

FACTORS INFLUENCING STUDENTS' CHOICE OF ACADEMIC PROGRAM:
A SURVEY OF HOTEL MANAGEMENT STUDENTS IN KATHMANDU

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A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the
Degree of Master of Philosophy in Education (Development Studies)

Kathmandu University
Dhulikhel, Nepal

July 2023

AN ABSTRACT

of the dissertation of *Richan Shrestha* for the degree of *Master of Philosophy in Education* presented on 26 July 2023 entitled *Factors Influencing Students' Choice of Academic Program: A Survey of Hotel Management Students in Kathmandu*

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Students have to make academic program choices after high school. The choice of an academic program can be a major dilemma and challenge. The same is true of students' choice of the Bachelor of Hotel Management (BHM) in Nepal. There are very limited studies in this area. Thus, this study was designed to explore the factors that influence students' choices of BHM.

The study featured a quantitative approach with an exploratory design. Using a contextualized questionnaire, 251 third-year students were surveyed. Exploratory Factor Analysis, descriptive statistics, logistic regression, t-test, and ANOVA were used for data analysis. Relevant reliability, validity, and ethical measures were ensured.

The result revealed four components influencing students' choice of hotel management: i) personal interest, ii) career development perception, iii) outcome expectations, and iv) social pressure. The most important factors in students' choice were their personal interest in hotel management and the hotel industry, followed by perceptions of career development and outcome expectations. Among the factors, social pressure was less influential in their choice.

The findings of this study suggested that social pressure had a significant negative influence on choosing universities. Consequently, peers and teachers are crucial in choosing a university. In addition, there was a difference in perceptions of career development across types of universities. Thus, career opportunities may differ across universities.

The findings of this research can be helpful to students considering BHM and their parents in understanding whether the program is right for them. Furthermore, results can be helpful to academic institutions in counseling students and in their marketing mix. The findings can also be useful to policymakers in designing a course that connects students' choice factors to the industry.

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July 26, 2023

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This dissertation entitled *Factors Influencing Students' Choice of Academic Program: A Survey of Hotel Management Students in Kathmandu* is presented by *Richan Shrestha* on 26 July 2023.

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DECLARATIONS

I hereby declare that this thesis has not been submitted or published as a part of any other degree candidacy.

.....

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July 26, 2023

DEDICATION

TO

All Paragons of Virtue

My Universe

Special thanks to

My Wife Rashna Khokhali and Sweet Daughter Riyana Shrestha

My Loving Father Lav Kumar Shrestha, Mother Nirjala Shrestha, Father In-law

Ramachandra Khokhali, and Mother In-law Ramita Khokhali

My Caring Sisters and Brother In-laws

ACKNOWLEDGEMENTS

I would like to express my gratitude to all those who helped me during this academic journey. Without them it would not have been possible. I am grateful to my dissertation supervisor Assoc. Prof. Prakash C Bhattarai, PhD who guided me through scholarly support and insightful comment and feedback. He continuously motivated me to do my thesis. More importantly he provided ample time to guide me academically and improve my dissertation. Similarly, I would also like to thank all KUSOED professors and faculties, including Asst. Prof. Suresh Gautam, PhD, and Asst. Prof. Lina Gurung, PhD for their continuous support in this endeavor.

My special thanks to Emad Awadallah, PhD, for giving me permission for using his scales for my research. I would also like to thank the program coordinator of all the BHM colleges for allowing me to collect data from the students. Special thanks go to all the students who provided me with the data and helped me in my thesis.

I would like to thank Ms. Amrita Sharma and Mr. Sagarmani Neupane for guiding us to use the quantitative tools in my thesis with sharing their experience in the quantitative methods.

My family deserves more gratitude than anyone else for making this journey possible. I thank my father, Mr. Lav Kumar Shrestha, and my mother, Mrs. Nirmala Shrestha, for continuously motivating me to do the MPhil and for their lifelong encouragement to do better. I am very grateful to my wife Ms. Rashna Khokali, for supporting me during my MPhil journey. Although newly married, she completely understood me and the importance of my academic journey. I would also like to thank my newly born daughter, who increased my determination to complete this endeavor.

Finally, I would like to thank all my MPhil batch mates. The small talk and enriched academic discussion motivated me to improve my thesis. I am thankful for their encouragement and questions about my progress. Special thanks to Mr. Bikash Ghaju for continuously bringing up academic discourse during our casual talk and helping me improve my thesis.

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ABBREVIATIONS

ANOVA	One-Way Univariate Analysis of Variance
BHM	Bachelor in Hotel Management
EFA	Exploratory Factor Analysis
GDP	Gross Domestic Product
GON	Government of Nepal
HAN	Hotel Association of Nepal
SCCT	Social Cognitive Career Theory
TRA	Theory of Reasoned Action
VIF	Variance Inflation Factors
WTTC	World Travel and Tourism Council

CHAPTER I INTRODUCTION

One of the main decisions of young aspirants and their parents is choosing the right program for their higher education. Many students need help choosing a course they want to develop their career in. Choosing one particular course over another is an unpredictable process. Making the undergraduate course choice is one of the defining phases in their life. The choice, of course, creates the biggest dilemma and challenges for them. Similar is the case with students' choice of Bachelor of Hotel Management (BHM) in Nepal. The factors influencing the students' choice of hotel management in Nepal have not been explored much. Thus, exploring the components influencing students' choice is the central concern of this research. To determine the factors, this thesis implemented a quantitative approach using survey methods to collect data. This thesis used exploratory factor analysis to explore the factors determining students' choice of hotel management. The identified factors that might influence university choice were analyzed using logistic regression. Besides, this study analyzed the influence of gender, university type, ethnicity, and locale on the components determining students' choice of academic program. Finally, this thesis was concluded with suggestions of implications.

The context of this study has been discussed in this chapter. Research objectives and questions are raised based on the problem statement of factors influencing the choice. The significance and rationale of this study have also been discussed. This chapter concludes with a discussion of the delimitations of this study.

Study Context

Researcher: Why did you join hotel management?

Students: I joined BHM because it allows me to go abroad easily and helps me get a job abroad easily.

Researcher: Did your family encourage you to pursue the course?

Students: Not actually. They asked me to do other courses because they thought hotel management was about washing dishes and cooking.

Researchers: Why did you choose Purbanchal University?

Students: Ohh, it was just a random selection. The main thing was the hotel management course for me.

As a teacher in one of the hotel management institutions, this was the conversation with one of the students about their choice of hotel management. With, the conversation, I realized that going abroad is one of the components determining students' choice of hotel management. This has raised my curiosity as a researcher to determine if going abroad is a major factor or if various factors determine the students' motivation to choose hotel management.

The hotel industry is a sub-sector of the tourism industry. Tourism is one of the major pillars contributing to economic development and employment generation. Travel and Tourism have contributed around 10.4% (USD 9170 BN) of the world's Gross Domestic Product (GDP) (World Travel and Tourism Council [WTTC], 2021). It also created around 334 MN jobs (1 in 10) in 2019 (WTTC, 2021). There is a significant contribution of tourism to global output (around 6%) and capital investment (around 7%) (Shrestha, 2021). Tourism has become a prominent force for the economic development of many developing countries like Nepal. Nepal is a diverse country and rich in nature and culture. This made Nepal one of the popular destinations for international tourists. There has been an upward trend in the number of arrivals of international tourists in Nepal. In 2019, around 1.2 million international tourists (a rise of 2% in the arrival of international tourists than in 2018) visited Nepal (Government of Nepal [GON], 2019). In 2019, travel and tourism contributed around 6.7% of the total GDP (NRP 247.5 BN) and has contributed 6.9 % of total employment (1042100 jobs) (WTTC, 2021).

The growth of the tourism sector in Nepal has increased investment in the hotel industry. Over one hundred billion was invested in the hotel industry in 2019 (Hotel Association of Nepal [HAN], 2022). HAN also revealed that the number of star hotels and tourist standard hotels increased to 138 and 1151, respectively, in 2019 compared to 129 and 1125 in 2018, with the number of beds increasing to 43,999 in 2019 compared to 40,856 in 2018. Tourism in Nepal has halted due to the global pandemic of Corona Virus but is expected to grow in the future.

The growth in the tourism and hotel industry has created good career prospects in hotel management for students, as these hotels require more employees for hotel jobs. To address this need, there are many opportunities to study hospitality and hotel management at the tertiary level ranging from vocational training institutes, private institutions affiliated to national and international universities and public institutions.

Good career prospects and an ample number of institutions make a hotel management degree attractive in Nepal.

Hotel management is one of the higher education courses running in Nepal. Nepal Academy of Tourism and Hotel Management (NATHM) is the first institution that made a planned effort to produce human resources in the hospitality sector in 1972 (Thapa & Panta, 2019). Formal three years bachelor's program in hotel management was started in 1999 by Tribhuvan University and other bachelor programs in hospitality management from 2003 (Thapa & Panta, 2019). Most national universities like Purbanchal University, Tribhuvan University, Pokhara University, Kathmandu University, and Mid-Western University in Nepal offer the BHM program.

Many researchers have suggested many factors influencing academic program choice. For example, Ouano et al. (2019) suggested that location, educational facilities, cost, and employment opportunities are the major determinants of the course choice decision. Students' interest, the reputation of the program, prospects in the labor market, parent's pressure, teachers' advice, following the friends' circle, cost of tuition fee, financial condition, social background, location, students' expectations and many more provide different weight in choosing the course.

With the literature review, I realized that factors influencing students' choice of academic program can be categorized into intrinsic factors, extrinsic factors, and subjective norms. Intrinsic factors are those factors that enable students to motivate themselves for the course choice. Personal interest, career aspiration, and self-efficacy are intrinsic factors. I discovered that many researchers suggested intrinsic factors as influential factors in students' choice of academic program. The study of Owino and Odundo (2016) revealed that personal interest is one of the determinants of students' decision to choose History as their undergraduate course.

Similar to intrinsic factors, researchers suggested the influential role of extrinsic factors on students' choice of academic program. Extrinsic factors refer to those factors which externally influence students to choose courses in their higher education. Good career prospects and anticipated future earnings are examples of extrinsic factors. The study by Awadallah and Elgharbawy (2020) claimed that students choose accounting majors in Qatar because they perceive accounting as a distinctive qualification that makes them qualify for better job prospects after the degree.

Many researchers revealed subjective norms as influential factors in parallel to intrinsic and extrinsic factors. Subjective norms refer to social relationships like family members, peer groups, and teachers who influence students' choice of academic program. The study of Eremie and Chiamaka (2019) on the Obio/ Akpor local government area of rivers state suggested family influence on students' choice of study was significant.

Demographic variables such as gender, ethnicity, locale, and others might influence the student's choice of academic program. The study by Dickson (2010) suggested that ethnic differences exist in the college's major choice. Racial and ethnic differences may influence students' choice of academic program.

The reason students choose hotel management in their tertiary education is complex. According to Qie et al. (2017), some of the determinants of career choice in hotel management among students in Guangzhou City in China are student occupational aspiration, support from parents, cultural value, and career guidance and consultation. Similarly, the study of Lee et al. (2018) suggested six motivational factors influence hospitality and tourism management choice among US undergraduates. The factors are self-actualization, ease of study, job possibility, abroad experience, attractive field, and external influence. Thus, with a literature review and conversation with students, I realized that different factors influence students to choose hotel management in their higher education.

Statement of the Research Problem

Degree program or higher education program choice is an important decisions students make. One of the impacts of the wrong choice, of course, may lead to college dropout. Many Irish students at University College, Dublin, drop out from their college course because of their wrong course choice, as suggested by Professor SuzzaneQuin, Dr. Niamh Moore-Cherry, and Dr. Elaine Burroughs (Donnelly, 2015). The correct choice of course in higher education helps to achieve good career growth and prevent dissatisfaction. Thus, students and their parents must know what factors influence their college choice.

In the case of hotel management also, I realized that intrinsic factors like personal choice (Briones & Bueno, 2019), extrinsic factors like good career prospects or occupational aspiration (Qie et al., 2017), and subjective norms like parents, faculty members, and advisor (Lee et al., 2018), influenced students' choice of the academic program. In the case of Nepal, the growth of hotels might increase the demand for

hotel management graduates. This leads to good career prospects for graduates. However, career prospect is not the only factor influencing students' choice of hotel management in their higher studies in Nepal. I realized that no analysis has been made on determinants of students' choice of hotel management in Nepal. Thus, this research studied determinants of students' choice of BHM.

There is a lack of studies on factors influencing students' choice of hotel management. However, I realized that different policies in Nepal, like the tourism policy of Nepal 2065 BS, the higher education policy of 2076 BS, and the national employment policy 2071BS, highlighted the importance of producing qualified and skillful human resources for the hotel industry. But those policies have not discussed the motivation behind joining BHM based on students' choices. Even, the universities in Nepal have only talked about grade requirements for enrolment in the programs. For example, the entry requirement is 10+2 with a 2 GPA (minimum) or 45 percent in 10+2 or equivalent from the board recognized by TU (EducateNepal, 2022; Republica, 2019).

It is necessary to explore the most influential factor that determines the higher education selection of the student. Also, it is important to determine if the factor influencing students' choice of higher education influences the choice of academic institutions or universities. It is necessary to find out if the factors influencing students' choice of higher education program influence them to choose universities or educational institutions. Different studies like Bhayani (2015), Lorenz et al. (2020), and Kusmairso et al. (2021) suggested subjective norms were influential factors in the choice of university. Researchers like Connie et al. (2022) and Nor (2018) suggested other factors like employment opportunity, university brand image, pricing, and others as determinants of students' choice of university. There have been few studies on the role of factors influencing students' choice of academic program on university choice. With the literature review, I also realized that, like the choice of the academic program, different intrinsic factors (Nor, 2018), extrinsic factors (Connie et al., 2022), and social factors (Bhayani, 2015) influence students' choice of institution. This knowledge regarding factors influencing the student's choice of academic program and institution is important for academic institutions. This helps academic institutions in their marketing mix. The study of Kalimullin and Dobrotvorskaya (2016) suggested a marketing mix based on the student choice of academic program and university. There may be dropout chances if the wrong candidate chooses their programme

(Donnelly, 2015). Thus, to attract the right candidate in the hotel management institution, an influential factor needs to be identified. Similarly, the study of Dickson (2010) suggested that there exist ethnic differences in the college major choice. Racial and ethnic differences may influence students' choice of academic program.

Demographic variables such as gender, ethnicity, locale and others might influence the student's choice of academic program. Thus, it is important to find if the above stated demographic variables influence the choice of degree.

The highest single cost involved in the hotel industry is skillful employees. Hotel management institutions are producing many hotel management graduates every year in Nepal. However, there needs to be more skillful human resources required for the hotel industry in Nepal. The study of Shrestha (2021) revealed that hotel practitioners in Nepal were not satisfied with the skill of hotel management graduates. There is a mismatch between the skills of hotel management graduates and hotel industry requirements. If the wrong candidate chooses hotel management, they might not develop the required skills for the hotel industry. Thus, exploring the determinants for attracting the right candidates in the hotel management program is necessary.

Purpose of Study

The study's main purpose is to identify the factors that determine students' choice of a hotel management degree in Kathmandu, and to determine the most influential factor in this choice. This study also analyzed whether the determinants of students' choice of hotel management influence their university choice, and whether the factors influencing students' choice of hotel management differ across demographic variables.

Research Questions

In order to guide the study, this study posed four research questions.

1. What factors influence students' choice of hotel management in Kathmandu?
2. Which factor is the most influential in the choice of hotel management?
3. To what extent do factors influencing students' choice of hotel management influence the choice of their university?
4. To what extent factors influencing students' choice of hotel management differed across Gender, Ethnicity, Family-types, Locale, and University types?

Hypotheses

The determinants of students' choice of hotel management differ across gender, ethnicity, types of family, locale, and type of university.

Significance of the Study

Many students are in a big dilemma in choosing the right course as various factors influence their decision-making ability. The correct decision-making ability is necessary for the right academic program. Students must choose the right course as it impacts their professional career and life planning. Exploring different courses before making a final choice is always a good idea. This increases the chance of career success and satisfaction (Olaosebikan & Olusakin, 2014). If the choice is made without looking for enough alternatives and careful investigation, the students may make the wrong decision. One wrong decision of an individual reduces their learning outcomes and impacts their future. This study helps student to find out if hotel management is right choice for them

This study is significant for parents of students seeking to pursue hotel management in their higher education. This study helps parents to make correct decisions while looking for higher education for their children. Most importantly, this study gives them the idea to focus on where to put their trust in the selection of hotel management for their children. This can help them to see if their children are making the right choice. They can counsel their children in this regard. The findings of this study are important to academic institutions providing hotel management degrees. For colleges and educational institutions, understanding the factors influencing the hotel management choice is very important as this helps them to promote their programme and arrange career counseling for students accordingly.

The findings of this study are important for course designers. The course designer of BHM can use the findings of this study to attract motivated students in hotel management by developing a quality curriculum and effective teaching and learning methods by connecting academic institutions with the industry. Similarly, to attract the right candidate, academic policymakers can set some criteria based on these factors for admission policy and academic requirements. This helps produce better human resources for hotels and other tourism industries.

Delimitations of the Study

In order to make the research specific, I have set some delimitations for this study. The factors influencing the students' choice of hotel management can be

understood in several ways. But this study is delimited to study only intrinsic factors (personal interest), extrinsic factors (financial outcome and non-financial outcome) and subjective norms (family members, peers, and teachers). I have also delimited myself to research national universities only. I have excluded the institution affiliated with foreign universities in Nepal.

Organization of the Study

This thesis is divided into seven chapters. In Chapter I, this study discusses the introduction of the entire study. Chapter II discusses the relevant literature review and the theoretical framework's presentation. Sequentially, the details of the research methodology have been discussed in Chapter III. In Chapter IV, demographic variables used in this study have been discussed, followed by identifying factors influencing the students' choice of hotel management in Kathmandu. Similarly, this chapter also presents the most influential factor influencing students' choice of hotel management. Chapter V of this study presents the influence of dimensions in university choice for hotel management. This chapter also assesses the difference in determinants of students' choice of hotel management concerning demographic variables. Sequentially, chapter VI presents the key findings and discussion. Finally, chapter VII presents the summary, conclusion, and implications of this study.

CHAPTER II

LITERATURE REVIEW AND SETTING ARGUMENTS

This chapter initially incorporates the concept of student choice and factors influencing students' choice of course and program in higher education. This chapter also presents the different concerns and debates about the constructs. This is followed by the literature review of the most influential factors in students' choice of course and program in higher education are presented. This chapter also incorporates literature on components determining students' choice of university for their higher education. Then, this chapter presents different choice theories to understand how choice is made in higher education. The history and trend of BHM in Nepal follows this. This chapter concludes with presenting the conceptual framework for factors influencing the students' choice.

Students' Choice

Students' choice is important for them to make involved in the learning process. Students who choose the right course become more engaged and motivated to succeed (Evanshen&Faulk,2019). Thus, students need to choose the right course as it impacts their professional career and life planning.

Factors Influencing Students' Choice

Many factors influence students' choices of the course in higher education. Many researchers have discussed determinants of the student's choice of academic program in higher education. Determinants of the students' choice of course in their higher education can be broadly classified into intrinsic, extrinsic factors, and subjective norms.

Intrinsic Factors

Intrinsic factors are those factors that enable students to motivate themselves for the course choice. Some intrinsic factors that motivate students to choose certain courses in their undergraduate degree are career aspiration, personal interest, and student self-efficacy. Many researchers, like Qie et al. (2017) and Kumar (2017) claimed that intrinsic factors are most influential in course choice for the students.

Students prefer to choose those courses in which they are more interested. According to Qie et al. (2017), intrinsic factors like personal interest, self-efficacy and career aspiration were the most influential factors for the students to choose a career

in hotel management in Guangzhou City in China. A student who chooses hotel management in their undergraduate loves serving people and is fond of food and beverage. They have the belief of performing well in the hotel or hospitality sectors. Thus, the study of Qui et al. (2017) emphasized the importance of intrinsic factors in students' decision-making in their career choice. Similarly, Kumar (2017) claimed that personal interest and skills are major factors influencing students' choice in undergraduate programme. The study by Awadallah and Elgharbawy (2020) suggested students who are good in numbers prefer to choose accounting majors. In contrast, students with good writing skills choose non-accounting subjects among management students.

Stock and Stock (2019) also suggested that personal interest is a leading factor in influencing undergraduate students to choose a business major. Because of their personal interest on business courses, students choose business majors in their undergraduate. Similar result was presented by Lamichhane et al. (2022), where they claimed that students in the undergraduate and graduate level agreed to choose a business administration course because of their personal interest in business administration course. Personal-interest also plays an important role in selecting a hotel management course. Similarly, the study of Owino and Odundo (2016), using a structured questionnaire of 110 students at Nairobi University revealed that one of the determinants of students' choice of History in their undergraduate was personal interest. A similar finding was presented by Abe and Chikoko (2020) in their study. In their study of Science, Technology, Engineering and Mathematics (STEM) students, more than 55% students agreed that they chose STEM based on their personal interests. The passion and desire to work in certain industries lead students to choose courses related to the industry in which they have a desire and passion. Likewise, the students of Vehari, Pakistan, choose their course because of personal interest as one factor (Humayon et al., 2018). They claimed that personal interests greatly influence their course choice with the help of multiple regression analysis. Thus, I believe that intrinsic factors play an important role in students' choice of academic program.

