, only the **Intercept** ($B = -86.52$, $p = 0.028$) reached statistical significance, though this simply adjusts the model baseline.

While **Strong Interest Factor** ($B = 19.52$, $p = 0.054$) came very close to the 0.05 significance threshold, it was not statistically significant at the conventional level. This suggests that although student interest in hospitality showed strong predictive potential, it was not a definitive predictor in this sample. The **Family and Friend Factor** ($B = 9.78$, $p = 0.098$) also approached significance, indicating that peer and family influence might play a role in course selection but with less statistical certainty.

The remaining predictors—**Educational Institution Factor** ($p = 0.928$) and **Job Security Factor** ($p = 0.201$)—were clearly not significant, suggesting they contribute little to predicting course choice among students in this dataset.

The results imply that **intrinsic interest and familial/social support may be influential but not strong enough alone to predict course selection** with high statistical confidence. This highlights the complexity of student decision-making, suggesting that factors not captured in this model may also be at play.

Strategic Plan Table with Timeline for Research Objective 5

Strategy Area	Specific Strategy	Target Group	Basis from Findings	Timeline
Program Promotion	Feature male and female alumni success stories in marketing materials	Both	Motivation and strong interest were significant influencers in course selection	3 months (rolling)
Industry Linkages	Partner with hotels to offer internships and job placement	Males	Males rated job security as more influential than females	6 months

Scholarship Opportunities	Provide financial incentives to attract gender-diverse enrollees	Both	Slight gender imbalance observed; financial aid can encourage non-traditional choices	4 months
Mentorship & Motivation	Establish student-alumni mentorship programs	Females	Motivation factor had strong effect among female students	6 months
Parental Engagement	Conduct career talks and orientations involving parents	Females	Family and friend factor significantly influenced female students' decisions	2 months (pre-entry)

The strategic plan presented integrates findings from the study into implementable actions, each aligned with a realistic timeline. Promotional campaigns featuring successful male and female alumni should be launched on a rolling basis over a three-month period to continuously foster student interest and motivation—factors shown to significantly affect course selection. Industry partnerships with hotels, to be established over six months, directly address male students' concerns about job security, providing clearer post-graduation pathways. A four-month implementation window is recommended for developing scholarship programs aimed at encouraging gender diversity, especially in course tracks where underrepresentation was observed. Mentorship programs linking current students to alumni, particularly targeting female learners, can be structured over six months to help maintain motivational levels throughout their academic stay. Lastly, parent-focused orientations and career talks—completed within two months before enrollment—will support female students who are highly influenced by family and peer input when deciding on a course. By aligning each initiative with the study's findings and providing clear timeframes, educational institutions and industry stakeholders can take concrete, data-informed steps to attract and retain a gender-balanced student population in hospitality management.

V. CONCLUSION

The findings of this study revealed that sex plays a role in the selection of hospitality management courses in the Philippines. Female students were more significantly influenced by motivational factors, strong personal interest, and family or peer support,

while male students placed greater emphasis on job security. The t-test and binary logistic regression analyses confirmed that among the five factors, strong interest and motivational influence were the most relevant in predicting course selection, though not all were statistically significant. Furthermore, the binary logistic regression results showed that while no single factor achieved a strong predictive value at the conventional level of significance, the strong interest factor had the greatest effect size and practical importance in course selection decisions.

Correlation analysis showed that motivational and interest-based factors had strong positive associations with course selection, supporting the interpretation that intrinsic and social motivations outweigh institutional and job-related considerations. This indicates a shift in student preferences toward passion-driven choices rather than pragmatic considerations. The strategic plan developed from these findings suggests that targeted interventions by educational institutions and the hospitality industry can meaningfully address these gender-specific patterns and improve enrollment and retention outcomes.

VI. RECOMMENDATION

Based on the study's findings, it is recommended that higher education institutions and hospitality industry stakeholders implement a gender-responsive strategy to attract and retain students in hospitality management courses. Programs that highlight motivational and interest-aligned aspects—such as alumni success stories, mentorship programs, and inspirational career pathways—should be prioritized, particularly for female students. At the same time, job placement partnerships and clear career development

pathways should be reinforced to address the practical concerns of male students, especially regarding job security.

The strategic plan, which includes program promotion, industry linkages, scholarships, mentorship, and parental engagement, should be implemented with defined timelines ranging from 2 to 6 months. These strategies are grounded in the actual behavioral patterns observed in the study and are designed to support students throughout their academic decision-making process. Institutions are encouraged to integrate these strategies into their student recruitment and retention efforts, ensuring a balanced and inclusive approach that reflects the evolving priorities of both male and female students in the Philippine hospitality education landscape.

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