

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

Order Number 9506440

**Attitudinal differences about the masters degree in hospitality
administration and career opportunities in the hospitality
industry**

Bernstein, Daniel Harris, Ed.D.

University of South Dakota, 1994

Copyright ©1995 by Bernstein, Daniel Harris. All rights reserved.

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106



**ATTITUDINAL DIFFERENCES ABOUT
THE MASTERS DEGREE IN HOSPITALITY ADMINISTRATION AND
CAREER OPPORTUNITIES IN THE HOSPITALITY INDUSTRY**

**BY
Daniel H. Bernstein**

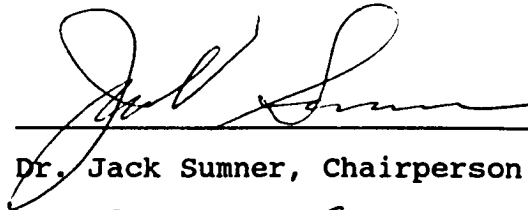
**B.A., Adelphi University, 1979
M.B.A., University of New Haven, 1983**

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Education**


**Division of Educational Administration
Adult and Higher Education Program
in the Graduate School
The University of South Dakota
August 1994**

DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of DANIEL H. BERNSTEIN find it satisfactory and recommend that it be accepted.


Dr. Jack Sumner, Chairperson


Dr. Jeri Engelking


Dr. Donald Potter


Dr. Phil Vik

ABSTRACT

Bernstein, Daniel, Ed. D., Educational Administration,
Adult and Higher Education, University of South
Dakota, 1994

**An Analysis of Attitudinal Differences Between the
Masters Degree in Hospitality Administration and
Career Opportunities in the Hospitality Industry.**

The purpose of the study was to determine the attitude towards the masters degree in hospitality administration in relation to career opportunities in the hospitality industry by a select population of professionals.

The review of the literature was categorized into three sections: the growth of hospitality management as part of vocational education, hospitality education and its beginnings, and current and future trends in hospitality education. The first section discussed how hospitality education evolved from vocational education. The second section discussed hospitality education and its beginnings as well as hospitality education as a field of study. The third section discussed current and future trends and what current factors may affect the future of hospitality education.

Data were collected through the use of a questionnaire completed by 250 hospitality educators and 250 hospitality professionals during 1990. Hospitality educators returned 164 questionnaires for a response rate of sixty-six (66%) percent. Hospitality professionals returned 154 questionnaires for a response rate of sixty-two (62%) percent.

Analysis of the data disclosed that hospitality educators were more likely to rate degreed professionals higher in importance than they rated hospitality educators. Hospitality professionals were more likely to rate professionals higher in importance based on their work experience. Hospitality educators placed more emphasis on a professional's type of degree than on a professional's work experience. Hospitality professionals placed more emphasis on a professional's type of work experience than on a professional's type of degree.

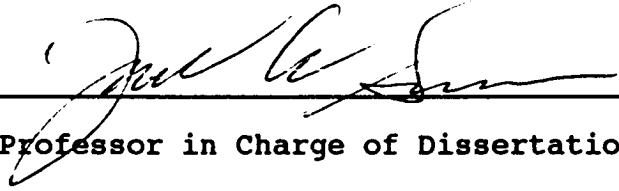
Recommendations emerging from the study include:

- 1) that education become aware of hospitality industry concerns;
- 2) that hospitality educators become aware of the value placed by the hospitality industry on hospitality education;
- 3) that the field of hospitality

education become more aware, through regular contact, of the needs of the hospitality industry; 4) that hospitality educators become aware of the hospitality industry's concern for graduates with hospitality work experience; and 5) that hospitality educators consider the findings of this study in considering future directions for hospitality education.

This abstract of approximately 350 words is approved as to form and content. I recommend its publication.

Signed



Professor in Charge of Dissertation

TABLE OF CONTENTS

DOCTORAL COMMITTEE.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix

CHAPTER	PAGE
I	INTRODUCTION OF THE STUDY.....1
	Need for the Study.....3
	Statement of the Problem.....5
	Significance of the Study.....8
	Limitations of the Study.....8
	Definitions of Terms.....9
	Assumptions of the Study.....12
II	REVIEW OF THE LITERATURE.....13
	Hospitality Education and its' Beginnings.....14
	The Growth of Hospitality Management as a part of Vocational Education.....19
	Current and Future Trends in Hospitality Education.....22
	Summary.....33
III	PROCEDURES OF THE STUDY.....35
	The Population and Sample.....35
	Instrumentation.....37
	Procedures for Collecting Data.....38
	Analysis of Data.....39