Extrinsic Factors

Extrinsic factors refer to those factors which externally influence student to choose courses in their higher education. Students are influenced by such extrinsic factors while making the decision of higher education choice. One such extrinsic determinant influencing the academic program selection of students is good career

prospects (employment opportunity) with higher financial outcome. The research of Mitic and Mojic (2020) on Serbian students found out that most influencing determinant of the choice of higher education for students is employment opportunities after graduation. Similarly, financial concern or anticipated future earnings (economic factor) is also a major determinant of students' choice of the undergraduate programme. The study by Awadallah and Elgharbawy (2020) found that one of the factors influencing the student's choice of accounting course is a good career perspective in terms of future earnings. Students choose certain courses for better salary or earnings in the future, like accounting, engineering and medical doctors.

A similar finding was revealed by Pratiwi et al. (2020), claiming that output expectation is one of the determinants influencing students' choice of dentistry in Indonesia. Students believed that they get jobs easily after dentistry. Thus, they choose dentistry. Similarly, the study of Najam and Ghazal (2022) on Pakistani students claimed that output expectations significantly influence them to choose their careers. They suggested that students believed financial stability through a job was one of the outcomes expectations for their choice. If the probability of getting a job easily is high with some academic program, Students are more likely to choose such program.

The study by Abe and Chikoko (2020) on students at a university in South Africa claimed that output expectancy is one of the factors influencing students to choose STEM. Because of the more career opportunities and prospects in STEM, they chose STEM subjects. Similarly, the systematic review study on the role of culture influencing the youth's choice of career by Twumasi et al. (2018) suggested that output expectations influence students to choose their course and career. They claimed that American student chose their career based on output expectations as one of the factors. Students are likelier to enroll in the academic program with better career opportunities.

Financially disadvantaged students or students from low-income families have constraints in choosing their desired course compared to middle-income and high-income families (Callender & Melis, 2022). I asked one of the hotel management students about his choice. He explained that he was interested in science in high school, but because of his poor financial background, he joined the hotel management stream in high school. Thus, this was the main reason he joined hotel management.

Although students have an interest in certain subjects, because of a lack of financial support, students from low-income families are forced to choose low-cost higher education programme.

Subjective Norms

Social relationships like family members, peer groups and teachers are influential factors in the students' choice of higher education. Students try to follow what others tell them while deciding about their higher education choices. The study of Awadallah and Elgharbawy (2020) also revealed that social groups like family and peers greatly influence students' decision of higher education's choice. They claimed that teachers have the most influential role in guiding students in their higher education choice compared to family members and peer groups. Similarly, Qui et al. (2017) found that parents' support and career guidance are important factors in students' choice of academic programs in higher education. Similarly, the study on students' career choices in hospitality management by Lee et al. (2018) claimed that traditional factors like faculty, family and advisors are important components in students' decision of career choice.

In Vehari, Pakistan, student chooses their course because of family influence as one factor (Humayon et al., 2018). They claimed that families greatly influence their course choice with the help of multiple regression analysis. Similarly, the study of Awadallah and Elgharbawy (2020) claimed that students' choice of accounting major in Qatar was mainly determined by their family members. They suggested that parental pressure significantly influenced students to choose accounting as a major. The findings of Abe and Chikoko (2020) also revealed a significant influence of family on students' STEM choices in South Africa.

Apart from family, peers are also crucial in influencing students' choice of academic program. The study by Mtemeri (2020) suggested that peers significantly influenced the career choice of students. However, some researchers claimed that friends and peers have no role in students' choice of academic program. The study of Eremie and Chiamaka (2019) suggested no significant influence of peers and best friends on students' choice of study.

The study by Abe and Chikoko (2020) claimed that teachers significantly influence students' STEM choices in South Africa. They claimed that many students agreed that their teachers strongly influence their STEM choice. Similarly, the study of Nagireddy (2021) suggested that teacher and student relationships play a major role

in students' choice of course and career. Thus, subjective norms like family, peers, and teachers play an important role in the decision of academic choice among students.

There are some researchers that claim that cultural heritage also influences the students' choice of higher education. Here cultural heritage represents students belonging to either a collectivist or individualistic society. Individualistic society means people believe in personal goals and independent relationships, whereas collectivist society means people believe in group goals, social recognition and security (Twumasi et al., 2018). Cultural heritage can influence students both intrinsically and extrinsically. The research of Twumasi et al. (2018) and Wesarat et al. (2014) claimed that students coming from individualistic societies are more self-interested and intrinsically influenced, whereas students coming from collectivist societies are focused on social recognition, groups' goals and interdependent are extrinsically influenced while choosing the higher education.

Most of the researchers articulated that factors such as personal-interest (skills), self-efficacy and personal goals are major intrinsic determinants of the student's choice of higher education. In contrast, the financial status of the family members, the role of family members, peers and teachers, features of the program and previous high school are major extrinsic factors influencing students' choice of higher education. Some researchers also found that cultural heritage falls under intrinsic and extrinsic factors.

Based on the above intrinsic, extrinsic, and subjective norm factors, I am developing my research on influential factors in students' choice of BHM degree in Nepal. As an economics teacher in one of the hotel management colleges, when I talked with some teachers, management and students, I discovered that the intrinsic, extrinsic, and subjective norm factors are influential factors in students' choice of hotel management in Nepal.

Student Choice of Academic Program: Most Influential Factors

There are many determinants of students' choice of course in higher education. However, some factors are more influential than others. Gameraddin et al. (2022) claimed that personal desire and interest in helping patients were major factors in preferring health science preferences in their study of 125 undergraduate students of medical science. This study also claimed that students were personal interested in working in the hotel industry. Likewise, the most important factor for students to

choose medical science in Nepal was their personal interest in serving people (Hayes and Shakya, 2013). Personal interest in the subject makes the student choose such subjects. The study by Levailant et al. (2020) suggested that discipline interest, the main factor along with lifestyle and work-life balance, were the main factors for the choice of specialization among medical students. The study of Lamichhane et al. (2022) claimed that the intrinsic factor (including personal interest) is the most influential factor for students to choose business administration in their bachelor's program in Nepal. The study by Suhi et al. (2022) on social science students of Khulna University of Bangladesh claimed that a major factor for students' choice of social science is job quality, like creative work and work diversity. Similarly, the study by Qiu et al. (2017) revealed that the most influential factor for a hotel management student to choose the course was student self-efficacy and occupational aspiration. According to them, self-efficacy, like their belief to do well in the hotel industry and career aspiration to reach the top level in the hospitality industry, was most influential in choosing hotel management. There is a debate on the most influential factors for academic choice. Thus, I analyzed the most influential factor for hotel management choice in this study.

Choice of University by Academic Program

Apart from course choice, various determinants influence students' choice of university for higher education. Sometimes same determinants that influence students to choose programs in higher education may influence university choice for their higher education.

The study by Bhayani (2015) claimed that peers an important factor in influencing students' choice of the university among first-year students in Dubai. Likewise, the study by Lorenz et al. (2020) claimed that peers and friends influence the educational expectations of German adolescents. Thus, peers and friends influence college and university choice, as claimed by this study. Similarly, many researchers claimed the influential role of teachers in students' college and university choices. Kusmairso et al. (2021) claimed that teachers are important in guiding students entering higher education and choosing colleges. Thus, peers and teachers are determinants of students' choice of university as they do for academic programs.

Many researchers also suggested other determinants influencing the student's choice of university. According to the study of Connie et al. (2022), the major factors in college choice for higher education are university reputation, facilities on campus,

peers, events, employment opportunities, and pricing. Similarly, university image, brand name, or reputation was a major factor influencing students' choice of university among students of different faculties in Somali National University (Nor, 2018). Likewise, students' attitude towards university, academic quality, and course fees are other major determinants of choice of the university among students (Nor, 2018). Thus, there are different determinants that influence the choice of the university among students. It is important to explore if the determinants for the choice of academic program influence the university's choice.

Influence of Demography of Students on Their Choice of Course

Different demographic variables influence students' choice of course in their undergraduate. In the case of gender, there is a mixed result. Some researchers claimed gender differences in factors influencing course and career choice. The study by Dickson (2010) claimed that there exist gender differences in college major choices. However, the study by Tamang (2021) confirmed that there exists no significant difference in factors among the gender of student for diploma level engineering students.

Sometimes the choice of course also differs according to ethnicity. The study by Hinrichs (2015) claimed that there exist racial and ethnic differences in the choice of college major. Researchers claimed that economics and finance are top priority courses for Asian students, whereas social work is a top priority for African students. Similarly, the study of Dickson (2010) also claimed that there exists an ethnic difference in the college major choice. Likewise, the study Hanserd et al., (2020) also claimed that there exist racial and ethnic differences in college major choice. They claimed that underrepresented minorities are more influenced by job opportunities to choose biology than white students.

Many researchers studied the influence of family (nuclear or joint) on students' choice of course. The study of Tamang (2021) claimed that there is no significant difference in course and career choice according to the family types for diploma-level engineering students.

Introduction to Bachelor of Hotel Management in Nepal

The hotel industry is the service industry, one of the major sub-industries of the tourism industry. Tourism is viewed as one of the major pillars of the economic development of Nepal. Nepal's government recently announced that it will promote tourism in Nepal through events like Visit Nepal 2023-2033 (Onlinekhabar, 2022).

The hotel industry is crucial for the development of the tourism industry. With the rise in the tourism industry, it is important to increase the hotel industry to cater to the needs of tourists. According to HAN (2022), investment in the hotel industry in Nepal has increased and reached over 100 billion rupees in 2019. With the rise in investment, the hotel industry requires a qualified workforce for better customer service. This leads to an increase in the demand for hotel workers.

The increase in the demand for hotel workers has increased the demand for education programs in the hotel industry to prepare students to cater to the needs of the hotel industry. There has been a rise in the number of hotel management institutions in Nepal. Many courses like short training, diploma, advanced diploma, bachelor and master in hotel management are provided by various institutions in Nepal. These programs are run by different institutions affiliated with national and international universities and vocational training organizations like College of Technical Education and Vocational Training (CTEVT) (Thapa &Panta, 2019).

NATHM was the first institution to provide hotel management education in Nepal in 1972 and they have been running Bachelor in hotel management under the affiliation of TU since 1999 (Shrestha, 2021). The popularity of BHM is increasing because of the high demand for BHM graduates around the globe. All the major universities in Nepal (Purbanchal University, Tribhuvan University, Pokhara University, Mid-Western University and Kathmandu University) provide BHM under the management faculty.

The Bachelor of hotel management course is a four-year semester-based programme. The main purpose of this four-year programme is to make students ready to work in the hotel industry (Global College International, 2021). The entry requirement for BHM is 10+2 with 2 GPA (minimum) or 45 percent in 10+2 or equivalent from the board recognized by TU (EducateNepal, 2022; Republica, 2019). The course includes the subjects like food production, room service, tourism economics, strategic management and many more to produce skilled human resources for the hotel industry. BHM develops communication skills, discipline and grooming among students (Republica, 2019).

BHM produces the human resource required for the tourism industry, especially for those students who aim to work in hotels and catering. The graduates of BHM can work in different departments of the hotel industry, like food production in the kitchen, housekeeping, beverage management, and front office (Republica, 2019).

With the rise in local and foreign investment in the hotel industry in Nepal, BHM offers many courses among students. BHM graduates can work in diverse fields, such as hotels, hospitals, NGOs, and banks, as every sector requires the essence of hospitality management (Republica, 2019). The opportunity for higher study and career development in foreign countries for hotel management graduates is also high.

BHM is a highly professional course with good career perspectives in Nepal and abroad. This may be the main motivation of students to choose hotel management in their bachelor's. But other factors also influence students' choice of hotel management in their higher education.

Policy Review

So far, I understand there is no policy for students' choice of hotel management in higher education in Nepal. However, the tourism policy of Nepal 2065, higher education policy 2076, and national employment policy 2071 has highlighted the importance of producing qualified human resources in the hospitality and tourism sector. These policies might attract students to pursue hotel management in their higher education.

The tourism policy of Nepal 2065 BS has prioritized the importance of tourism and its sub-sector, like the hotel industry, for the economic development of Nepal (GON, 2008). The policy has highlighted the need for qualified workers in the tourism sector and prioritized producing qualified human resources by investment in education and skills development through public and private sectors.

In line with tourism policy 2065, the higher education policy of 2076 BS has also prioritized the importance of developing skilled human resources in different sectors, like the tourism sector, by establishing universities in those sectors (GON, 2019). Likewise, innovative activities and research-based education are highlighted in such sectors. Similarly, the policy plans to create an education hub attracting national and international citizens in such sectors.

National employment policy 2071 has also highlighted the importance of investment in tourism to enhance productive employment and professional skills in travel and hotel business (GON, 2014). The policy has also given importance to the role of the private sector in producing qualified human resources in the tourism sector.

These three policies have highlighted the development of skilled human resources in the tourism and hospitality sector. Similarly, the course structure developed by universities has many practical subjects and one-year internships, which

can influence students' choice of BHM. For example, when checking NATHM (n.d.) website for the course structure of BHM of Tribhuwan University, many subjects were practical based and contained a one-year mandatory internship. Although there is no specific policy on students' choice of BHM, the policies explained above and the course structure of BHM may attract students to choose BHM in their higher education. BHM provide good career opportunity and the course structure of BHM is practical-based with internship opportunity.

Choice Theories

Choice refers to the selection of the best possible options and is based on individual decision-making. Many factors determine the choice. The context of determinants of the choice of higher education can be best described by Social Cognitive Career Theory (SCCT) and Theory of Reasoned Action (TRA).

Social Cognitive Career Theory

Social Cognitive Career Theory is a mostly used theory on higher education choice. This theory was proposed by Lent, Brown and Hackett and is based on Bandura's Social Cognitive Theory (Carrico et al., 2017). SCCT helps to understand how individuals decide for career, including academic program choice. SCCT is the expanded version of Social Cognitive Theory. SCCT provides cognitive mediators like interest and abilities to influence choice.

SCCT provides contextual factors like interests, values and abilities to influence a person's career choice (Lent et al., 2002). Many researchers in their recent research like Ngutiet al. (2019), Carrico et al. (2017), and Qui et al. (2017) have used SCCT. SCCT provides higher education choice decisions based on self-efficacy, outcome expectations, and personal goals. Self-efficacy represents the beliefs held by students that they can perform better with the skills they have if they choose a certain course. Outcome expectations represent the extrinsic reward in the future, like a good salary from their choice of course. A personal goal represents students' commitment to doing relevant work.

SCCT suggests that the academic program's choice is determined by the perception of students to succeed and their self-efficacy. Students with high self-efficacy belief in a particular field should choose the program in line with such fields (Lent et al., 2002). The student believes that such a program fits their career well. In alignment with self-efficacy, SCCT proposes that outcome expectations play a major

role in determining students' choice of academic programs (Nguti et al., 2019). Students are motivated to choose courses that lead them to high-paying jobs.

Theory of Reasoned Action

Another prominent social psychological theory on students' choice of higher education or career decision is the Theory of Reasoned Action proposed by Fishbein and Ajzen in 1975. According to this theory performance behavior of certain individuals is influenced by their attitude towards that behavior and subjective norms (normative component or social norms surrounding the individual) (Fishbein & Ajzen, 1975, as cited in Muhamad et al., 2020). This theory suggests that if students have a positive attitude (belief and willingness to succeed) towards certain courses, for example, BHM, and if their surroundings, like family members, teachers, or peers, want them to do that course, then they become highly motivated to choose BHM course. It gives the basic motivation behind choosing certain actions (normative action).

Apart from the normative component, a subjective component can contribute to the choice of an individual's action. The TRA helps to analyze individuals' behavior based on their motivation to act (Awadallah & Elgharbawy, 2020). Awadallah and Elgharbawy (2020) and Muhamad et al. (2020) used this model to explain the students' choice of higher education. The next paragraph of this research provides the literature review of intrinsic and extrinsic factors influencing students' choice academic program

For academic program choice, TRA suggests that students' attitudes towards the certain program influence them to enroll in such programs along with the influence of their surrounding social norms (Awadallah & Elgharbawy, 2020). Suppose students believe certain programs will provide them better outcomes, including knowledge and skills and a good career with greater earning opportunities. In that case, they will develop a positive attitude towards such a program. Thus, they are more likely to choose such a program. In alignment with attitude, as suggested by Awadallah & Elgharbawy (2020), TRA also suggests that social norms play an important role in the student's choice of academic program. If their family, friends, or teachers want them to pursue certain academic programs, they are likelier to choose such programs.

Research Gap

Previous literature reviews indicated that different factors (intrinsic and extrinsic, and subjective norms) influenced the student's choice of academic program in Nepal. Lamichhane (2022) studied factors influencing students to choose business administration courses in undergraduate and postgraduate in Nepal. The study of Hayes and Shakya (2013) suggested determinants of students' choice of medical science. Similarly, the research of Shrestha and Sapkota (2021) revealed the factors determining the choice of Nursing among students in Nepal. Determinants of students' choice of management specialization course were studied by Shrestha and Shrestha (2021). Furthermore, the study of Tamang (2021) suggested determinants of students' choice of diploma in engineering in Nepal. But, so far to my knowledge, the study on factors influencing the students' choice of hotel management in Nepal has not been done. Thus, I explored factors influencing the students' choice of degree in Nepal.

Various studies by Twumasi et al. (2018), Hayes and Shakya (2013), and Shrestha and Sapkota (2021) made a study on the most influential factor in different academic programs. The most influential factor in hotel management has not been studied. Correspondingly, this research analyzed the most influential factors in the choice of hotel management.

Many researchers in their study revealed different determinants of the students' choice of university or academic institutions. Social influence (family, friends, teachers, etc.) can be important factors in determining students' choice of university. Peers and friends can influence students to choose a university (Bhayani, 2015; Lorenz et al., 2020). Similarly, many researchers suggested the influential role of teachers in students' college and university choices. The findings of Kusmairso et al. (2021) claimed that teachers play an important role in guiding students entering higher education and choosing colleges. Likewise, many researchers claimed that family is a major factor in student's choice of university. Bhayani (2015) identified the family as an influential factor in students' choice of university. Apart from social influence, there are other determinants of students' choices of university or higher education institutions. According to the study by Connie et al. (2022), the major factors in college choice for higher education are university reputation, facilities on campus, peers, events, employment opportunities, and pricing. Likewise, the study by Nor (2018) claimed that university image, brand name, or reputation was a major

factor influencing students' choice of University among students of different faculties in Somali National University. They also claimed that students' attitudes towards university, academic quality, and course fees are other major determinants of students' choice of university.

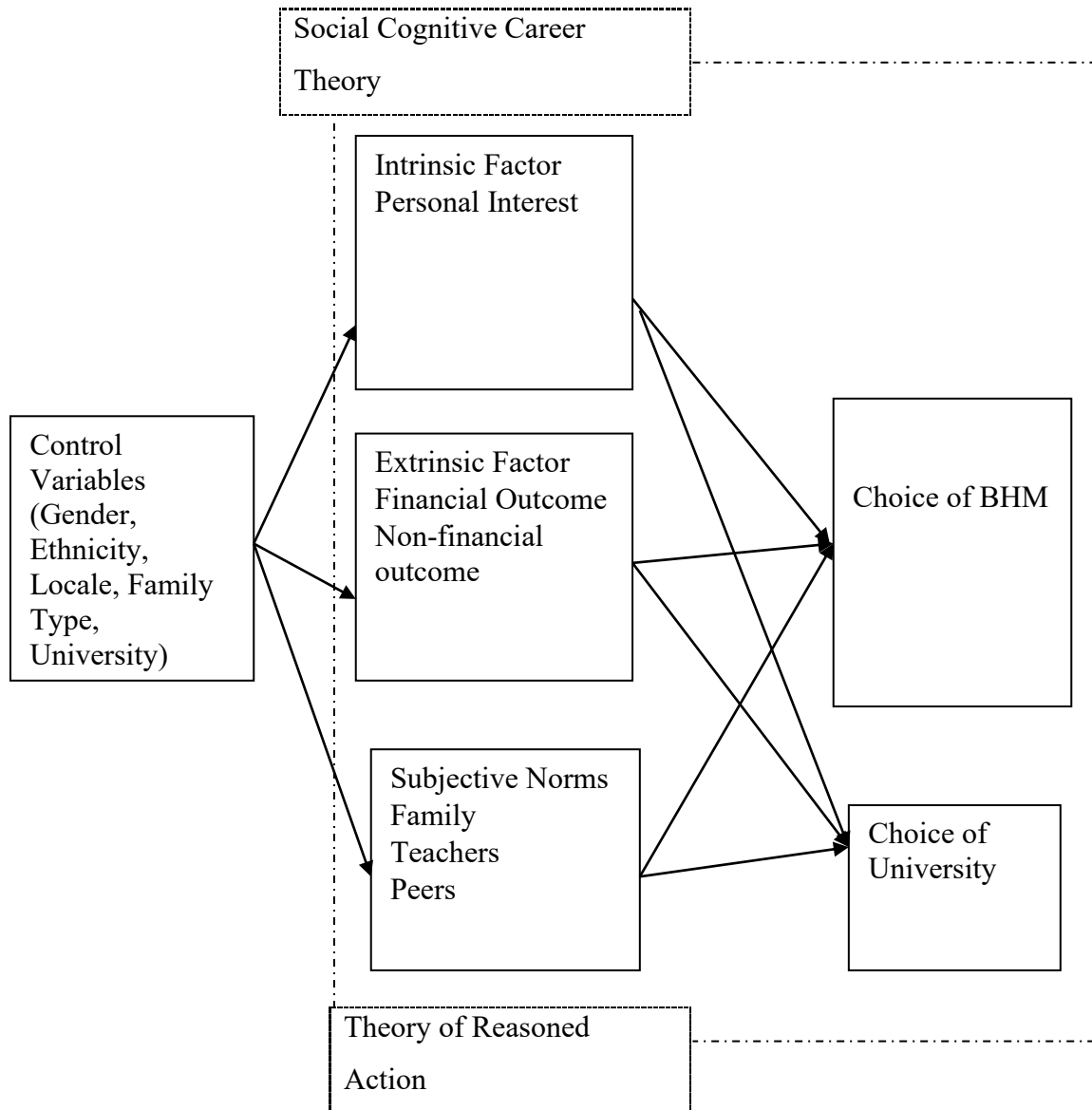
It is important to understand if the factors influencing students' choice of the higher education program also influence their choice of a particular university or academic institution. Different studies like Bhayani (2015), Lorenz et al. (2020), and Kusmairso et al. (2021) suggested subjective norms were influential factors in the choice of university. Researchers like Connie et al. (2022) and Nor (2018) suggested other factors like employment opportunity, university brand image, pricing and others as determinants of students' choice of university. There have been few studies on the role of factors influencing students' choice of academic program on university choice. Like, Briones and Bueno (2019) have studied the factors influencing the choice of degree program and school. However, in my understanding, there was no study made on the role of determinants of students' choice of higher education program on particular university choice in Nepal. Thus, this study explored weather factors influencing students' choice of degree influence them to choose a particular university.

Conceptual Framework

This framework is developed based on the previous literature reviews and interaction with hotel management students, principals and program coordinators. This framework helps in the identification of the factors influencing academic program choice. Particularly, this is important for hotel management choice as this helps to understand the main motivation behind choosing hotel management. Thus, this framework helps attracting motivated student in hotel management. SCCT and TRA are relevant to my research. SCCT mainly focused on self-efficacy, personal goals and outcome expectations. TRA is widely applied behavioral model which focus both on intrinsic factors (personal interest) and extrinsic factors (social influence) (Awadallah & Elgharbawy, 2020). According to TRA students' choice of hotel management in higher education is affected by their personal interest (attitude towards hotel management) and how society makes them perceived about hotel management (subjective norm).

Based on previous literature, intrinsic, extrinsic, and subjective factors influence students' choice of higher education courses. When combining the SCCT and TRA, I believe extrinsic and intrinsic components of SCCT create attitudes towards the behavior components of TRA. And as suggested by TRA, subjective norms can also influence students' choice of hotel management. Thus, I adopted the combined model of SCCT and TRA in the context of this study. The conceptual framework of this study is illustrated in Figure 1. Figure 1 suggests intrinsic factors such as personal interest and self-efficacy, extrinsic factors like the financial outcome (good salary expectation) and non-financial outcome (career growth opportunities) and subjective norms like family, teacher, and peers influence students to choose hotel management in their higher education. Intrinsic and extrinsic factors develop the motivation to choose hotel management. Similarly, subjective norms like family, teachers, and peers can influence students to choose hotel management in their higher education.

I also believe that students' personal characteristics like gender, university type, locale, ethnicity, and family type impact the factors influencing the choice of hotel management.

Figure 1*Conceptual Framework*

Some other factors may influence students' choice of hotel management. However, I believe that adaptation of SCCT and TRA identifies the motivation of student in choosing degree.

Concluding the Chapter

Various factors influence students' choice of hotel management. The study of determinants influencing students' choice of hotel management in their higher education is important as this helps students to make correct decisions in their higher education. This may reduce the chances of dissatisfaction among students in the future. However, a study on the determinants of students' choice of hotel management

in Nepal has not been done yet. Thus, there is a lot to be explored in the determinants of hotel management choice among students in Nepal. I have presented the intrinsic factors (personal interest and self-efficacy), extrinsic factors (financial outcome and non-financial outcome, and subjective norms (family members, peers, and teachers) as determinants of the student's choice of hotel management in alignment with the theory of SCCT and TRA.

CHAPTER III

RESEARCH METHODS

In this chapter, I have explained my research journey to understand the determinants of hotel management choices of third-year students. This chapter outlines how this research has been carried out to produce the result. This chapter begins by discussing research paradigms derived from the philosophical consideration of post-positivism. Then it discusses the research design section, where I explained survey method using the contextualized questionnaire for exploring determinants of students' choice of hotel management. In the research design the study area, population, and sampling techniques and sample size using Cochran's formula has been discussed. Sequentially, this chapter has discussed the data collection tools and techniques. Then, different statistical analysis is discussed for different research questions I set. After that, I discussed the reliability and validity of my survey. At the end of this chapter, I discussed my ethical consideration during data collection.

Research Paradigm and Design

In order to claim knowledge through research, I must be clear with my paradigm. To me research paradigms are the beliefs that guide researchers in their process and action plans (Guba & Lincoln, 1994). Thus, the research paradigm sets my philosophical consideration- post-positivism. For me, post-positivist orientation discovers the nature of reality with scientific methodologies (Tuli, 2010). As a teacher in hotel management institutions, and with the support of the literature review and consultation with principals, program coordinators and students, I had an assumption that there are different factors influence students' choices of hotel management and it was necessary to understand the determinants of students' choices. I believe that impact of those factors can be measured and generalized and explain how different variables interact to explain the outcomes (choice of hotel management). In review, I came to know that different researchers like Qiu et al. (2017), Lee et al. (2018), and Malubay et al. (2015) have previously identified the factors influencing the students' choice of hotel management, which may or may not be the case in this study. There were also different theories explaining the students' choice of hotel management as well. Thus, I wanted to test hypothesis testing to retain or reject previously determined factors.

I believe that philosophical consideration gives rise to the ontology of the researchers. Therefore, ontology helped me to understand what forms of reality existed and the nature of existing objects (Gray, 2014) suggested. With the assumption, I knew that factors influencing students' choice of hotel management could be studied objectively and quantitatively, which was my ontological consideration in this study. By this ontological consideration I was orienting my thinking to the problem (Kivunja & Kuyini, 2017). Different factors may influence students to choose hotel management, which can be viewed from the objective reality of the students. Thus, this objective reality for the choice of hotel management is my ontology.

Correspondingly, an ontological assumption provided my epistemological assumptions. For me, the objective reality of social processes can be studied using empirical facts. This is known as an epistemology for a post-positivist (Creswell, 2009). This helped me with knowledge creation (Neuman, 2014). Epistemology helped me to understand how knowledge is acquired and justified (Saunders et al., 2016). To understand the determinants of hotel management among students, I made empirical studies to understand how students choose hotel management. Thus, my epistemological consideration in this study was empiricist approach. For empirical analysis, I used a scale that was adopted and localized.

I believed ontology and epistemology give the basis for research methodology. Quantitative research methodology is used in my study based on objectivist ontology and empiricist epistemology. Research methodology helped me to design a framework that explains the research process and its method (Singh, 2007). In my view, objectivist ontology and empiricist epistemology use quantitative methodology and should be objective (Tuli, 2010). Thus, I used quantitative methods for this study to understand the influence of different factors on students' choice of hotel management. For that, I used the survey method to collect data using a questionnaire as an instrument to collect data.

During the survey, I did not influence respondents. Thus, during my study, respondents were free to fill in their answers without being influenced by others. And this value-free study was my axiology. Axiology study about the value maintained during the research (Saunders et al., 2011). It is one of the important considerations of research philosophy. Objectivity throughout the research was maintained during this study. Therefore, my axiology consideration is value freedom. I did not influence any

respondent to fill out the questionnaire as per my wish. Students were free to fill out the questionnaire. The privacy of the respondent was respected and informed consent was taken.

My research was an exploratory study with the primary goal of identifying factors influencing students' choice of hotel management. With the philosophical consideration I assumed, Graffin (2021) has suggested that quantitative methods can be mostly used. The survey method helped me to do research in quantitative methods, which was non-experimental design. I studied in sample to generalize the population's trends, attitudes, or opinions (Creswell, 2009). I used a survey approach for the data collection to identify the determinants of the choice of hotel management. With the literature review, I identified different factors influencing hotel management. I adopted and localized (adaptation) questionnaires to understand each variable of cause and effect for the survey purpose. I used cross-sectional survey design. Cross-sectional survey design is particularly useful when a study has to be done with many participants simultaneously (Setia, 2016). I visited different academic institutions and collected data from third-year students simultaneously. To identify the underlying variables, factor analysis was used.

Study Area, Population, and Sample

After I was clear about my research paradigm and design, I designed the strategy to identify the sample for my study. At first, it was essential to identify the population for my study. In this study, the total group of people creating a universe for generalizing was population (Guthrie, 2010; Mujis, 2004). Therefore, third-year students doing Bachelor of Hotel Management in different constitute and affiliated colleges of the universities in the Kathmandu district. The universities that run hotel management program are Tribhuvan University, Pokhara University, Purbanchal University, and Mid-Western University. I chose Kathmandu district because maximum numbers of BHM colleges are located in Kathmandu district consisting of highest number of students. I chose third-year students as respondents because there is a high dropout rate in higher education in Nepal, especially in their first and second years of study. For example, the study of Subedi (2022) on the survey of Bachelor of Education students of Kalika Multiple Campus (affiliated to Tribhuvan University) showed that there was 23.25% dropout in the first year and 27.27% in the second year. Thus, I also consulted with program coordinators of two institutions providing BHM, who agreed that there was a high dropout rate in the first and second years

compared to the third and fourth years. Thus, as per their suggestion as well, I decided to survey third-year students. I did not choose fourth-year students as they were already in their one-year internship program. After exploring hotel management colleges, I visited all the colleges to collect the total number of students doing BHM in third year.

There were six colleges in university 1. The number of students in college 1 was 8, college 2 was 64, college 3 was 6, college 4 was 70, college 5 was 209, and college 6 was 45. Hence, the total number of students in university 1 was 402. Similarly, there were eight colleges in university 2. The number of students in college 1 was 14, college 2 was 24, college 3 was 15, college 4 was 20, college 5 was 13, college 6 was 15, college 7 was 22, and college 8 was 20. Thus, the total number of students in university 2 was 143. Likewise, there were four colleges in university 3. The number of students in college 1 was 8, college 2 was 26, college 3 was 74, and college 4 was 22. Hence, the total number of students in university 3 was 130. Finally, there was one college in university 4 with 27 students. Thus, for my study, total population was 702.

Then, I calculated sample size by using the formulas of Cochran (1977) was used in this. The following formula was used for calculating sample size without a finite population correction factor (Cochran, 1963, as cited in Israel, 2003).

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where,

n_0 = sample size

p = estimated proportion of success. In this study, the value of p is 0.5. This value ensures a maximum sample size (Krejcie & Morgan, 1970). This suggests that the factors identified will represent 50% determination of the choice of the BHM.

$q = 1 - p$, or estimated proportion of failures. Thus, the value of q is 0.5, which suggests other factors not determining the choice of BHM.

Z^2 = square of the confidence level in standard error units. The significance level was determined at 95% ($\alpha = 0.05$). For this significance level, the value of Z is 1.96 (Barlett et al., 2001; Cochran, 1977)

e^2 = square of the maximum allowance for error between the true proportion and the sample proportions. For a 95% confidence interval, the value of e is 0.05.

Putting all the values, I got the value of n_0 as,

$$n_0 = \frac{1.96^2 * 0.5 * 0.5}{0.05^2}$$

$$n_0 = 384.16 = 385$$

Cochran's formula can be corrected if the sample size is more than 5% of the population (Bartlett et al., 2001). The corrected formula is given below:

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

where,

n_0 = sample size without finite population correction factor

n = corrected sample size

N = total population, which is 702 for this study.

Putting all the values, the sample size was 248.86 or 249 by rounding. After getting the number of samples, I began visiting the field to get information. When, I visited, I was not permitted to get information. Thus, I used cluster sampling. I used colleges as a cluster under each university. With this approach as the cluster, there were 4, 8, 4, and 1 number of colleges for university 1, university 2, university 3, and university 4 respectively. I used lottery method to select the college to visit first, second, third, fourth, and so on for each university. I went to the first college as per lottery and collected the information. Then, I visited the second college of the same university to collect the required number of data. I continued this process, until I got the required number of samples from those colleges. Similarly, I followed the same process for other universities as well. In this way, I collected 285 forms. I have shown the process of collecting 285 forms from each college in Annex 9. However, in checking those questionnaires, I found that students did not fill up complete information in 34 forms. Those were excluded from the study. Thus, data of 251 students were utilized for data analysis.

Scale Construction

As explained earlier, this study used survey methodology. Thus, a survey questionnaire was used as the medium for data collection. First, I present how the final questionnaire was formed.

For this study, I used the questionnaire Prof. Dr. Emad Awadallah developed for students' choice of accounting as a Major (see, Annex 1). He and his colleagues Adel Elgharbawy created the questionnaire in a paper titled, "*Utilizing the Theory of reasoned action in understanding students' Choice in selecting accounting as a Major*" published on 28 August 2020 at Journal of Accounting Education. I emailed

Prof. Dr. Emad Awadallah on August 28, 2022, requesting permission to use their questionnaire in my thesis and contextualizing it in the context of students' choice of hotel management in Kathmandu, Nepal (See, Annex 2). Prof. Dr. Emad Awadallah permitted me to write an email on August 29, 2022 (see, Annex 3). The questionnaire was constructed by using a 5- point Likert scale with 1= "strongly disagree", 2= "disagree", 3= "neutral", 4= "agree", and 5= "strongly agree," with 40 items. The questionnaire consisted of five indicators. They are personal interest and skills, job prospects, accounting education, media and publicity, and accepting an offer of an accountancy program.

Adopted questionnaires might produce a greater risk of content validity. Hence, I have contextualized the questionnaire as per the requirement of my study. Contextualization adds credibility by linking research with relevant research or its setting (Shehadeh, 2020). To add credibility to my study, I have contextualized the adopted questionnaire. In research, the scale for data collection can be contextualized with the help of already-created data collection tools and procedures (Shehadeh, 2020). To contextualize the questionnaire in this study, I first discussed it with the principal and program coordinator of one of the colleges providing a bachelor's in hotel management in Kathmandu. We discussed different factors influencing the students' choice of hotel management. I also performed a focus group discussion with three students and asked them about the factors influencing their choice of hotel management. With these discussions, I contextualized the questionnaire. I retained the variable personal interest and family and friends from the adopted questionnaire. However, items of those variables are contextualized in the case of hotel management in Nepal. For example, the role of the teacher was added to the questionnaire for this study. Similarly, as suggested by SCCT, questionnaire for financial and non-financial benefits, I contextualized job prospect variables from Awadallah and Elgharbawy (2020).

I translated my questionnaire into Nepali with the help of a language expert. Then, I again visited the principal and program coordinator, where they read my questionnaire. They agreed that all the items in the questionnaire represent major factors influencing students' choice of hotel management. After that, I translated the Nepali questionnaire again into English. There was no change in the meaning of the translation. Instead of a 5-point Likert scale, I converted my questionnaire to a 6-point Likert scale. The 6-point Likert scale is mainly used for measuring attitudes, opinions,

and beliefs with no neutrality option (DeVellis, 2017). 6-point Likert scales are as follows: 1= “strongly agree,” 2= “agree,” 3= “somewhat agree,” 4= “somewhat disagree,” 5= “disagree,” and 6= “strongly disagree”.

In order to achieve reliability, validity, and practicability of the questionnaire I performed the pilot test with 39 students. Pilot testing helps evaluate each item and the questionnaire as a whole rigorously to check internal consistency before going for a final field visit (de Vaus, 2002). To perform pilot testing, I requested for a permission from one of the colleges in my study area. After getting permission, I visited the college, distributed the questionnaires to students, and collected data. The collected data were entered in SPSS software. As Hertzog (2008) suggested, pilot testing helped me to check the wording and assess reliability and validity. Then, I finalized the questionnaire and visited different colleges for information collection as explained earlier.

Data Analysis

In this research, I used descriptive and inferential statistics for data analysis. I considered each research question for data were analysis. The first research question was to identify the different factors influencing the students’ choice of hotel management. For this research question, I used exploratory factor analysis (EFA) considering the entire assumptions of EFA. The EFA explored the factors identified from the adopted and localized questionnaire for determining suitable factors influencing the students’ choice of hotel management. The second research question was for the most influencing factors among the identified factors from EFA in the students’ choice. For this purpose, this study analyzed the percentage of the variances of each factor which were obtained as one of the outputs of EFA.

The third research question tried to see if identified factors from EFA for the choice of BHM also influence the choice of university. The third research question analyzed whether identified factors influence choosing University 1 or other universities. University 1 is the oldest and most prestigious university with the highest number of students enrolled every year. They account for more than 50% of enrollment of students. This was analyzed using logistic regression. In examining the relationship between dimensions and university choice, the universities were categorized as University 1 and other universities (by combining three other universities). The types of universities were converted in dichotomous variable because more than 50% of students were from University 1 in the population.

Similarly, around 43.8% of respondents (most respondents among universities) in the sample were from University 1. This is shown in Table 4.

We use logistic regression to understand how dependent and independent variables are interrelated (Dowdy et al., 2004). It is also known as logit regression. Logistic regression determines the relationship between the probability of the outcome occurring (dependent variables in binary form) and the predictor variable(s) (independent variables in categorical and continuous form) (Zikmund et al., 2016). Logistic regression combines the independent variables to measure the chances of occurrence of a particular event, i.e., a dichotomous dependent variable defines the member (subject) of the one group.

Logistic Regression is more flexible than multiple regression because there is no assumption of linearity, normality and homogeneity, with the main objective of predicting where the respondent ends up in one or the other of the two categories of the outcome variables (Huck, 2012).

For the logistic regression we need to understand the concept of odds and odds ratio. The odd is defined as the ratio of between the frequency of being in one category to not being in that category (for example number of success divided by the number of failure (Huck, 2012). Similarly, the odds ratio compares the two conditional odds like chances of getting success to not success of one event to relation to other conditions. Thus, odds ratio cannot get negative (Huck, 2012).

If p is the probability that an event Y occurs and $1-p$ is the probability that an event Y does not occur, then we can calculate odds ratio mathematically using the formula,

$$\text{Odds ratio} = p/(1-p)$$

In this case, the logistic regression equation is expressed as

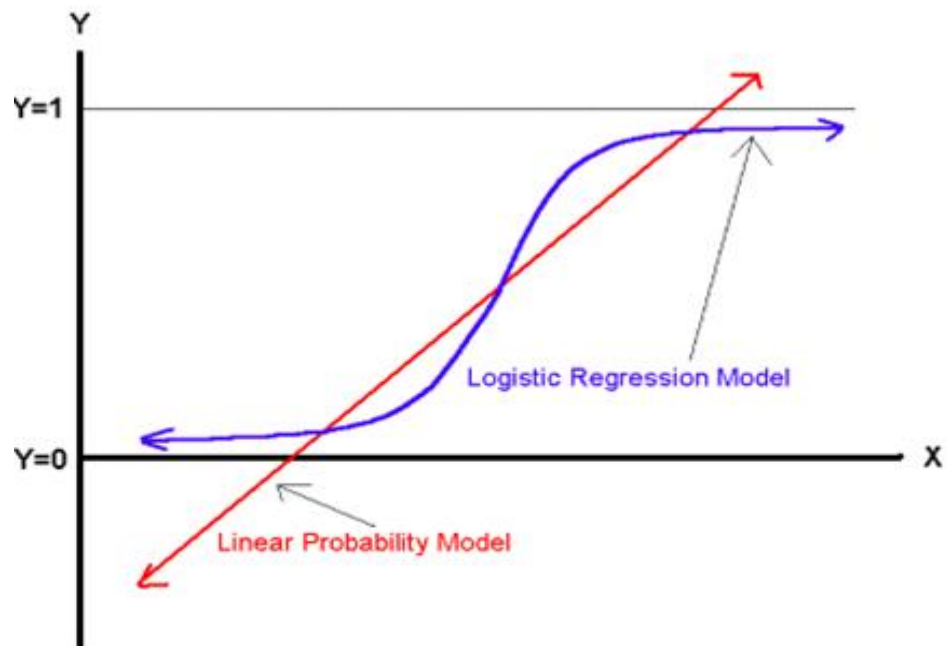
$$\log (P/1-P) = a + \beta X \text{ (Here, } \beta X = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots \text{)}$$

$\log (P/1-P)$ is the log odds ratio and β is regression coefficient (Whitehead, n.d.). If odd ratio is greater than 1, there is positive relation with event probable to occur. But if odd ratio is less than 1, there is negative relation with event less likely to occur.

The distribution of logistic regression is not straight line. It is an S-shaped curve called logistic curve which is shown in the Figure 2 (Whitehead, n.d.) below.

Figure 2

Non-linear relationship of logistic regression



Logistic regression uses maximum likelihood estimation (MLE) model for determining the model's coefficient (Huck, 2012). The probability of observing the specific set of dependent variable values (p_1, p_2, \dots, p_n) that occur in the sample is determined by the likelihood function (L):

$$L = \text{Prob} (p_1 * p_2 * \dots * p_n)$$

If the value of the L is higher, the probability of observing the p_s is also higher. The main objectives of the MLE are to determine the coefficients in-order to enlarge log of likelihood function as large as possible or 2 times of log of likelihood function as small as possible.

Finally, the fourth research question tried to see if there is any difference in factors influencing students' choice of hotel management across demographic variables like age, gender, ethnicity, family types, and Locale. For the demographic variables of scale nature like age, the correlation was checked. And for the demographic variables (all of them are more than two groups) ANOVA was used. The research question and respective statistical tools are shown below in Table 1.

Table 1
Research Questions and Statistical Tools

S.N.	Research Questions	Statistical tools
1	What factors influence students' choice of BHM in Kathmandu?	Exploratory Factor Analysis
2	Which factor is the most influential in the choice of BHM?	Percentage of variance of EFA
3	To what extent factors influencing students' choice of BHM do influence in choice of their university?	Logistic Regression
4	To what extent factor influencing students' choice of BHM differed across Gender, Ethnicity, Family-types, Locale, and Types of University?	T-test and ANOVA

Reliability and Validity Test

I ensured reliability and validity test for quantitative data in my research. I used the data collected from the pilot test for reliability test. Reliability determines the internal consistency of the measurement (Bryman, 2016). I used reliability test to see if there is internal consistency in my constructed scale for this study. Cronbach alpha test (newer form of split half test) was used for measuring reliability. Cronbach alpha with value greater than 0.7 is suggested for reliable or internal consistent (Saunders et al., 2016). The value of Cronbach's alpha for overall 39 items for this study was 0.889 which was more than 0.7. Thus, this satisfied the condition of reliability. The reliability tests for all the instruments were checked. Cronbach's alpha value for all the instruments lies between 0.772 and 0.845. The result of Cronbach's alpha test is shown in Table 2.

Table 2
Cronbach's Alpha Test

Dimensions	Items	Cronbach's alpha coefficient
Personal interest	18	0.845
Financial benefit	9	0.726
Non-financial benefit	8	0.772
Friends and Family	4	0.775

Table 2 shows that Cronbach alpha value for personal interest, financial benefit, non-financial benefit, and social pressure are above 0.7. Thus, the reliability was in acceptable level for all the factors.

Similar to reliability, I tested whether the answer of my questionnaire reflected the answer of the research questions. For this I applied validity test. It is done in order to verify if the answer of the questionnaire reflect the answer of research question or not (Creswell, 2003). It gives the accuracy of measure of assessment tools for what it is expected to measure. The types of validity that needs to be considered are content validity, construct validity, and criterion validity (Cohen et al., 2007). Thus, I checked content validity, construct validity, and criterion validity for my study.

Content validity suggests if the statement of questionnaire is correct to measure latent factor (Muijs, 2004). In this research content validity was ensure by the questionnaire developed for the determinants of the students' choice of hotel management. The questionnaire was adopted and localized in Nepal's context. Also, related literatures were reviewed, and many experts were consulted while creating the questionnaire. This ensured the content validity for this study to determine the factors motivating the students' choice of hotel management. Similarly, the removal of cross-loading factor in EFA to assure unidimensionality also assured content validity empirically (Jolliffe & Cadima, 2016).

Construct validity ensures how well does tool measures the construct (Bryman, 2016). It indicates the quality stability of the questionnaire which is based on theoretical approach (Cohen et al., 2018). This study has adopted the questionnaire from Awadallah and Elgharbawy (2020). Furthermore, for this research the theory of reasoned action and social career cognitive theory was considered while developing the construct of third year students' choice of hotel management.

Similarly, the criterion validity was ensured by comparing the study with other kind of similar studies (Kerlinger, 2008). Thus, in order to ensure criterion validity, the result of this study was compared and contrasted with other similar type of studies (Awadallah & Elgharbawy, 2020; Callender & Melis, 2022; Daniel & Watermann, 2018). Similar natures of results were observed. Those results suggested intrinsic factors, extrinsic factors, and subjective norms as factors influencing student choice of academic program. In this way, criterion validity was ensured in this study.

Ethical Considerations

I conducted the research in an ethical way. It was very important as this provided guideline to follow the process in proper, fair and appropriate manner and should be designed in valid, reliable, legitimate and representative manner (Gallardo, 2012). For the research to be conducted in ethical manner Gallardo (2012) has suggested four tenets:

Firstly, respect for personal and informed consent: Participants must be given sufficient information and should allow taking their decision by themselves and they should understand the information and agree to participate voluntarily. To maintain respect for personal and informed consent, I provided all the information, purposes and objectives of the research to all the participants (Bhattarai, 2015). Similarly, I asked their consent for the participation in the survey and did not force anyone to participate in my research. Likewise, the name and address of the respondent were not asked in the questionnaire. And, no financial benefit was provided to respondents. The data collected were used for academic purpose only and not provided to others. Likewise, while analyzing the influence of factors on university choice, the name of the universities is not disclosed.

Secondly, non-maleficence and beneficence: Researchers should not harm participants and the outcome should provide benefit. To maintain non-maleficence, I made them feel comfortable during the survey and accept their response on the survey. Regarding beneficence, the research benefits to all the stakeholders as suggested by Cohen et al. (2007). The result of this research would not be for personal benefit of researcher, instead the findings of this research would be available freely.

Thirdly, justice: All participants irrespective of race, age, ethnicity, gender, etc. must be treated equally and benefitted from the study. Finally for the justice, I respected all the participants. I only provided questionnaire related to my research and hypothesis. I was extra cautious not to include questionnaire that affected the sentiments of participants based on age, gender, race and ethnicity issues.

Finally, including participants in co-constructed research: Applicable for interpretive paradigm where participants are treated as coauthor which provides legitimation and representation to the research. Thus, this way I considered the first three tenets suggested by Gallardo (2012). I also followed all the ethical guidelines provided by Kathmandu University.

Concluding the Chapter

This chapter started with my philosophical foundation which was guided by the post-positivism. I followed post positivism along with objectivist ontology and empiricist epistemology in this research. The quantitative methodology along with survey approach was discussed for this study. Then, it discussed about the cross-sectional survey method of data collection implemented by this study. It was followed by the study of study area, population, and sample. Population for this study was determined to be 702. Sample for this study was calculated as 249. This chapter then talked about the procedure of scale construction. For this study adopted scale was contextualized. After that, this chapter talked about the data analysis procedure using software and statistical tools. The chapter then presented reliability measurement procedure through pilot testing. For measuring reliability, I used Cronbach alpha value. Reliability was ensured. This was followed by the presentation of validity measurement procedure. I tested construct validity, content validity, and criterion validity in this study. All the three validities were ensured in this study. This chapter concluded with the discussion about the ethical consideration of this study.

CHAPTER IV
FACTORS INFLUENCING THIRD YEAR STUDENTS' CHOICE OF BHM

This chapter begins with a description of the demographic variables such as gender, types of family, Locale, ethnicity and types of universities of the students doing BHM in third year in Kathmandu. Then, this chapter explores the determinants of students' choice of hotel management in Kathmandu using Exploratory Factor Analysis (EFA) and safety checks for EFA. The four factors are explored. It then provides the necessary explanation to name the explored factors and checks the internal consistency of those factors. Finally, this chapter identifies the most influencing factors in students' choice of hotel management.

Demography of Students

This part of the study provides the demographic variables of the third-year student of BHM. At first personal characteristics like gender, family types, Locale, and ethnicity have been presented. Secondly, types of universities have been discussed.

Table 3

Respondents' Gender, Family Types, Locale, and Ethnicity

Category	Frequency	Percent
Gender		
Male	134	53.4
Female	117	46.6
Others	0	0
Family Type		
Nuclear	172	68.5
Joint	79	31.5
Locale		
Urban	153	61
Semi-Urban	77	30.7
Rural	21	8.4
Ethnicity		
Brahmin	48	19.1

Chettri	92	36.7
Janajati and Aadibasi	85	33.9
Madhesi	6	2.4
Dalit	5	2
Others	15	6

Table 3 presents the categories of gender, family type, locale, and ethnicity of students of hotel management in Kathmandu and their respective frequencies. In gender category numbers of male students were slightly higher than female students. Observing the data of family types, most of the students were from nuclear families(68.5%) compared to students from joint families (31.5%). Concerning locale majority of the students come from urban area (61%) followed by semi-urban areas (30.7%) and rural areas (8.4%), respectively. When assessing ethnicity, the numbers of students from Chettri community are more (36.7%).

Table 4

University Types

University	Frequency	Percent
University 1	110	43.8
University 2	69	27.5
University 3	49	19.5
University 4	23	9.2

Table 4 presents the number of third-year students doing hotel management in different universities in Kathmandu. It shows that most students are doing BHM from university 1 (43.8). University 2 is in second place regarding the number of students doing BHM in the third year (27.5%). It is followed by University 3(19.5%). University 4 has around 9.2 percent of students doing BHM in third year.

Exploring Factors Influencing Third Year Student's Choice of BHM

The main objective of this study was to identify the factors that influence the choice of BHM from different national universities in Nepal. To explore the factors influencing students' choice of hotel management, I performed exploratory factor analysis (EFA) because I adopted others' scale and modified it. EFA should be performed when the researcher adapts the previous scale or modify the previous scale

with the deletion or addition of new items (Yahaya et al., 2018). In order to perform EFA, Cohen et al. (2018) suggested assessing the following assumption shown in Table 5.

Table 5

Safety Check for Factor Analysis

Conditions	Results of this study
1. Data must be in interval scale and continuous	This assumption was met with the use of six-point Likert Scale.
2. Sample size should not be fewer than 150	This assumption was met as my sample size is 249. Data from 251 respondents were entered in SPSS.
3. Sample size to number of variable ratios should be at least 5:1 (Hair et al., 2014)	In this study the ratio of sample size to number of variable ratios is more than 5:1.
4. Relevant variables need to be selected	I have listed the relevant variable as I have adopted questionnaire and localized the items with experts' suggestions.
5. No missing value	The data have been carefully entered after analyzing the missing data in this study.
6. No outliers	Outliers were checked and amended the data and some were removed in this study.
7. Retention of Item loading must be greater than 0.3	Item loading in this study was greater than 0.5
8. Kaiser- Meyer-Olkin (KMO) adequacy must exceed 0.5	In this study KMO was 0.84 (See in Annex 1)
9. Factor with eigen value greater than 1 must be retained	This study retained four factors with eigen value greater than 1.
10. Communalities of average extraction must be greater than 0.5	In this study the communalities of average extraction of all item 0.55 (See in Annex 2)

Before safety check discussed in table 5 above, Kline (2016) suggested for data normality check for conducting EFA. To test the normality, this study used Shapiro-Wilk as well as Kolmogorov-Smirnov test as suggested by Hair et al. (2014) on four board dimensions. The result of Shapiro-Wilk and Kolmogorov-Smirnov test are shown in table 6.

Table 6

Normality Test through Kolmogorov-Smirnov and Shapiro-Wilk Test

Dimensions	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Personal Interest	.104	251	.000	.968	251	.000
Financial Benefit	.067	251	.008	.979	251	.001
Non-financial Benefit	.095	251	.000	.975	251	.000
Friends and Family	.132	251	.000	.964	251	.000

a. Lilliefors Significance Correction

In order to have data normality, the significance value (p-value) must be greater than 0.05 in both tests. From the table 6, all the board dimensions were statistically significant in both test ($p < 0.05$). However, the statistics value (W) of Shapiro-Wilk test for all four board dimensions is close to 1. Thus, data of all four dimensions can be considered as normal (King & Eckersley, 2019). However, in order to confirm the normality of data, I also tested Skewness and Kurtosis for all the board dimensions which are important tools to ensure normality (Cohen et al., 2018). The result of the Kurtosis and Skewness test is shown in table 7.

Table 7 Kurtosis and Skewness Test for Normality

Kurtosis and Skewness Test for Normality

Dimensions	N	Skewness		Kurtosis	
	Statistics	Statistics	Std. Error	Statistics	Std. Error
Personal Interest	251	-.695	.154	.615	.306
Financial Benefits	251	-.398	.154	-.004	.306
Non-financial Benefits	251	.455	.154	.294	.306
Family and Friends	251	-.505	.154	.026	.306

Table 7 shows that Skewness and Kurtosis value of all dimensions (self-efficacy and personal interest, financial benefits, non-financial benefits, and family and friends) are within the range of ± 1 . The Skewness and Kurtosis value within ± 2 is acceptable and ± 1 is highly acceptable for data normality (George & Mallery, 2016). Thus, it is confirmed that data of all the four dimensions are normal.

In order to perform EFA, I used Principal Component Analysis (PCA) as factor extraction method. The factor extraction methods used most often by applied researchers are called maximum likelihood, principal components analysis, and principal axis factoring. PCA is a technique for reduces dimensionality of datasets and increases interpretability with minimum information loss. As suggested by Jolliffe and Cadima (2016), it does so by creating new uncorrelated variables that successively maximize variance.

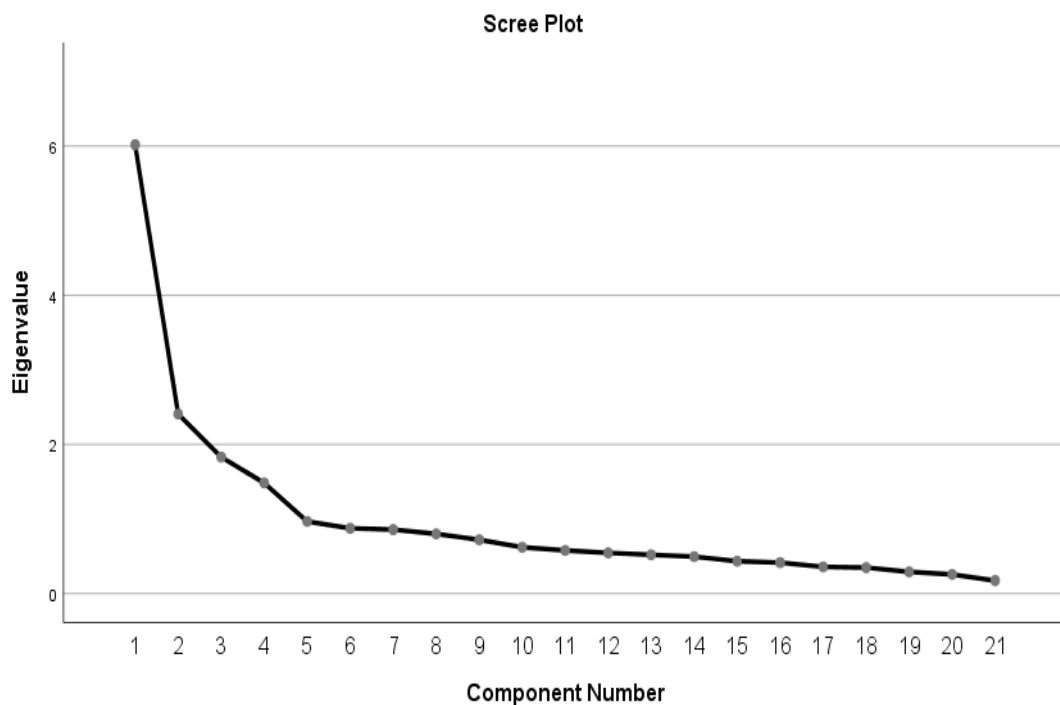
Similarly, the factors extracted from the correlation matrix must be rotated (better). For this, I used varimax rotation. This simplifies and increase clarity to understand and describe the factor structure of my data for this study. In statistics, a varimax rotation is used to simplify the expression of a particular sub-space in terms of just a few major items (Cohen et al., 2018). The actual coordinate system is unchanged, it is the orthogonal basis that is being rotated to align with those coordinates. Additionally, I checked Kaiser-Meyer–Olkin (KMO). KMO measure was 0.84 for this study. This suggests each factors retain at least three items which is required for good sampling adequacy (Field, 2017; Hutcheson & Sofroniou, 1999). For the anti-image correlation matrix, as Field (2017) suggested, all KMO values of items were greater than 0.5 (acceptable limit). Bartlett's test of sphericity indicated that the correlations between the items were sufficiently large for the PCA, $X^2(251)=2015.57, p<0.0001$. The variables whose value were less than a cut value of 0.50 items loading were deemed as not loading on that factor.

After all the assumptions had been addressed and the factor extraction and rotation methods had been selected, 21 items were retained under four factors (dimensions) using Eigen value greater than 1 rule (i.e., K1) and the scree plot. The factors and their eigen values are shown in Table 8.

Table 8*Factors and their Eigen value*

Components	Initial Eigen Value
1	6.019
2	2.408
3	1.831
4	1.484

Similarly, the screeplot of these four factors is shown in Figure 3.

Figure 3*Screeplot*

In order to ensure if the four factors identified are the exact factors required, I performed the parallel analysis. The parallel analysis can be performed using Horn's methods (Cokluk & Kocak, 2016). According to them, Horn's parallel analysis method used Monte Carlo simulation to determine the number of factors needed in EFA. I compared the mean generated from the parallel test with the total initial Eigen value. Those factors whose total initial Eigen value is greater than mean generated from parallel test were retained as required factors of EFA. The comparison of mean

generated from parallel test and total initial Eigen value from EFA are shown in Table 9.

Table 9

Comparison between mean generated from parallel test and total initial Eigen value.

Means from parallel test	Total initial Eigen Values
1.838154	8.525
1.732256	2.73
1.65529	2.094
1.597324	1.727
1.539373	1.532

From Table 9, only the top four total initial Eigen value are greater than mean generated from parallel test. This ensures all the items loads in four factors. See the full table in the Annex 3. The items with their loaded factors are discussed in next section.

Nomenclature of Factors Influencing Third-Year Students' Choice of BHM

The structure matrix of four factors from the varimax rotation is presented in Table 10. The matrix revealed Factor 1 contains 7 items, Factor 2 contains 6 items, Factor 3 contains 5 items, and finally, Factor 4 contains 3 items. These four factors combined to explain 55.92% of the total variance. One of the major tasks of the factor analysis is giving an appropriate and meaningful name to the factor, which should cover all the issues of listed items (Cohen et al., 2018). So, with proper analysis four factors were named. The names of the four factors are as follows: i) personal interest, ii) career development perception, iii) outcome expectations, and iv) social pressure.

Table 10

Factors Influencing BHM Choice.

Items	Factors			
	1	2	3	4
14 I like jobs relating to hotel management.	0.76	0.22	0.13	0.01
3 Continue my career in the hotel industry.	0.74	0.11	-0.05	0.09
15 I am interested to work in the hotel industry.	0.73	0.31	0.07	-0.09
16 I feel proud to work in the hotel industry.	0.67	0.24	0.17	0.01
1 I like to get information about hotel management.	0.66	0.06	0.02	0.04

12 My personality matches to hotel management jobs.	0.65	0.12	0.18	-0.13
2 I like to watch hotel related program.	0.61	0.16	0.08	-0.03
29 I believe I can develop my career in the hotel industry.	0.36	0.78	-0.01	0.04
28 Good career opportunities in hotel industry.	0.07	0.72	0.26	-0.08
31 I get satisfied working in the hotel industry.	0.37	0.66	0.01	-0.10
23 Its fun to work in the hotel industry.	0.03	0.65	0.10	0.06
18 I believe I can succeed in the hotel industry.	0.33	0.61	0.21	-0.09
30 I can fully utilize my capacity in the hotel industry.	0.33	0.57	0.11	0.05
25 Easy to go abroad with BHM degree.	0.01	0.22	0.77	-0.03
19 BHM graduates easily get job.	0.21	0.05	0.76	0.13
26 I can easily get a job abroad with BHM degree.	0.08	0.30	0.75	-0.12
22 Its easy to get job in the hotel industry.	0.10	-0.12	0.65	0.11
20 High demand of employees in the hotel industry	0.05	0.17	0.64	-0.06
39 Peer pressure	-0.10	0.05	0.10	0.82
38 School teacher encouragement	0.16	0.02	-0.11	0.72
37 Following friends	-0.09	-0.10	0.05	0.69

Personal interest was loaded with seven items. The factor loading ranges from 0.608 to 0.762. These values are above the minimum factor loading value of 0.5. It has been named as personal interest because items in this factor are related to self-interest in pursuing the hotel management in their undergraduate. The four items are related to liking and interest towards hotel management job, feeling proud to work in the hotel industry, and suitable personality towards hotel management jobs. Similarly, the other two items are about liking to get information and watch hotel-related programs. Finally, the last item is about interest to continue their career in hotel industry. These items are concerned about students' interest (Awadallah & Elgharbawy, 2020) towards joining hotel management. Thus, this factor was named as personal interest.

Career development perception was loaded with six items. The factor loading ranges from 0.572 to 0.774. These values are above the minimum factor loading value of 0.5. It has been named as Career Development Perception because items in this factor are related to career development after pursuing the hotel management in their undergraduate. The first item shows the belief of student to develop their career in hotel industry. Second item shows the belief of student on good career opportunities

in the hotel industry. Similarly, the third item is related to the satisfaction students get from working in the hotel industry. Fourth item shows students' perception of fun on working in hotel industry. Fifth item shows that students' belief on succeeding in the hotel industry job. And finally, sixth item shows students' belief on utilizing their capacity fully in the hotel industry. These items are concerned about perception of student on their career development in hotel industry (Twumasi et al., 2018). Thus, this factor was named as career development perception.

Outcome expectation was loaded with five items. The factor loading ranges from 0.640 to 0.776. These values are above the minimum factor loading value of 0.5. It has been named Outcome expectations because items in this factor relate to job finding opportunity after pursuing hotel management in their undergraduate. The first item shows the belief of student that they can go abroad easily with hotel management degree. Second item shows the belief of student that they get job easily after their graduation. Similarly, third item is related to easy job opportunities abroad for hotel management graduates. The fourth item shows students' perception of getting job easily in the hotel industry. And finally, fifth item shows students' belief on the high demand for graduates. These items are concerned about the perception of student on career opportunity in hotel industry (Twumasi et al., 2018). Thus, this factor was named as outcome expectations.

Social pressure was loaded with three items. The factor loading ranges from 0.698 to 0.829. These values are above the minimum factor loading value of 0.5. It has been named as Social Pressure because items in this factor are related to pressure from others in pursuing the hotel management in their undergraduate. The first item and third item show the influence of peers in joining the hotel management. And second item shows the influence of school teacher in joining the hotel management. These items are concerned about others' influence (Awadallah & Elgharbawy, 2020) in joining hotel management. Thus, this factor was named as social pressure.

Internal Consistency and Description of Factors Influencing Students' Choice of BHM

Cronbach's alpha coefficient was used to assess the internal consistency of the four factors identified from the PCA. Table 11 presents the Cronbach's alpha value for all four factors.

Table 11*Cronbach's Alpha and Descriptive Statistics of Factors*

S.N	Factors	No. of items	Cronbach's		
			alpha	Mean	SD
1	Personal-interest	7	0.845	5.303	0.889382
2	Career Development Perception	6	0.814	5.191	0.876356
3	Outcome expectations	5	0.788	4.368	1.306522
4	Social Pressure	3	0.607	1.745	1.08074

SD= Standard Deviation

The table 11 shows the internal consistency among the items of each factor identified by EFA. The table also provides the mean score and standard deviation of all four factors. The Cronbach's alpha ranges from 0.607 to 0.845 with cutoff value of 0.7. The factor self-interest has Cronbach's alpha value of 0.845 indicating very good reliability. Likewise, factor career development perception has Cronbach's alpha of 0.814 which also indicates very reliability. Similarly, factor outcome expectations have Cronbach's alpha value of 0.788. This indicates good reliability. Finally, the last factor social pressure has Cronbach's alpha value of 0.607 which is less than 0.7. However, Hair et al. (2014) suggested that there may be a low Cronbach's alpha of factors with fewer items. Thus, fourth factor has moderate reliability and can be used in exploratory analysis (Hair, et al., 2014; Hinton et al., 2014).

The mean value ranges from lowest 1.745 of social pressure to the highest 5.303 of self-interest. Similarly, standard deviation ranges from 0.876 to 1.306. The values of standard deviation are low. Thus, students joined hotel management more because of their own personal-interest and career development perception after hotel management. Similarly, an outcome expectation is also influential on choosing the hotel management. However, low mean value of factor social pressure indicates that social pressure is less influential to student while choosing hotel management. The other statistical test from EFA to determine the most influential factor is explained in next section.

Most Influential Factors in Students' Choice of BHM

The second research question is to identify the most influential factors among factors identified from EFA in students' choice. To determine the most influential factors among factor identified from EFA, the percentage of variance value of

extraction from EFA was used. The result of the percentage of variance of each factor is shown in Table 12.

Table 12

Percentage of Variance of Initial Eigen Value

S.N.	Factors	% of Variance
1	Personal-interest	28.66
2	Career Development Perception	11.47
3	Outcome expectations	8.72
4	Social Pressure	7.07

As explained by the mean value in previous section, Table 12 reveals that percentage of variance of four factors ranges from lowest 7.066 of factor social pressure to highest 28.662 of factor personal-interest. This shows that factor personal-interest explains 28.662 % of extraction. Similarly, factor career development perception explains 11.466% of extraction and outcome expectations explain 8.717% of extraction. Finally, factor social pressure explains 7.066% of extraction. In this was, it can be claimed that among the factor extracted, the most influential factor in students' choice of hotel management is personal-interest of the students towards hotel management and hotel industry followed by career development perception and outcome expectations. Among the factors, social pressure is less influential in students' choice of hotel management.

Concluding the Chapter

This chapter was presented in three parts. The first part explained about demographic characteristics of the respondents in terms of gender, types of family, locale, ethnicity, and types of university. The majorities of respondents were male and come from the nuclear family. The major ethnic background of the respondent was Chettri, and most respondents were from urban areas. This chapter also revealed that most respondents were from university 1. The second part of this study explained the EFA which was major part of this study. This part revealed that four factors (personal-interest, career development perception, outcome expectations, and social pressure) were identified as influencing students' hotel management choice. The third part of this chapter identified personal-interest as the most influencing factor among four factors in influencing the students' choice of hotel management.

CHAPTER V
THE FACTORS INFLUENCING BHM CHOICE AND THEIR INFLUENCE ON
UNIVERSITY CHOICE

One of the objectives of this study is to see the influence of the dimensions on students' choice of university for the hotel management program. The second research question has raised this issue. Thus, this chapter identifies the influence of various factors (personal-interest, career development perception, outcome expectations, and social pressure) on the students' choice of university. In this chapter, I begin by discussing the statistical tools used to reveal the influence of the dimensions on the university choice of students. Before analyzing the statistical tools, all the assumptions have been examined. Both descriptive and inferential statistics have been used for statistical analysis. This chapter then examines whether the dimensions of academic choice differ across the demographic variables of the third-year hotel management students. I analyzed the demographic variables like gender, ethnicity, family types, Locale, and university. First, I described the statistical analysis in this chapter. For this, I used both descriptive and inferential statistics.

Statistical Analysis Procedure: Logistic Regression

I tested multi-collinearity to perform binary logistic regression to provide a reliable and unbiased model. This ensures good estimates of the influence of independent variables on dependent variables, as shown in Table 13.

Table 13

Collinearity Statistics

Variables	Tolerance	VIF
Personal-Interest	0.934	1.07
Career Development Perception	0.711	1.407
Outcome expectations	0.607	1.646
Social Pressure	0.536	1.866

From the table 13, tolerances of all the variables are closer to 1 and Variance Inflation Factors (VIF) are less than 3. This indicates there is no multi-collinearity problem in fitting the logit model.

After testing multi-collinearity, I used binary logistic model to see the impact of independent variables personal-interest, career development perception, outcome

expectations, and social pressure on dependent variable University 1 or other universities. The new average variables for all independent variables were computed. And, dependent variable was coded “0” for University 1 and “1” for other universities. The Logistic Regression Equation Model:

$$\ln \left\{ \frac{p}{1-p} \right\} = a + \beta X \text{ (Here, } \beta X = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots \text{)}$$

Where, P is the probability for joining other universities; (1-P) is the probability of joining University 1. βX = the coefficient of the factors personal-interest, career development perceptions, career opportunities perception, and social pressure.

In order to see if the model adequately describes the data, the Hosmer and Lemeshow test was performed. The significance value obtained from the Hosmer and Lemeshow test is 0.512. If the value of significance from the Hosmer and Lemeshow test is greater than 0.05, then model is fit and it explains or describes the data adequately (Archer & Lemeshow, 2006). Thus, the model used for binary logistic regression in this model is fit.

The binary logistic regression was performed using four independent variables, personal-interest, career development perception, outcome expectations, and social pressure. Table 14 shows the result of binary logistic regression with regression coefficient (β), Standard Error (S.E.), Odd ratio for each variable and their significance (significant or insignificant).

Table 14

Coefficients of logistic regression for choosing other universities or University 1.

Independent Variables	B	S.E.	Sig.	Odd Ratio
Social Pressure	-0.382	0.181	0.034	0.682
Outcome expectations	0.251	0.217	0.247	1.286
Personal Interest	-0.105	0.335	0.754	0.901
Career Development Perception	-0.365	0.277	0.188	0.694

Nagelkerke R Square=0.047.

From the Table 14, social pressure has significant negative influence on choosing other universities ($OR=0.682, p<0.05$). This means because of social pressure; the students are 68.2% less likely to choose other universities compared to University 1. Likewise, outcome expectations have insignificant positive influence on choosing universities ($OR=1.286, p>0.05$). Because of outcome expectations, the

students are 128.6% more likely to choose other universities compared to University 1. Similarly, personal-interest has insignificant negative impact on choosing universities ($OR=0.901$, $p>0.05$). This means because of personal-interest, students are 90.1% less likely to choose other universities. Finally, career development perception has insignificant negative impact on choosing universities ($OR=0.694$, $p>0.05$). This reveals that due to career development perception, students are 69.4% less likely to choose other universities.

From the Table 14 the independent variables explain only 4.7 % of the variation in students' choice of university for their hotel management. This shows that the factors identified from EFA are not explaining enough to the students' choice of University for their hotel management.

Factors influencing Students' Choice across Demographic Variables.

In order to examine whether dimensions of academic program choice differ across different demographic variables, inferential statistics independent sample t-test and one-way Univariate Analysis of Variance (ANOVA) at the significance level of 0.05 was used to confirm the statistical significance. The acceptable margin of error was set at 5% denoted by alpha (α) i.e., $\alpha=0.05$. For family types and gender, I used an independent sample t-test as independent variables were categorical with two groups only. For other independent variables, I used the ANOVA test because, I converted dependent variables in scale nature (by taking the average for each factor identified by EFA) and all other independent variables are all in categorical nature with more than two groups. I also used Welch and Brown-Forsythe tests as per requirement.

Difference in Dimensions across Demographic Variables

Differences in factors were examined under the demographic variables gender, ethnicity, family types, Locale, and university. For the t-test and ANOVA, four assumptions should be made. They are: i) data of outcome must be continuous (interval or ratio scale), ii) random and independent sample, iii) dependent variable must be normal distribution, iv) there should be homoscedasticity (equal variance in each group) (Hanneman et al., 2012). The assumptions i, ii, and iii are already met and discussed in this study's previous chapter. For the fourth assumptions, the Levene's test for equal variance was conducted. Satisfying the assumption for ANOVA satisfies the assumption for t-test also. The result of Levene's test is shown in Table 15.

Table 15*Levene's Equal Variance Test*

Attributes	Levene Statistics	Df	Sig.
Social Pressure			
Gender	1.935	249	0.165
Ethnicity	0.723	244	0.632
University	3.658	247	0.013
Family types	0.37	248	0.543
Locale	0.868	248	0.421
Outcome expectations			
Gender	0.143	249	0.705
Ethnicity	1.164	244	0.649
University	0.581	247	0.628
Family types	5.444	248	0.02
Locale	0.243	248	0.785
Career Development Perception			
Gender	0.03	249	0.863
Ethnicity	0.769	244	0.595
University	0.769	247	0.512
Family types	0.665	248	0.416
Locale	0.18	248	0.836
Personal Interest			
Gender	1.147	249	0.285
Ethnicity	1.198	244	0.308
University	0.638	247	0.591
Family types	10.576	248	0.001
Locale	0.995	248	0.371

From the Table 15, under social pressure: gender, ethnicity, family types, and Locale satisfied the assumptions of homogeneity of variances ($p > 0.05$). But types of university do not satisfy the assumptions of homogeneity ($p < 0.05$).

Similarly, under outcome expectations: gender, ethnicity, types of university, and Locale satisfied the assumptions of homogeneity of variances ($p > 0.05$). But family types do not satisfy the assumptions of homogeneity ($p < 0.05$).

Likewise, under career development perception: gender, ethnicity, family types, types of university, and Locale all satisfied the assumptions of homogeneity of variances ($p > 0.05$).

Finally, under personal-interest: gender, ethnicity, types of university, and Locale satisfied the assumptions of homogeneity of variances ($p > 0.05$). But family types do not satisfy the assumptions of homogeneity ($p < 0.05$).

In order to adjust violation of homogeneity of variances, the more robust test Brown-Forsythe and Welch test were performed. These tests are also useful to check if the groups are of similar size (Field, 2017). I set following hypothesis for this study.
H₀1: Social pressure is not differed across gender, ethnicity, university type, locale, and family types.

H₀2: Career development perception is not differed across gender, ethnicity, university type, locale, and family types.

H₀3: Outcome expectation is not differed across gender, ethnicity, university type, locale, and family types.

H₀4: Personal-interest is not differed across gender, ethnicity, university type, locale, and family types.

Gender and Dimensions

The dimensions influencing the students' choice of hotel management may differ according to the gender of the third-year students of hotel management. Gender was categorized into male, female and others. However, respondents did not select others in gender. So, gender was categorized into male and female. For gender all the factors have met all the assumptions of T-test. Thus, null hypothesis is tested using T-test. For all the factors, genders met the assumption of homogeneity. The result of independent sample t-test for gender with social pressure, outcome expectation, career development perception, and personal interest is shown in Table 16.

Table 16

Factors across Gender

Variables	Gender	N	t-value	Sig. (two tailed)
Social Pressure	Male	134	0.34	0.73

	Female	117		
Outcome Expectations	Male	134	1.84	0.06
	Female	117		
Career Development Perception	Male	134	0.34	0.72
	Female	117		
Personal-Interest	Male	134	1.14	0.25
	Female	117		

a. Equal variances assumed

The result of the independent sample t-test from Table 16 shows that there is no significant statistical mean difference ($t=0.34, p>0.05$) in social pressure across gender. Likewise, there is no significant statistical mean difference ($t=1.84, p>0.05$) in outcome expectations across gender. There is also no significant statistical mean difference ($t=0.34, p>0.05$) in career development perception across gender. Finally, there is no significant statistical mean difference ($t=1.14, p>0.05$) in personal-interest across gender. Thus, it confirmed that there is no statistical difference on social pressure, career development perception, outcome expectations, and personal-interest among gender of students' choice. This shows that both male and female have same level of influence by social pressure, career development perception, outcome expectations, and personal-interest while choosing academic program in their higher education.

Types of University and Dimensions

Dimensions influencing the students' choice of hotel management may differ according to the types of university of the third-year students of hotel management. University was categorized into University 1 (N=110), University 2 (N=69), University 3 (N=49), and University 4 (N=23). For types of university all the factors except social pressure have met all the assumptions of ANOVA. Thus, null hypothesis was tested using ANOVA test.

Table 17

Dimensions across Types of University

Types of University	F	Sig.
Social Pressure	2.493	0.061
Outcome expectations	1.409	0.241
Career Development Perception	3.011	0.031

Self Interest	1.059	0.367
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From the Table 17, the result of one-way ANOVA reveals that there is statistical difference in social pressure ($F=2.493, p<0.05$) and career development perception ($F=3.011, p<0.05$). However, there is no statistical difference in outcome expectations ($F=1.409, p>0.05$) and personal-interest ($F=1.059, p>0.05$). Since, the group size is not equal and social pressure does not meet the assumption of homogeneity; the Brown-Forsythe and Welch tests were run.

Table 18

Welch and Brown-Forsythe Tests on Dimensions across Types of University

Robust Tests of Equality of Means	Statistics	df	Sig.
Welch			
Social Pressure	2.780	86.684	0.046
Outcome expectations	1.504	80.972	0.220
Career Development Perception	3.084	84.933	0.032
Personal Interest	1.145	85.673	0.336
Brown-Forsythe			
Social Pressure	2.984	180.854	0.033
Outcome expectations	1.394	126.611	0.248
Career Development Perception	3.297	180.703	0.022
Personal Interest	1.186	184.331	0.316

a. Asymptotically F distributed

Table 18 shows that there is no drastic reduction of significance level of Welch and Brown-Forsythe tests compared to ANOVA and are lower than 0.05 ($p<0.05$) for social pressure and career development perception. However, significance level is higher than 0.05 ($p>0.05$) for outcome expectations and personal-interest. Thus, it confirmed that there is statistical difference on social pressure and career development perception among types of university. It is also confirmed that there is no statistical difference on outcome expectations and personal-interest among types of university of third year students' choice of hotel management.

For career development perception, Cohen's d value is 0.192 which is small standardized effect size (Cohen et al., 2018). Similarly, for social pressure, Cohen's d value is 0.184 which is considered as small standard effect size. Post-hoc analyses

were conducted using Tukey's post-hoc test for both career development perception and social pressure using honest significant difference (HSD). The result of Tukey's post hoc test for social pressure is shown in Table 19.

Table 19

Post Hoc Test for Multiple Comparison^{ab}

Name of the University (I)	Name of the University (J)	MD (I-J)	Sig.
University 1	University 2	0.14773	0.571
	University 3	0.29569	0.099
	University 4	0.33251	0.213
University 2	University 1	-0.14773	0.571
	University 3	0.14796	0.714
	University 4	0.18478	0.733
University 3	University 1	-0.29569	0.099
	University 2	-0.14796	0.714
	University 4	0.03682	0.997
University 4	University 1	-0.33251	0.213
	University 2	-0.18478	0.733
	University 3	-0.03682	0.997

*. The mean difference is significant at the level 0.05 level. MD= Mean Difference

a. Dependent variable: Social Pressure

Table 20 revealed the result of Tuckey test with multiple comparison to assess if the difference between group is statistically significant. The result of the test shows that all the comparisons are statistically insignificant ($p > 0.05$).

The result of Tukey's post-hoc test for career development perception is shown in Table 20.

Table 20

Post Hoc Test for Multiple Comparison^{ab}

Name of the University (I)	Name of the University (J)	MD (I-J)	Sig.
University 1	University 2	0.06105	0.925
	University 3	0.32577*	0.018
	University 4	0.04837	0.988
University 2	University 1	-0.06105	0.925
	University 3	0.26471	0.123

	University 4	-0.01268	1.000
University 3	University 1	-0.32577*	0.018
	University 2	-0.26471	0.123
	University 4	-0.27740	0.319
University 4	University 1	-0.04837	0.988
	University 2	0.01268	1.000
	University 3	0.27740	0.319

*. The mean difference is significant at the level 0.05 level. MD= Mean Difference

a. Dependent variable: Career Development Perception

Table 20 shows the result of Post Hoc test with multiple comparisons. The result showed that there is statistical difference in career development perception between students of University 1 and University 3 ($p < 0.05$). The result of the test showed that all the other comparisons are statistically insignificant ($p > 0.05$).

The analysis above revealed that influence of social pressure, outcome expectation, and personal-interest are same among students of different universities. However, students in University 1 are more influenced by career development perception than students in University 3 in the hotel management choice in their undergraduate.

Ethnicity and Dimensions

The dimensions influencing the students' choice of hotel management may differ according to the ethnicity of the third-year students of hotel management. Ethnicity was categorized into Brahmin (N=48), Chettri (N=92), Janajati (N=83), Madhesi (N=6), Aadibasi (N=2), Dalit (N=5), and Others (N=15). For ethnicity all the factors have met all the assumptions of ANOVA. Thus, null hypothesis was tested using ANOVA test.

Table 21

Dimensions across Ethnicity

Ethnicity	F	Sig.
Social Pressure	1.089	0.370
Outcome expectations	1.015	0.416
Career Development Perception	0.812	0.561
Self Interest	1.768	0.106

From the Table 21, the result of one-way ANOVA reveals that there is no statistical difference in social pressure ($F=1.089, p>0.05$), outcome expectations ($F=1.015, p>0.05$), career development perception ($F=0.812, p>0.05$), and personal-interest ($F=1.768, p>0.05$). Since, the group size is not equal; the Brown-Forsythe and Welch tests were run.

Table 22

Welch and Brown-Forsythe Tests on Factors Dimensions across Ethnicity

Robust Tests of Equality of Means	Statistics	df	Sig.
Welch			
Social Pressure	1.070	10.841	0.436
Outcome expectations	0.667	10.542	0.679
Career Development Perception	0.570	10.757	0.746
Personal Interest	1.197	10.594	0.378
Brown-Forsythe			
Social Pressure	1.457	41.327	0.217
Outcome expectations	0.702	8.849	0.656
Career Development Perception	0.764	25.775	0.605
Personal Interest	1.435	18.356	0.255

a. Asymptotically F distributed

Table 22 shows that there is no drastic reduction of significance level of Welch and Brown-Forsythe tests compared to ANOVA and are higher than 0.05 ($p>0.05$). Thus, it confirmed that there is no statistical difference on social pressure, career development perception, outcome expectations, and personal-interest among ethnicity of students' choice of hotel management. This shows that students of all ethnic background have same level of influence by social pressure, career development perception, outcome expectations, and personal-interest while choosing hotel management in their higher education.

Locale and Dimensions

The dimensions influencing the choice of academic program may differ according to the Locale of the third-year students of hotel management. Locale was categorized into Urban (N=153), Semi-Urban (N=77) and Rural (N=21). For Locale all the factors have met all the assumptions of ANOVA. Thus, null hypothesis was tested using ANOVA test.

Table 23*Dimensions across Locale*

Locale	F	Sig.
Social Pressure	2.724	0.068
Outcome expectations	0.897	0.409
Career Development Perception	0.765	0.467
Self Interest	0.436	0.647

From the table 23, the result of one-way ANOVA reveals that there is no statistical difference in social pressure ($F=2.724, p>0.05$), outcome expectations ($F=0.897, p>0.05$), career development perception ($F=0.765, p>0.05$), and personal-interest ($F=0.436, p>0.05$). Since, the group size is not equal; the Brown-Forsythe and Welch tests were run.

Table 24*Welch and Brown-Forsythe Tests on Dimensions across Locale*

Robust Tests of Equality of Means	Statistics	df	Sig.
Welch			
Social Pressure	2.698	53.121	0.077
Outcome expectations	0.859	53.945	0.429
Career Development Perception	0.826	55.340	0.443
Personal Interest	0.349	52.181	0.707
Brown-Forsythe			
Social Pressure	2.595	83.788	0.081
Outcome expectations	0.890	77.860	0.415
Career Development Perception	0.814	90.852	0.446
Personal Interest	0.378	58.369	0.687

- a. Asymptotically F distributed

Table 24 shows that there is no drastic change of significance level of Welch and Brown-Forsythe tests compared to ANOVA and are higher than 0.05 ($p>0.05$). Thus, it confirmed that there is no statistical difference on social pressure, career development perception, outcome expectations, and personal-interest according to Locale of third year students' choice of hotel management. This shows that students from urban area, semi-urban area, and rural area have same level of influence by

social pressure, career development perception, outcome expectations, and personal-interest while choosing course.

Family Types and Dimensions

Dimensions may differ with family types which are categorized into groups: “nuclear” and “joint”. Thus, to test null hypothesis, independent sample t-test was used. For outcome expectations and self-interest, family types do not meet the assumption of homogeneity. The result of independent sample t-test for family types with career development perception and personal-interest is shown in Table 25.

Table 25

Career Development Perception and Self Interest across Family Types

Variables	Family Types	N	t-value	Sig. (two tailed)
Personal Interest	Nuclear	172	0.842	0.401
	Joint	79		
Career Development Perception	Nuclear	172	1.314	0.191
	Joint	79		

a. Equal variances not assumed

The result of the independent sample t-test from Table 25 shows that there is no significant statistical mean difference ($t=0.842$, $p>0.401$) in personal interest among nuclear family and joint family. Likewise, there is no significant statistical mean difference ($t=1.314$, $p>0.191$) in career development perception among nuclear family and joint family.

For social pressure and outcome expectations, family types met the assumption of homogeneity. The result of independent sample t-test for family types with outcome expectations and personal-interest is shown in Table 26.

Table 26

Outcome expectations and Social Pressure across Family Types

Variables	Family Types	N	t-value	Sig. (two tailed)
Social Pressure	Nuclear	172	-0.948	0.344
	Joint	79		
Outcome expectations	Nuclear	172	-0.128	0.898
	Joint	79		

b. Equal variances assumed

The result of the independent sample t-test from Table 26 shows that there is no significant statistical mean difference ($t=-0.948, p>0.344$) in social pressure among nuclear families and joint families. Likewise, no significant statistical mean difference ($t=-0.128, p>0.898$) in outcome expectations among nuclear families and joint families.

In addition to this, the standardized effect size for all the factors was calculated as Cohen's d. The Cohen's d value for personal-interest, career development perception, outcome expectations, and social pressure was calculated 0.15, 0.02, 0.19, and 0.13 respectively. The Cohen's d value is termed as small, medium, and large for the value of 0.2, 0.5, and 0.8, respectively (Cohen et al., 2018). Thus, the effect size for all the factors was small.

Concluding the Chapter

In this chapter, I commenced with a discussion of examining the relationship between dimensions and their university choice for their hotel management. For this purpose, I explained the logistic regression methods as statistical tools. Findings indicated that out of all factors, social pressure negatively impacted other university choices compared to University 1. All the other factors influencing hotel management choice have an insignificant impact on other university choices compared to University 1. However, the students' choices of university were not explained enough by the dimensions of choice of academic program. After that I examined whether dimensions differ across different demographic variables. This study revealed that gender, ethnicity, Locale, and family types do not matter in all four factors. However, results revealed that career growth perception influence students to choose hotel management was more in students from University 1 compared to University 3.

CHAPTER VI

FINDINGS AND DISCUSSION

In this chapter, I present the major findings of this research in regard to four research questions raised in Chapter 1. The findings have been discussed under four themes, incorporating the results of chapters IV and V. The four themes are personal-interest, career development perception, outcome expectations, and social pressure. I also present the model as an output of this study under different discussed themes in this chapter.

Major Findings of the Study

I identified four major attributes influencing students' choice of BHM using the adapted and localized questionnaire and EFA in this study. The four identified factors are: i) personal-Interest, ii) career Development perception, iii) outcome expectations, and iv) social pressure. Of seven items for personal interest, four are related to liking and interest towards hotel management jobs, feeling proud to work in the hotel industry, and suitable personality towards hotel management jobs. Similarly, the other two items are about liking to get information and watch hotel-related programs. Finally, the last item concerns interest in continuing their career in the hotel industry. For career development perception, out of six items, the first item shows students' belief in developing their careers in the hotel industry. The second item shows students' belief in good career opportunities in the hotel industry. Similarly, the third item is related to the satisfaction students get from working in the hotel industry. The fourth item shows students' perception of fun in working in the hotel industry. The fifth item shows students' belief in succeeding in the hotel industry job. And finally, the sixth item shows students' belief in utilizing their capacity fully in the hotel industry. Likewise, out of six items for outcome expectations, the first item shows students' belief that they can go abroad easily with degree. The second item shows students' belief that they get jobs easily after graduation. Similarly, the third item is related to easy job opportunities in abroad for graduates. The fourth item shows students' perception of getting jobs easily in the hotel industry. And finally, the fifth item shows students' belief in the high demand of hotel management graduates. Finally, out of three items for social pressure, the first and third items show the influence of peers in joining the program. And second item shows the influence of

school teacher in joining the program. These items are concerned about others' influence in joining hotel management. Thus, this factor was named as social pressure.

I also found that among the factor extracted, the most influential factor in students' choice is personal interest of the students towards hotel management and the hotel industry, followed by career development perception and outcome expectations. Among the factors, social pressure is less influential for students to choose hotel management. Similarly, logistic regression in this study suggested that student is less likely to choose other universities compared to University 1 due to social pressure (peers and teachers). Finally, I found a statistical difference in career development perception between University 1 and University 3 students.

Discussions of the Findings

There is no policy regarding what influence student to choose BHM. However, National Education Policy (2076 BS), Tourism Policy (2065 BS), and Employment Policy (2071 BS) have highlighted the importance given to qualified human resources in the hotel industry. This revealed that there is a demand for human resources in the hotel industry sector in the future. This may attract students to choose hotel management in their higher education. Similarly, more practical subjects and one-year internship opportunities in the course structure of the BHM may attract students in their higher education. However, there are other determinants of the student's choices.

In this section, I begin by discussing the factors determining the students' choice of academic program with references to different theories and existing literature. Thereafter, I discussed the most influential factors for program selection in students' higher education. Finally, I discussed the influence of factors on university choice.

As a combined theory of SCCT and TRA suggested, this study also identifies intrinsic factors (personal interest), extrinsic factors (career development perception and output expectations), and subjective norms (social pressure) as determinants of choice of BHM among students.

Personal-Interest Factor on BHM Choice

This study revealed that personal interest is one of the important factors determining the choice of academic program. Under this factor, student likes hotel-related jobs and they are planning to develop a career in the hotel industry after the

completion of their degree. Similarly, they are interested in finding a job in the hotel industry and perceive pride in working there. Students also liked to collect information and watch hotel-related programs which motivated them to choose hotel management. If a student has a personal interest in a certain subject, their chances of choosing that subject in their higher education are high.

Many researchers have agreed on the role of students' personal interest in their academic program choice. For example, the research examining factors on undergraduate students' choice of academic program with a business major by Stock and Stock (2019) confirmed personal interest as leading factors. Because of the self-interest on business course, students choose business major in their undergraduate. Similarly, the study of Owino and Odundo (2016) used structured questionnaire for 110 students at the Nairobi University and the study revealed that personal interest as important determinant on students' choice of history in their undergraduate. Similarly, the study of Lamichhane et al. (2022) on undergraduate and postgraduate students of business administration of Pokhara University revealed personal interest as important determinants of student's choice of business administration. Students chose such program where they have high personal interest. The study of Lamichhane et al. (2022) agreed that they chose business administration because of their personal interest. Similar finding was presented by Abe and Chikoko (2020) in their study. In their study of STEM students more than 55% student agreed that they chose STEM based on their personal interest. The passion and desire to work on certain industry leads student to choose courses related to industry in which student have desire and passion. Likewise, the students of Vehari, Pakistan choose their course because of personal interest as one factor (Humayon et al., 2018). They claimed that personal interests have big influence on their course choice with the help of multiple regression analysis.

The personal interest motivates students to choose college major. Mixed method study (a questionnaire survey followed by the semi-structured interview) of Awadallah and Elgharbawy (2020) also revealed that personal interest is important determinants in shaping the choice of accounting major in students of Qatar. The study showed that the student with interest in mathematics chooses accounting major whereas students whose interest was not on numeric subjects, they do not choose accounting major. This revealed the importance of personal interest on choosing the major. This study also revealed that most of the students agreed that they liked to

watch hotel related program, and collecting hotel related information which influences them to choose program. If students choose the higher education of their interest, they become happier (Wright, 2018). The study of Wright (2018) suggested that personal interest needs to fit in the choice of major in higher education. On their study, they revealed that students tend to be happier and work in same field if they choose the major that fit in their personal interest. Similarly, they also revealed that student choose major in which they want to do the job or interested to work. In this study also, many students agreed that they are interested in hotel related job and willing to work in hotel industry after their graduation. Likewise, the systematic review study of Twumasi et al. (2018) also claimed that personal interest as important determinant on students' choice of their career. They claimed that student from Switzerland and USA choose career because of their personal interest. They choose career because of their individual desired goals. This study also found out passion and desire of student to work in the hotel industry made them choose hotel management in their undergraduate. The study of Hayes and Shakya (2013) also claimed that the personal interest of serving people was the main factor Nepali medical students to choose medical course.

Thus, the findings of this study is same with most of the existing literatures like Twumasi et al. (2018), Hayes & Shakya (2013), Wright (2018), Awadallah and Elgharbawy (2020), and Qiu et al. (2017) which suggest that personal-interest is important determinants on students' choice of academic program.

Career Development Perception Factor on BHM Choice

This study revealed that, career development perception as another important determinant of choice of academic program among students. Under this factor, student believes that they can develop their career in the hotel industry and perceived achievement of satisfaction while working in hotel industry. They also believe that they can succeed in hotel industry and can utilize their full capacity while working in the hotel industry. If student perceived they can develop their career in hotel industry which becomes fun for them, then they are likely to choose hotel management in their undergraduate.

Many researchers confirmed in their study that student choose such courses where they aspire to develop their career. Like, the study of Qiu et al. (2017) on students of Guangzhou claimed that one of the determinants of students' choice of hospitality management is their aspiration to develop the career in hotel industry.

Students tend to choose such courses where they believe they can develop their career and attend the higher possible position in their career. In the study of Qiu et al. (2017), most of the students highly agreed that they aspire to attend top position in five to ten years if they joined hotel management. Similarly, the study of business administration students in bachelor and master program of Pokhara University revealed that advancement in career is one of the important components of students' choice of business administration course (Lamichhane et al., 2022). Most of the students in their study agreed that they chose a business administration because they believed there is career advancement opportunity by doing business administration course.

Likewise, the systematic review-based study on 30 articles of Twumasi et al. (2018) also revealed that the opportunity for professional development is one of the determinants of students to choose their career and their college major. They found out students in China were influenced by career development perception and American students were motivated by strong career maturity (career development process). Similarly, they claimed that students of Indonesia were also influenced by career development aspiration for their course choice. Students choose course which enhance their knowledge and skills and help them in their career development. The study of Abe and Chikoko (2020) claimed that student choose Science, Technology, Engineering and Mathematics (STEM) subject because they believed with STEM courses, since they can acquire knowledge and skills that helps them in their potential development and career development. Students chose courses in which they can unlock their potential and believe they can do well in their future career. Similarly, the findings of study of Srikanth et al. (2020) claimed that students chose MBA because of the good career development. Students analyze the courses and get enrolled which have good career growth. Study of Srikanth et al. (2020) revealed that student choose MBA for their career growth. Most students agreed that they analyzed the course properly and chose MBA as they saw good career growth after doing it. Likewise, the study of Suhi et al. (2022) also claimed that career quality (provide opportunity to implement their creativity and career development) as one of the components of students' choice of career in social science. They claimed that career development perception has positive impact on the course selection. If student see good career growth in certain sector, they are more inclined to choose course related to such sector. In India, many choose online courses because of the perceived benefits of

career growth in online and digital industry as online course add value for career growth (Ray et al., 2019).

Thus, the findings of this research is in harmony with most of the existing literature like Qiu et al. (2017), Lamichhane et al. (2022), Twumasi et al. (2018), Abe and Chikoko (2020), Srikanth et al. (2020), and Suhi et al. (2022) which suggest that career development perception as important determinant in third year students' choice of hotel management in their undergraduate.

Out-Come Expectations as a Factor on BHM Choice

Outcome expectations factor is important determinants on students' choice for hotel management. Under this factor, student expects they get job easily after their graduation. Likewise, students believe they can go abroad easily with the degree and get job easily over there with BHM degree. They also believe that there is high demand of employee in hotel industry thus making it easy to get job in hotel industry.

Numerous studies suggest that student choose such courses where they have positive outcome expectation after the graduation. The study of Abe and Chikoko (2020) on students at a university in South Africa claimed that output expectancy as important components of students' choice of STEM. Because of the more career opportunities and prospects in STEM, they decided to choose STEM subjects. Similarly, the systematic review study of Twumasi et al. (2018) suggested that output expectations influence student to choose their course and career. They claimed that American student chose their career based on output expectations as one of the factors. Similarly, one of the factor students chooses MBA is career opportunities after MBA (Srikanth et al., 2020). Their study claimed that student analyze different subjects and choose courses which can provide them job easily after MBA. In this study also many students agreed that they choose the program because of the expectations of getting job easily after completing hotel management course.

Likewise, the study of Awadallah and Elgharbawy (2020) claimed that students choose accounting major in Qatar because they perceived accounting as a distinctive qualification and make them qualify for better job prospects after the degree. They suggested outcome expectations of job after accounting degree significantly motivate students to choose accounting as a major. Similarly, findings of Suhi et al. (2022) also claimed that one of the factors that Bangladeshi student choose social science is job prospect with good financial incentives. They suggested that relationship between output expectation of job and course choice is significant.

Similar kind of finding was revealed by Pratiwi et al. (2020). They claimed that output expectation as important determinants on students' choice of dentistry in Indonesia. Student believed that they get job easily after dentistry. Thus, they choose dentistry. Similarly, the study of Najam and Ghazal (2022) on Pakistani students claimed that output expectations significantly influence them to choose their career. They suggested students believed financial stability through job as one of the outcome expectations for their choice.

Thus, the findings of this study is similar with most of the existing literature like Abe and Chikoko (2020), Najam and Ghazal (2022), Pratiwi et al. (2020), Suhi et al. (2022), Awadallah and Elgharbawy (2020), and Twumasi et al. (2018) which confirmed that outcome expectation as important determinants of choice of hotel management among students.

Social Pressure Factor on BHM Choice

This study found social pressure as one of the factors on influencing students for hotel management choice. Under this factor, the first item represents the pressure of peer for influencing students in their choice. Second item represents the influence of school teacher on their choice. Finally, third item tells that student followed their friend to do hotel management. Surprisingly, this study showed that students did not experience family member pressure on their choice of program in their undergraduate.

Unlike this study, the students of Vehari, Pakistan choose their course because of family influence as one factor (Humayon et al., 2018). They claimed that families have big influence on their course choice. Similarly, the study of Awadallah and Elgharbawy (2020) claimed that family members as one of the determinants of students' choice of accounting major in Qatar. They suggested parental pressure significantly influence students' choice of accounting as a major. Similarly, the study of Abe and Chikoko (2020) revealed that there is significant influence of family in students' STEM choice in South Africa. They claimed that many students agreed that their family have strong influence on their STEM choice. Similarly, the study of Qiu et al. (2017) on students of Guangzhou suggested that students choose hotel management by little influence of parents. With the factor analysis, they identified supports from parents of students as one of the factors for choosing hotel management. Most of the students in their study agreed that they choose hotel management by their own. Students choose course because their family have expectation from them. The study of Twumasi et al. (2018) also claimed that students

from collectivist cultures choose courses because of their family expectations. Their study suggested that parental influence as important factor choice of their higher education and career among students. Likewise, the study of Ngussa and Charles (2019) on students of secondary schools in Meru District, Tanzania revealed that there is significant role of parents in students' career choice preparedness. Similarly, the study of Eremie and Chiamaka (2019) on Obio/Akpor local government area of rivers state suggested there is significant influence of family on students' choice of study.

In line to this study, many researcher suggested the influence of peer or friends on the students; choice of their course in higher education. The study of Awadallah and Elgharbawy (2020) claimed that many students choose accounting major in Qatar because of the peer pressure. They suggested peer pressure as important factor on choice of accounting as a major among students. Similarly, the study of Mtemeri (2020) suggested that peer have significant effect on students' career choice. But some researchers claimed that there is no influence of friends and peers on choice of course. The study of Eremie and Chiamaka (2019) suggested there is no significant influence of peers and best friends on students' choice of study.

Similarly, in line to this study, many researchers claimed impact of teachers on the choice of academic program. The study of Abe and Chikoko (2020) claimed that there is significant influence of teacher in students' STEM choice in South Africa. They claimed that many students agreed that their teacher have strong influence on their STEM choice. Similarly, the study of Nagireddy (2021) suggested that teacher and student relationships play a major role in students' choice of course and career. Nagireddy (2021) claimed that teachers' observation on students' attitude and behavior help them properly guide students for their higher education choice leading to a good career. Likewise, the study of Ngussa and Charles (2019) on students of secondary schools in Meru District, Tanzania revealed that there is significant role of teachers in students' career choice preparedness.

Thus, the findings of this study are in harmony with most of the existing literature like Nagireddy (2021), and Ngussa and Charles (2019) which suggests that peer and teachers have significant influence on students' choice. Some researchers claimed insignificant role of peer for career growth. Unlike result of this study, many researchers such as Twumasi et al. (2018), Qiu et al. (2017), Awadallah & Elgharbawy(2020), and Humayon et al. (2018) found that family members as important factors on their academic choice. In case of Nepal, hotels and hospitality

jobs are not considered socially prestigious. Thus, parents are not influencing their children to choose hotel management.

Most Influential Factors for the Students' Choice of BHM

Among the identified factors; personal-interest, career development perception, outcome expectations, and social pressure, this study identified personal-interest as the most important determinant for the students' choice. There is a rich discussion on the most influential factor on students' choice of course and career.

Similar to the results of this research, Gameradd in et al. (2022) claimed that personal desire and interest of helping patient was major factor to prefer the health science preferences on their study of 125 undergraduate student of medical science. This study also claimed that students were personally –interested to work in hotel industry. Similarly, the study of Awadallah and Elgharbawy(2020) claimed that self-interest was the major factor for students to choose accounting major in Qatar. They claimed that students agreed that they choose accounting majorly because of their self interest in numerical and math. Likewise, the most important factor for students to choose medical science in Nepal was personal interest to serve people (Hayes and Shakya, 2013). The personal-interest towards the subject make student to choose such subjects. The study of Levailant et al. (2020) suggested that discipline interest was the main factors along with lifestyle and work-life balance were main factors for the choice of specialization among medical student. The study of Lamichhane (2022) claimed that intrinsic factor (including personal interest) is the most influential factor for student to choose business administration in their bachelor program in Nepal.

However, the study of Suhi et al. (2022) on social science student of Khulna University of Bangladesh claimed that job quality like creative work and work diversity as a major determinant for students' choice of social science. Similarly, the study of Qiu at al. (2017) revealed that most influential factor for a hotel management student to choose the course was student self-efficacy and occupational aspiration. According to them, self-efficacy like them believes in doing well in hotel industry and career aspiration to reach top level in the hospitality industry was most influential in choosing hotel management.

The study of Winn et al. (2014) also claimed that master students' choice of educational leadership at regional universities mainly based on the probability of further career growth. The students choose such programs where they have opportunities of career growth in the future. Similar, finding was revealed by the

study of Narayanasamy et al. (2019) where their survey of first year medical students from India revealed that the most important components for students' choice of medical science was personal growth factor or possibility of enhancement of students' personal status. The study of Al-Rfou (2013) also claimed that the important determinant that influences the students of Jordon to choose business major was future job factors, including future earning, career option, and occupational prestige.

Thus, there is a diversified claim about the most influential factor for course choice. The result of this study is similar to some of the existing literature like Gameraddin et al. (2022), Awadallah and Elgharbawy (2020), and Qiu at al. (2017), which confirmed that self-interest factor is the most influential on students' choice of higher education. However, there are other researchers like Winn et al. (2014), Al-Rfou (2013), and Narayanasamy et al. (2019) who claim factors other than self-interest, such as career growth and future job prospects as most influential factor for students' higher education choice.

Dimensions and University Choice

The result of logistic regression in this study claimed that only social pressure has significant negative influence on choosing other universities compared to Tribhhuwan University. This is in contrast with the choice of BHM. For the choice of BHM as in undergraduate, social pressure was least influential. Social pressure consists of the influence of friends and teachers but not family. Thus, it shows that the choice of BHM in undergraduate is influenced by friends and teachers and they are influencing students to choose University 1 compared to other universities for hotel management.

Many researchers have claimed the same results as this study. The study of Bhayani (2015) claimed that peers as one of the important determinants for first-year students' choice of university in Dubai. Likewise, Lorenz et al. (2020) research claimed that peers and friends influence the educational expectations of German adolescents. Thus, peers and friends have an influence of college and university choice as claimed by this study.

Similarly, many studies claimed the influential role of teachers in students' college and university choices. The research of Kusmairso et al. (2021) claimed, teachers have important role in guiding student entering higher education and choosing colleges.

This study shows no role of the family in the University. However, many researchers claimed that family members have an influential role in choosing universities and colleges. Bhayani (2015) identified family as influential factors for students' choice of university.

Dimensions across Gender, Ethnicity, University type, Locale, and Family type

This study tested the difference in factors with different demographic variables. The study confirmed that there is no statistical difference on social pressure, career development perception, outcome expectations, and personal-interest among gender of students. The study of Qiu et al. (2017) also suggested the same result. They identified different components for the choice of hotel management majors among students was not significantly different between male and female students. However, the findings of Anthony et al. (2021) suggested that the perception of career was different among male and female students on their study of undergraduate hospitality students of Ghana. Similarly, the study of Shafina (2020) also claimed that gender stereotyping exists in the academic program choice of higher education in the Maldives. The findings of Dickson (2010) also claimed that there exists gender difference on the college major choice. So, in case of gender there is mixed result. Some researcher claimed gender difference in factors influencing course and career choice. Whereas some researchers claimed no gender difference in factors influencing course and career choice.

As gender, this study found that dimensions (personal-interest, output expectation, and social pressure) do not differ according to university types. The study of Tamang (2021) also confirmed that there exists no significant difference on factors among types of school for diploma level engineering students. However, this study confirmed there is statistical difference in one factor (career development perception) between students of University 1 and University 3.

This study also found no difference in social pressure, career development perception, outcome expectations, and personal interest among ethnicity of students' choice of academic program. But many researchers claim there exists an ethnic difference in college major choice. The study by Hinrichs (2015) claimed that there exist racial and ethnic differences in the selection of a major in college. Researchers claimed that economics and finance are top priority courses for Asian students, whereas social work is a top priority for African students. Similarly, the study of Dickson (2010) also claimed that there exist ethnicity differences on the college major

choice. Similarly, the study Hanserd et al., (2020) also claimed racial and ethnic differences in college major choice. They claimed that underrepresented minorities are more influenced by job opportunities to choose biology than white students. Thus, as claimed by many researchers like Hanserd et al., (2020), Dickson, (2010), and Hinrichs (2015), the finding of this study on differences in ethnicity in college major choice differs. The results of this research suggest that no difference exists in dimensions across ethnicity.

Likewise, the findings of this research confirmed that no difference exists in social pressure, career development perception, outcome expectations, and personal interest according to locale students. There has not been much study done on the influence of locale on the choice of college major. However, the study of Bedasso (2019) claimed that Locale influences the choice of college major on students of elite university in South Africa which is not consistent with the finding of this study. Similarly, the study of Tamang (2021) also claimed that there exists a significant statistical difference in influencing factor of career choice and locale.

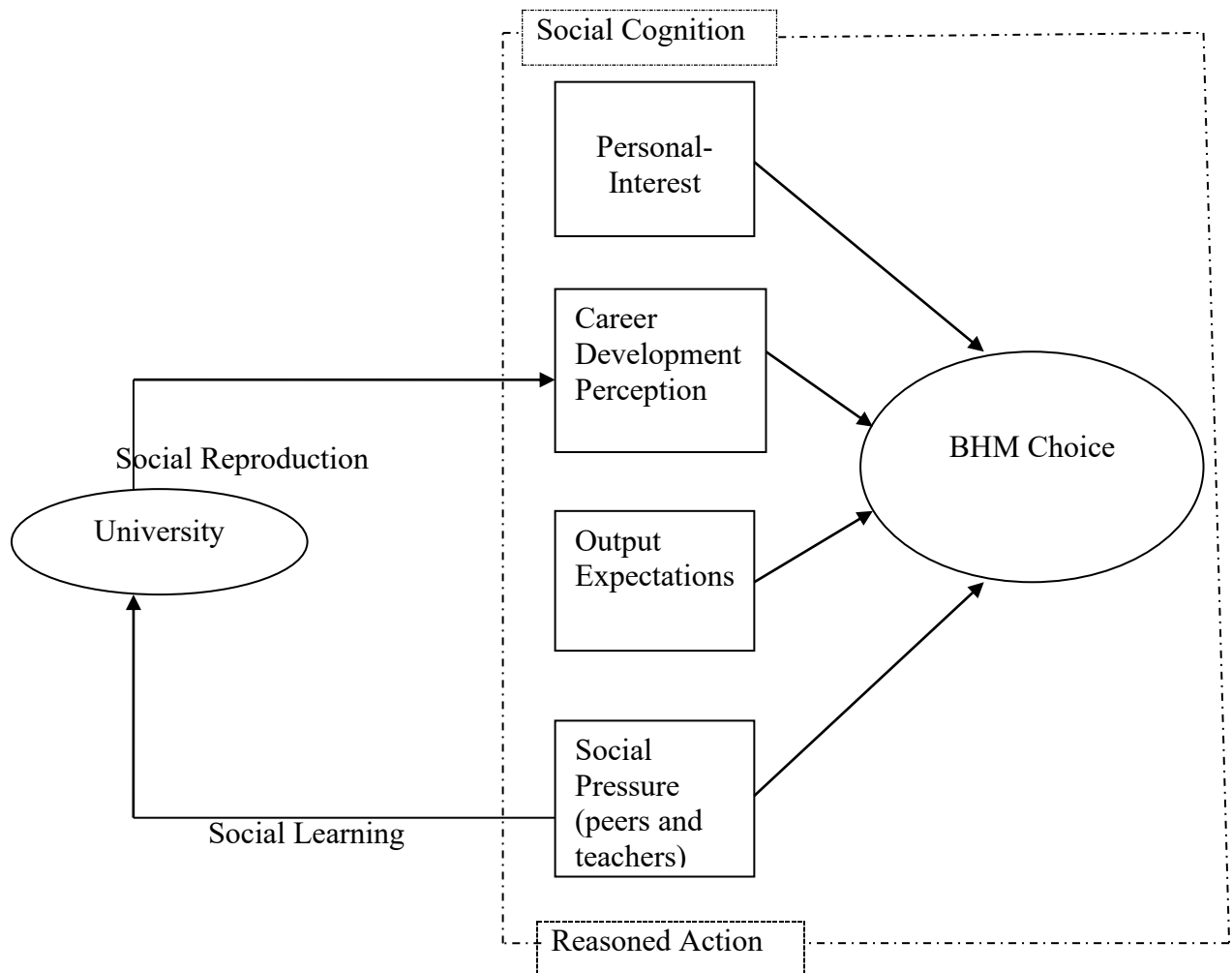
Similarly, this study confirmed that there is no difference on students from nuclear families and joint families joining hotel management because of personal interest, career development perception, social pressure, and outcome expectations. Similarly, the study of Tamang (2021) claimed no significant difference in course and career choice according to the family types for diploma-level engineering students.

Based on the discussion and findings of this research, I developed the model to describe the choice. The model's dimensions of choice can be explained by the SCCT and TRA theory. Extrinsic (outcome expectation and career development perception) and intrinsic components (personal-interest) of SCCT create attitudes towards the behavior components of TRA. And, as suggested by TRA, Subjective norms (peers and teachers) can also influence students' choice of hotel management.

One of the findings of this study was peers and teachers influence students to choose particular university. I explained this finding with the help of social learning theory proposed by Bandura (1986). According to this theory, people imitate the behaviors of others around them by observing them. In the case of university choice, when student hears positive things about a particular university by their peers or teachers, or when they observed that their friends or teachers had attended a particular university, they are more likely to choose that particular university. In this study, University 1 is prestigious and biggest compared to other universities. Thus, teachers

and peers talk positive about University 1. Also, many teachers could have attended University 1. Thus, with this observation, students were influenced to choose University 1 more than other universities.

This study also found that career development perception differs according to the university type. For this finding, I explored social reproduction theory proposed by Bourdieu and Passeron (1990). According to this theory, social and economic inequalities result from reproduction of practices and social structures in different generations. Prestigious university reinforces social and economic inequalities by providing better opportunities to high paying and prestigious job to their student compared to less prestigious university. Hence, student of prestigious university has better career development perception. In this study, career development perception among students of University 1 and University 3 differs. University 1 is biggest university in Nepal and more prestigious compared to University 3. Thus, this has developed better career development perception among the students of University 1 compared to University 3. The model for the student choice of BHM is shown in Figure 4.

Figure 4*Model Determining Choice of BHM***Concluding the Chapter**

Firstly, I explained the main findings as a result of this study in this chapter. Four different factors: personal-interest, career development perception, output expectations, and social pressure as influential factors in students' choice of academic program. Personal-interest was most influential factor in student's choice of hotel management. Out of all the factors, only social pressure has significant negative influence on University Choice. No difference was found among dimensions according to gender, ethnicity, and Locale. Out of four factors, there was no difference found in personal-interest, social pressure, and output expectancy by university types. But significant difference was found on career development perception by university types. Finally, I found out there was no significant difference

in all factors according to family types. After the explanation of major findings, I made a discussion based on which I developed model explaining the students' choice of academic program.

CHAPTER VII

RECAPITULATIONS, CONCLUSION, AND IMPLICATIONS

In this last chapter, a recapitulation of this study is presented. After recapitulations, I presented conclusion based on findings of this research. Following this, the practical implications for the students, institutions, teachers, parents of the students, and policy makers is presented. Then, I explained the research implications. Finally, I concluded this study with my view.

Recapitulations of the Study

Tourism is one of the major sectors for developing the economy and employment generation in Nepal. The tourism sector is continuously growing in Nepal. With the tourism growth, investment in hotels has increased. Thus, there are good career prospects in the hotel industry in Nepal for qualified and skillful human resources. To produce qualified and skillful human resources for the hotel industry, many hotel management institutions are at the tertiary level. Good career prospects and good accessibility in hotel management institutions have made hotel management degrees attractive in Nepal. However, for young people to choose a program in their higher education is unpredictable. The same is true with students choosing BHM in their higher education. Factors like career aspiration, personal interest and others influence students to choose academic program. However, the factors influencing the students' choice of BHM in Nepal is not studied much. Thus, this study has been studied to close this gap. The major focus of this study is to identify the factors influencing third year students' choice in their undergraduate in Kathmandu. This research has been guided by four research questions: 1. What factors influence the third-year students' choice of BHM? 2. Which factor is the most influencing in the choice of BHM among third year students? 3. Does identified factors influence students in their choice of university for BHM? 4. Do identified factors differ among demographic variables (gender, ethnicity, types of family, types of locales, and types of university)? To answer these questions, survey was done among the students of national universities (Tribhuvan University, Pokhara University, Purbanchal University, and Mid-Western University) in Kathmandu.

Course or program choice in undergraduate is a complex process with many influencing factors. Personal interest, career aspiration, career growth opportunity,

family members' influence, teachers' influence, friends' influence and many more factors influence the students' choice of program in higher education. In the context of Nepal, factor influencing students' choice of BHM has not been studied. In order to address this gap and identify factors influencing third year students' choice, the theory of reasoned action was encompassed. This theory was used to understand the students' motivation to choose the hotel management in their undergraduate.

This study used a post-positivist approach and used cross-sectional survey design. The questionnaire was adopted from the study of Awadallah and Elgharbawy (2020). It was then contextualized in the context of students' choice of hotel management in Kathmandu, Nepal. The questionnaire was on 5 Likert scale with 1= "strongly disagree", 2= "disagree", 3= "neutral", 4= "agree", and 5= "strongly agree" with 40 items. The questionnaire consisted of 5 themes. They are personal interest and skills, job prospects, accounting education, media and publicity, and accepting an offer of an accountancy program. After contextualization, five themes were found relevant. They were academic interest, self-efficacy and personal interest, financial benefits, non-financial benefits, and family and peers with 45 items. Instead of 5 Likert scale, a questionnaire was converted into 6-point Likert scale. Then, the questionnaire's reliability, validity, and practicability were ensured. With successful piloting with 39 respondents, Cronbach's alpha of 0.889 was calculated, which satisfied the reliability test. The survey was conducted with 251 students. The total population was 702 and the required sample size was 249. Ethical considerations were ensured while conducting this study.

The EFA was conducted with 39 items and four dimensions: namely i) personal-interest, ii) career development perception, iii) outcome expectations, and iv) social pressure were identified. Likewise, the percentage of variance value of extraction from EFA was used to identify the most influential factors for students' choice. The personal interest factor was identified as the most influential factor in this study in the students' choice. Then, using logistic regression, the choice of university was analyzed based on identified dimensions. Only social pressure significantly negatively influences choosing other universities compared to University 1.

This study revealed statistical difference in career development perception between University 1 and University 3 students. Apart from this all the dimensions did not differ with respect to other demographic variables.

Conclusion

After analyzing factors that can influence students' choice of academic program, it was concluded that personal interest, career development perception, output expectations, and social pressure are the four dimensions that influence students' choice of hotel management.

Firstly, personal interest is one of the factors influencing students' choice of academic program. Students consider passions, skills, and interests to choose academic program when they are driven by personal interest. In the case of choice of hotel management, students develop an interest of collecting and watching hotel-related information. They like the hotel industry job and feel proud to work in the hotel industry. Personal interest also considers long-term career aspirations. Students are planning to continue their careers in the hotel industry. SCCT theory also suggests personal-interest as a crucial factor (intrinsic factor) in influencing students' choice of academic program. Because of personal interest, student makes the informed decision of choosing program.

Secondly, career development perception is another factor influencing students' choice of academic program. Students perceive to have good career opportunities and higher possibility of career growth associated with the program. Tourism prospect is good in Nepal, which leads to a good career opportunity in the hotel industry in Nepal. The perception of a better job is influential in students' choice. SCCT theory also suggests career development perception as one of the factors (extrinsic factors) influencing students' choice of academic program. Career development perceptions also influence students to make informed decisions about choosing hotel management in alignment with their career goals.

Thirdly, outcome expectation plays a crucial role in influencing students' choice of academic program. Students believe in achieving certain goals. Many students in Nepal dream of going abroad. The student chooses program for the possibility of going abroad and getting a job there. Students have positive outcome expectations of getting a job. In alignment to SCCT theory, outcome expectations are one of the crucial factors (extrinsic factors) influencing students' choice of an academic program which helps them to make an informed decision.

Finally, peers and teachers play an important role in influencing students' choice of academic program. Students get influenced to choose academic program based on the information and advice provided by their peers. Similarly, students

perceive teachers as expert and reliable sources of information. They are likely to choose program suggested by their teachers. As suggested by TRA, student behavior (choice) influences by subjective norms like peers and teachers. Peers and teachers help students to make informed decisions.

Among the dimensions, the most influential dimension is personal-interest for influencing students' choice of hotel management. This is because passion and interest are intrinsic factors that motivate students at higher levels. Likewise, among the identified factors, only social pressure influences university choice. As suggested by social learning theory, when student hear positive things of a particular university from their peers or teachers, or when they observed that their friends or teachers has attended a particular university, they are more likely to choose that particular university. Finally, due to university types, career development perception differs among students. In alignment to social reproduction theory, prestigious university reinforces social and economic inequalities by providing better opportunities to high paying and prestigious job to their student compared to less prestigious university. Hence, student of prestigious university has better career development perception.

The program choice in higher education is complex process. The factors influencing such choice need to be identified properly. If not then, student may choose wrong program in their higher education which may have negative impact like dropout and low self-esteem in their future.

Implications

This study presents important finding on students' choice of hotel management in their undergraduate program. Based on these findings, researcher presented some conclusion. These conclusions can be helpful (practical implications) for students willing to do hotel management in their undergraduate, parents of the student, academic institutions, policy makers, and future employers. The conclusion can also be useful for future researchers (research implications). The glimpse of these implications is presented in section below.

Implications to Practice

The conclusion of this study can be implied by students willing to do hotel management in their undergraduate, parents of the student, academic institutions, policy makers, and future employers. Firstly, the conclusion of this study is implacable to future students who are willing to join the hotel management in their undergraduate. They can analyze four factors (personal-interest, career development

perception, outcome expectations, and social pressure) and their items and reflect if they have true willingness pursue the degree. This enhances their chance to make them ready for their undergraduate program. Secondly, the conclusion of this study can be helpful to parents as well. Parents understand that many students joined the program because of career development perception and outcome expectancy with the result of this study. They can support their children to choose program and guide them properly.

Likewise, the findings and the conclusion are helpful to academic institutions. Academic institutions understand the influential factors for the student's choice. Academic institutions can focus on the needs of existing and future students. They can play the role of developing the interest of students in the hospitality industry. They can expose students to their careers in the hotel industry and highlight its benefits and positive aspects. The conclusion of this study can help academic institutions for advertisement and attract students to pursue the program in their academic institutions. This result helps academic institutions develop appropriate strategies for promoting their institutions by focusing on the key factors that influence students' choice. Similarly, the hotel employer can benefit from the conclusion of this study. They can understand what students want in the hotel industry career. To attract good human resources, they can get prepared accordingly.

Finally, the findings and conclusion of this study are useful for labor market policy makers. Policymakers can create collaboration between academic institutions and the hotel industry to expose students more to hotel industry careers. Academic program designers can design the course, which connects industry through internships, apprenticeship programs and field visit.

Research Implications

This research explored the factors influencing the students' choice of hotel management. But many facets have not been covered yet. Thus, there is the possibility of future research and this study can serve as a reference. Firstly, this study was carried out with students in Kathmandu only. To increase the robustness, in the future, this research can be extended throughout Nepal. Secondly, this study uses EFA for factor analysis. The explored factor can be substantiated using more rigorous tools Confirmatory Factor Analysis (CFA) to construct the model.

Similarly, the research was conducted with students enrolled in national universities only. Thus, research can be expanded by collecting responses from the

students in academic institutions affiliated with international universities. This study was carried out with third-year students only. For better results, this study can also be expanded to the students from other years. The study was conducted for BHM program only. Thus, in the future, research can be expanded with survey among students in pre-diploma, diploma and master level. This gives the better insights in factors influencing students' choice of hotel management.

Likewise, this study used a cross-sectional survey study design. The research can be conducted in a longitudinal survey study design for more benefits and insights. Furthermore, this study used a simple random sampling technique. More advanced-sampling techniques can be used in the future to get more insights into the students' choice in undergraduate. In the future, this research can be expanded to see the relationship between factors and employability perception, factors and academic performance, and factors and satisfaction. Similarly, for understating complex processes, mixed-method approach with multiple stakeholders (like peers, teachers, and parents) can be implemented in future research. In this way, with the findings of this research, several other researches can be performed for better insights into the students' choice of hotel management.

Concluding the Chapter and Final Remarks

I began this chapter with the recapitulation of this study where my research journey was summarized. Then, I concluded this study with my conclusion. I pointed out two implications of this study.

This research journey was a wonderful learning experience for me. As a teacher at one of the hotel management institutions, I started this thesis with the curiosity of students' choice of hotel management. I started to search the literature about the factors influencing students' choice of hotel management in Nepal and I hardly found any. Thus, I started looking for literature about factors influencing students' choice of academic program, especially hotel management in other countries. While going through different literature reviews, I realized that factors influencing students' choice need to be identified in the context of Nepal.

Apart from the identification of dimensions of academic program choice, I learned other key lessons. First, in quantitative research, researchers need to be patient during data collection and be very careful while entering data into the analyzing software like SPSS. Second, researchers need to be very conscious while choosing statistical tools. They should be in alignment with the research questions raised.

Third, after the data analysis, the researcher must be careful in their write-up and meaning makeup. They must be selective about what to write and what to leave to generate meaning from the analysis. Finally, this study has opened the further research area in choice of the academic program.

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ANNEXES

Annex 1: Reference Questionnaire

Rating scale. 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree 5= Strongly Agree

- (1) **Personal Interests and Skills:** (Ali & Tinggi, 2013; Anis & Hanafi, 2015)
- (2) I like calculation-based subjects rather than memorization-based for subjects.
- (3) It is my ambition to become an accountant/auditor.
- (4) I have strong numerical background.
- (5) I had planned to enter accountancy program before entering the university.
- (6) I do not like courses that require writing a lot.
- (7) **Job Prospect:** (Ali & Tinggi, 2013)
- (8) I expect my degree is marketable after I graduate from this university.
- (9) I expect to earn high income after I graduate in Bachelor of Accountancy program.
- (10) I believe accounting field is in demand these days.
- (11) I will not be exposed to danger (physical) if I work in accounting field.
- (12) I would like to create my own business, and majoring in accounting may help me in this regard.
- (13) **Accounting Education:** (Anis & Hanafi, 2015)
- (14) I found accounting courses more interesting than non-accounting courses.
- (15) there are more practical cases in accounting courses than in non-accounting courses.
- (16) level of difficulty of accounting courses are higher than non-accounting courses.
- (17) I prefer courses that have practical cases than courses that do not have practical cases.
- (18) I always get higher grades in accounting courses than in non-accounting courses.
- (19) Accounting Introductory Course: (Anis & Hanafi, 2015)
- (20) I liked the teaching style of my accounting professors and teaching assistants.
- (21) The instructors of the first accounting course I took stimulated me to study accounting.
- (22) The first accounting courses I took made me like accounting.
- (23) Family Members and Peers: (Ali & Tinggi, 2013)
- (24) My family always involves and advices me in selecting my academic subjects or major.
- (25) My family background and access to education influence me in selecting my major.

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- (26) My family persuades me to major in accountancy program.
- (27) Major in accountancy is encouraged and recommended by my colleagues.
- (28) My friends also selected their degree in accounting or studied at the same university.
- (29) **Media and Publicity:** (Ali & Tinggi, 2013)
- (30) I always get offer letters from various institutions which guide me to further my studies.
- (31) The education fairs drive me to choose major in accounting.
- (32) The information and offers from the university's website spark my interest.
- (33) The banners in the college about major courses motivate me in selecting accounting as a major.
- (34) The Academic Advisory Office guides me to choose major in accounting.
- (35) The advertisements on television/radio/newspaper influence me to choose accounting as my major.
- (36) **Accepting Offer of Accountancy Program:** (Ali & Tinggi, 2013)
- (37) I am satisfied with my choice of accounting course as a major in the university.
- (38) I recommend the accounting program to my family members, colleagues and others.
- (39) I will continue to enhance my knowledge in accounting-related subjects.
- (40) I will enter accounting field after I graduate in accounting major.

Annex 2: Email Requesting Permission to Use Questionnaire

Regarding Questionnaire of Your Article External Inbox x

Richan Shrestha <richa_mpds22@kusoed.edu.np>
to emad.awadallah

Sun, Aug 28, 2022, 5:22 AM

Dear Emad Awadallah
Greetings.

My name is Richan Shrestha and I kindly inform you that I am Mphil Scholar in Development Studies (Department of Education) in Kathmandu University Nepal (www.kusoed.edu.np). In my Mphil Thesis I am working on factors influencing the students' choice of Hotel management in Kathmandu Nepal. While reviewing different literature, I found your article from Taylor & Francis journal with the title "Utilizing the theory of reasoned action in understanding students' choice in selecting accounting as a major". Your article has also analysed different factors influencing students to choose accounting as a major in Qatar.

I also found that the questionnaire you used for collecting data is very useful in my thesis where I am analysing different factors influencing student choice of bachelor of hotel management in Kathmandu.

So I kindly request you to provide me the permission to use your questionnaire in my thesis where I will contextualize it in the context of hotel management in Kathmandu, Nepal. I will use your questionnaire as a reference and this will be totally for academic purposes only.

Hoping for your positive response which can help me succeed in my thesis.

Best regards
Richan Shrestha

Annex 3: Permission Grant Email

Emad Awadallah <emad.awadallah@qu.edu.qa>
to me

Aug 29, 2022, 12:16 AM

Dear Richan,

Trust my text finds you well.

Sure please go ahead.

Best regards,

Dr. Emad Awadallah, Ph.D, CMA, MPhil, B.Com
Associate Professor of Accounting, Accounting &
Information Systems Department
President of the Scientific Accounting Association
College of Business and Economics, Qatar University

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هاتف: ++974 4403 6481
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[Google Scholar](#) [CMA](#) [RPA](#) [Research Gate](#) [LinkedIn](#) [Kudos Profile](#)

Annex 4



Kathmandu University
School of Education

KATHMANDU UNIVERSITY
SCHOOL OF EDUCATION



Ref. No.

December 18, 2022

To Whom It May Concern

Mr. Richan Shrestha has been studying MPhil in Development Studies at the School of Education of this University since February 2022. For the completion of his MPhil Dissertation, he is conducting a research on "**Factors Influencing the Students' Choice of Bachelor in Hotel Management in Nepal**".

In course of his research, he is currently visiting different educational institutions where he needs to collect data from students.

Therefore, I would like to request the concerned organizations and personalities to co-operate him on his research activities.

Suresh Gautam, PhD
Acting Head of Department
(Development Studies)

Hattiban, Lalitpur, Nepal, TEL: 01-5250524, 5250105

P.O. Box 6250, Kathmandu, Nepal

Website: www.kusoed.edu.np Email: kusoed@ku.edu.np

Dhulikhel, TEL: 011-661399 FAX: 977-11-661443



Annex 5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	2015.572
	df	210
	Sig.	.000

Annex 6: Communalities

Factors and Items	Initial	Extraction
1 I like to get information about hotel management.	1.000	.663
2 I like to watch hotel related program.	1.000	.368
3 After completing Bachelor degree in Hotel Management (BHM), I will continue my career in the hotel industry.	1.000	.538
12 My personality matches to hotel management jobs.	1.000	.418
14 I like jobs relating to hotel management.	1.000	.607
15 I am interested to work in the hotel industry..	1.000	.677
16 I feel proud to work in the hotel industry.	1.000	.591
18 I believe I can succeed in the hotel industry.	1.000	.526

19 BHM graduates easily get jobs.	1.000	.686
20 There is high demand of employees in the hotel industry.	1.000	.508
22 Its easy to get job in the hotel industry.	1.000	.534
23 Its fun to work in the hotel industry.	1.000	.416
25 I can easily go aboard with Bachelors degree in Hotel Management	1.000	.587
26 I can easily get a job abroad with Bachelors degree in Hotel Management.	1.000	.607
28 There is good career opportunity in the hotel industry.	1.000	.684
29 I believe I can develop my career in the hotel industry.	1.000	.612
30 I can fully utilize my capability in the hotel industry.	1.000	.395
31 I get satisfied working in the hotel industry.	1.000	.437
37 I chose hotel management subject following my friends.	1.000	.503
38 Because of peer pressure, I studied hotel management.	1.000	.708
39 My school teacher encouraged me to take hotel management course.	1.000	.560
<i>Total Average Extraction</i>		<i>.559</i>

Annex 7: Comparison between Mean Generated by Parallel Test and Initial Eigen
Value of EFA

Means from parallel test	Total initial Eigen Values
1.838154	8.525
1.732256	2.73
1.65529	2.094
1.597324	1.727
1.539373	1.532
1.481666	1.454
1.436092	1.320
1.389995	1.289
1.34514	1.254
1.302877	1.098
1.265563	1.090
1.22489	1.061
1.186546	0.946
1.150533	0.911
1.114145	0.849
1.081284	0.833
1.045423	0.771
1.014347	0.742

Annex 8: Questionnaire (प्रश्नावली)

आदरणीय सर/ म्याडम,
नमस्ते तथा अभिवादन!

म काठमाडौं विश्वविद्यालय स्कुल अफ एजुकेशन (KUSOED) मा एम. फिल. (M. Phil) तहमा अध्ययनरत विद्यार्थी हुँ। उमेरो अध्ययनको उद्देश्य नेपालमा विद्यार्थीहरूले उच्च शिक्षामा होटल व्यवस्थापन (Hotel management) किनरो ज्छन् भन्ने पत्ता लगाउनु हो। यो प्रश्नावली तपाईंलाई माथिको उद्देश्य पूरा गर्नको लागि दिइएको हो। यो सर्वेक्षण मेरो अध्ययनको सोध-पत्रको सानो हिस्सा हो। यसको लागि तपाईंको सहयोग मेरो लागि अमूल्य हुनेछ र आफ्नो आवश्यक समय प्रदान गर्न अनुरोध गर्दछु।

तपाईंको उत्तर गोप्य राखिनेछ र केवल अनुसन्धान प्रयोजनको लागि मात्र प्रयोग गरिनेछ। यससर्वेक्षणमा उत्तरदाताको परिचय खुल्ने कुनै पनि प्रकारको सूचना राखिने छैन। कृपया, तल दिएका सबै प्रश्नहरूको यथार्थ उत्तर दिनुहोला। तपाईं प्रतीम आभारी हुनेछु। धन्यवाद।

-ऋचन श्रेष्ठ

भाग १

आफ्नो विश्वविद्यालय माटिक गर्नुहोस्: a. त्रिभुवन विश्वविद्यालय (Tribhuvan University)
b. पोखरा विश्वविद्यालय (Pokhara University)
c. पूर्वाञ्चल विश्वविद्यालय (Purbanchal University) d. मध्यपश्चिम विश्वविद्यालय (Mid Western University)

उमेर (Age):.....	लिङ्ग (Gender): पुरुष (male) [<input type="checkbox"/>] महिला (female) [<input type="checkbox"/>] अन्य (others) [<input type="checkbox"/>]
परिवारको किसिम माटिक <input checked="" type="checkbox"/> गर्नुहोस्: Nuclear [<input type="checkbox"/>] Joint [<input type="checkbox"/>]	बसोबास माटिक <input checked="" type="checkbox"/> गर्नुहोस्: सहर (Urban) [<input type="checkbox"/>] अर्ध-सहर (Semi-Urban) [<input type="checkbox"/>] ग्रामीण (Rural) [<input type="checkbox"/>]
जातियतामा (Ethnicity) टिक <input checked="" type="checkbox"/> गर्नुहोस्: ब्राह्मण [<input type="checkbox"/>] क्षेत्री [<input type="checkbox"/>] जनजाती [<input type="checkbox"/>] मधेसी [<input type="checkbox"/>] आदिवासी [<input type="checkbox"/>] दलित [<input type="checkbox"/>] अन्य [<input type="checkbox"/>]	
कृपया उपलब्ध ग्रेडहरू enter गर्नुहोस्। यदि ग्रेड प्रतिशत प्रणालीमा (percentage system) छ भने ग्रेड प्रतिशतमा enter गर्नुहोस्, वा यदि ग्रेड GPA प्रणालीमा (GPA system) छ भने ग्रेड GPA मा enter गर्नुहोस्।	
High school (Plus two) ग्रेड (Grade):.....	
कृपया उपलब्ध ग्रेडहरू enter गर्नुहोस्। यदि ग्रेड प्रतिशत प्रणालीमा (percentage system) छ भने ग्रेड प्रतिशतमा enter गर्नुहोस्, वा यदि ग्रेड GPA प्रणालीमा (GPA system) छ भने ग्रेड GPA मा enter गर्नुहोस्।	
ग्रेड (Grades): प्रथम सेमेस्टर..... दोस्रो सेमेस्टर..... तेस्रो सेमेस्टर..... चौथो सेमेस्टर..... पाँचौं सेमेस्टर.....	

भाग २

कृपया तलदिएका श्रेणीमापनका अंकहरूमध्ये कुनै एउटा scale मा चिन्न लगाउनुहोस्।

नोट: यो विश्वविद्यालय अन्तर्गतको अनुसन्धान भएकोले र हजुरको परिचय पूर्ण रूपमा गोप्य राखिने भएकाले कृपया सही (वास्तविक) उत्तर दिनको लागि हार्दिक अनुरोध गर्दछु।

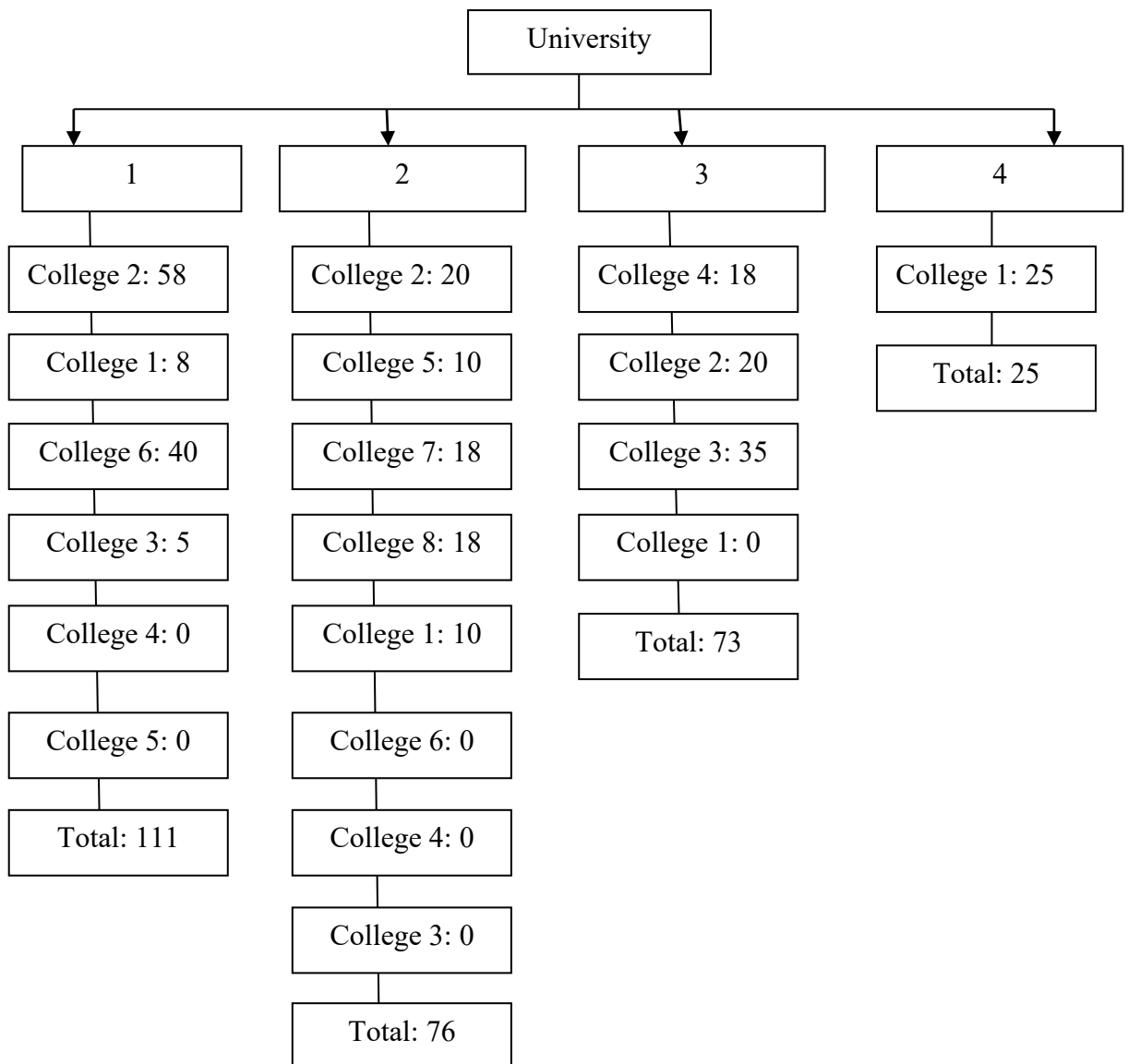
१ धेरै असहमत Strongly disagree	२ असहमत Disagree	३ केही हदसम्म असहमत Somewhat disagree	४ केही हदसम्म सहमत Somewhat agree	५ सहमत Agree	६ धेरै सहमत Strongly Agree		
क्रम संख्या	कथनहरू	1	2	3	4	5	6
SEPI 1	मलाई होटल बारे जानकारी लिन मनपर्छ। I like to get information about hotel management.	1	2	3	4	5	6
SEPI 2	मलाई होटल सम्बन्धी कार्यक्रम हेर्न मन लाग्छ। I like to watch hotel related program.	1	2	3	4	5	6
SEPI 3	होटल म्यानेजमेन्ट मा स्नातक गरे पछि मेरो सपना होटल उद्योगमा करियर बनाउने हो। After completing Bachelor degree in Hotel Management (BHM), I will continue my career in the hotel industry.	1	2	3	4	5	6
SEPI 4	सैद्धान्तिक विषयको सट्टामा मलाई होटल म्यानेजमेन्ट जस्तो व्यावहारिक विषय मनपर्छ। I like practical courses like Hotel management rather than theoretical subjects.	1	2	3	4	5	6
SEPI 5	मलाई मानविय सेवा सम्बन्धी विषय मनपर्छ। I like humanitarian subjects	1	2	3	4	5	6
SEPI 6	दिनहुँ नयाँ नयाँ मान्छे भेट्ने ठाउँमा मलाई काम गर्न मन लाग्छ। I like to work in places where I get to meet new people every day.	1	2	3	4	5	6
SEPI 7	मलाई होटलमा जस्तो हिरेर्चिकल (hierarchical) संस्थामा काम गर्न मन लाग्छ। I like to work in organization like hotel where hierarchical structure is practiced.	1	2	3	4	5	6
SEPI 8	मलाई सरसफाइ धेरै राम्रो भएको ठाउँमा काम गर्न मनपर्छ। I like to work in places where surroundings are kept quite clean.	1	2	3	4	5	6
SEPI 9	म फरक फरक सिफ्टमा काम गर्न रुचाउँछु। I like to work in different shifts.	1	2	3	4	5	6
SEPI 10	मलाई मेरो परिवार छुट्टीमा हुँदा पनि काम गर्न मनपर्छ। I like to work even when my family members are in holiday.	1	2	3	4	5	6

SEPI 11	मलाईहोटलकोलागिआवश्यकसीपबारेजानकारीछ। I am aware about the basic skills required for hotel management jobs.	१	२	३	४	५	६
SEPI 12	मेरोव्यक्तित्वहोटलकोकाममासुहाउँछ। My personality matches to hotel management jobs.	१	२	३	४	५	६
SEPI 13	होटलउद्योगमाआवश्यकपर्नेक्षमताममाछभन्नेमलाईविश्वासछ। I believe I possess prescribed skills required for hotel industry.	१	२	३	४	५	६
SEPI 14	महोटेलसम्बन्धीकामगर्नमनपराउछु। I like jobs relating to hotel management.	१	२	३	४	५	६
SEPI 15	मेरोइच्छाहोटलउद्योगमाकामगर्नेहो। I am interested to work in the hotel industry.	१	२	३	४	५	६
SEPI 16	मलाईहोटलमाकामगर्दगर्वालाछ। I feel proud to work in the hotel industry.	१	२	३	४	५	६
SEPI 17	महोटलम्यानेजमेन्टपढ्नुअघिहोटलमाकामगर्ने। I used to work in the hotel industry before studying hotel management.	१	२	३	४	५	६
SEPI 18	मलाईहोटलउद्योगमाम्रोप्रगतीगर्छुभन्नेविश्वासछ। I believe I can succeed in the hotel industry.	१	२	३	४	५	६
FB1	होटलम्यानेजमेन्टमास्नातकगरेकोहरुलेसजिलैसंगकामपाउँछ। BHM graduates easily get jobs.	१	२	३	४	५	६
FB 2	होटलउद्योगमाकामदारकोठूलोमागछ। There is high demand of employees in the hotel industry.	१	२	३	४	५	६
FB 3	होटलउद्योगमादक्षकामदारकोअभावछ। There is shortage of skilled human resources in the hotel industry.	१	२	३	४	५	६
FB 4	होटलउद्योगमाकामपाउनुसजिलोछ। Its easy to get job in the hotel industry.	१	२	३	४	५	६
FB 5	होटलउद्योगमाकामगर्नरमाइलोहुन्छ। Its fun to work in the hotel industry.	१	२	३	४	५	६
FB 6	होटलउद्योगमाम्रोतलबसुबिधापाईन्छ। Hotel industry offers attractive payment for work.	१	२	३	४	५	६
FB 7	होटलव्यवस्थापनकोडिग्रीलिएरमसजिलैविदेशजानसक्छु। I can easily go aboard with Bachelors degree in Hotel Management	१	२	३	४	५	६
FB 8	होटलव्यवस्थापनकोडिग्रीलिएरमविदेशमासजिलैजागिरपाउँछु। I can easily get a job abroad with Bachelors degree in Hotel Management.	१	२	३	४	५	६

FB 9	होटलव्यवस्थापनकोडिग्रीलिएपछीमआफ्नैहोटलखोल्न सक्छु। I can start my own business after completing BHM.	१	२	३	४	५	६
NFB1	होटलउद्योगमाकारीयरलाईअगाडिबढाउनेराम्रोअवसर छ। There is good career opportunity in the hotel industry.	१	२	३	४	५	६
NFB 2	होटलउद्योगमाकारियरराम्रो रूपमाविकास गर्नसक्छु भन्नेलाईपूर्णविश्वासछ। I believe I can develop my career in the hotel industry.	१	२	३	४	५	६
NFB 3	होटलउद्योगमाकामगर्दाम आफ्नोपूर्णक्षमताउपयोग गर्न सक्छु। I can fully utilize my capability in the hotel industry.	१	२	३	४	५	६
NFB 4	होटलउद्योगमाकामगर्दामसन्तुष्टहुन्छु। I get satisfied working in the hotel industry.	१	२	३	४	५	६
NFB5	होटलउद्योगमाकामगर्दामसमाजमाराम्रोसम्मानपाईन्छ। Our society recognizes hotel industry as respected job.	१	२	३	४	५	६
NFB 6	होटलउद्योगमाकामगर्दामधेरैठाउँघुम्नेअवसरपाउछु। Working in hotel industry gives me a lot of opportunity to travel different places.	१	२	३	४	५	६
NFB 7	आफ्नैहोटलव्यवसायचलाउँदाअरूबाटसम्मानपाईन्छ। I get respect from others on having own hotel business.	१	२	३	४	५	६
NFB 8	होटलउद्योगसम्मानितपेशाहो। Hotel industry is considered a respected profession.	१	२	३	४	५	६
FF1	मेरोपरिवारलेमलाईहोटलव्यवस्थापनपढ्नप्रोत्साहित गरे। My family encouraged me to take hotel management course.	१	२	३	४	५	६
FF 2	मेरोसाथीहरुहोटेलव्यवस्थापनपढेकोदेखेरमैलेपनियेही बिषयपढे। I chose hotel management subject following my friends.	१	२	३	४	५	६
FF 3	साथीहरुकोप्रोत्सानलेमैलेहोटेलव्यवस्थापनपढेकोहो। Because of peer pressure, I studied hotel management.	१	२	३	४	५	६
FF 4	मैलेपढेकोस्कूलकाशिक्षककोप्रोत्सानबाटमैलेहोटेलव्यवस्थापन (management) पढेकोहो। My school teacher encouraged me to take hotel management course.	१	२	३	४	५	६

यहाँकोसहयोगकोलागिधन्यवाद। Thank you very much.

Annex 9:Random Cluster Sampling



Total: $111+76+73+25=285$