CHAPTER	PAGE
IV	FINDINGS OF THE STUDY.....41
	Introduction.....41
	Analysis of Responses and General Characteristics.....42
	Analysis of Question Part I.....47
	Analysis of Research Question One.....48
	Analysis of Research Question Two.....49
	Analysis of Research Question Three.....51
	Analysis of Research Question Four.....54
	Analysis of Research Question Five.....56
	Analysis of Research Question Six.....59
	Analysis of Research Question Seven.....61
	Analysis of Research Question Eight.....64
	Analysis of Research Question Nine.....66
	Analysis of Research Question Ten.....69
	Analysis of Research Question Eleven.....72
	Analysis of Research Question Twelve.....75
	Analysis of Research Question Thirteen.....79
	Analysis of Research Question Fourteen.....83
	Chapter Summary.....86
V	SUMMARY, RECOMMENDATIONS AND IMPLICATIONS.....90
	Summary.....90

Recommendations.....	92
Implications.....	99
BIBLIOGRAPHY.....	111
APPENDIX	
A. Letter of Transmittal sent to Hospitality Human Resource Directors and Hospitality Educators.. ..	117
B. Mail-Out Questionnaire.....	119
C. Letter of Follow-up.....	124
D. Educator Comments.....	126
E. Industry Comments.....	132



LIST OF TABLES

Table	Page
1. Summary of Respondents Evaluation of a Listing Without Bachelors Degree but having Hospitality Management Experience.....	48
2. Summary of Listing Without a Bachelors Degree and Hospitality Non-Management Non-Hospitality Management Work Experience.....	50
3. Summary of Responses Rating of a Listing with a Hospitality Bachelors Degree but Having Hospitality Management Work Experience.....	51
4. Summary of Responses Rating of a Listing with a Hospitality Bachelors Degree and Non-Management and Non-Hospitality Management Work Experience.....	54
5. Summary of Responses Rating of a Listing with a Non-hospitality Bachelors Degree and Hospitality Management Non-Hospitality Management Experience.....	56
6. Summary of Responses Rating of a Listing with a Non-Hospitality Bachelors Degree and Hospitality/ Non-Hospitality Management Work Experience.....	59
7. Summary of Responses Rating of a Listing with a Hospitality Bachelors Degree/Non-Hospitality Masters Degree and Hospitality Management Work Experience.....	61

8. Summary of Responses Rating of a Listing with Hospitality Bachelors Degree/Non-Hospitality Masters Degree and Hospitality Non-Management/Non-Hospitality Management Work Experience.....	64
9. Summary of Responses Rating of a Listing with a Non-Hospitality Bachelors Degree/Hospitality Masters Degree and Hospitality Non-Management/Non-Hospitality Management Work Experience.....	67
10. Summary of Responses Rating of a Listing with a Non-Hospitality Bachelors Degree/Hospitality Masters Degree and Hospitality Management Work Experience.....	69
11. Summary of Responses Rating of Listing with Non-Hospitality Bachelors Degree/ Masters Degree and Hospitality Management Non-Management and Non-Hospitality Work Experience.....	72
12. Summary of Responses Rating of a Listing with a Bachelors/Masters Degree/Hospitality Management Administration and Non-Management Hospitality Work Experience.....	76
13. Summary of Responses Rating of Listing with Non-Hospitality Bachelors/Masters and Doctoral Degrees and Hospitality Management/ Non-Management and Non-Hospitality Work Experience.....	79
14. Summary of Responses Rating of a Listing with a Hospitality Bachelors/Masters and Doctoral Degree Non-Management Hospitality Work Experience.....	83
15. Summary of Educators Rating of Part I of the Questionnaire, Questions one-fourteen.....	88
16. Summary of Professionals Rating of Part I of the Questionnaire, Questions one-fourteen.....	89



CHAPTER I

Introduction

Every year more, colleges and universities have been adding Hospitality programs to their curriculum. What was once thought of as a very specialized field, is no longer considered as a narrow specialization. It has emerged as an important part of the programs offered in many colleges and universities.

The expansion of programs has been a result of the uniqueness and complexity associated with the hospitality field and the associated skills and competence. According to Lundberg and Armatas (1980), people management in hotels, restaurants, and clubs is more complex, simply because more cultures are involved. This results in the need for more trained and skilled managers for the hospitality industry.

The expansion of the field is expected to continue. Lundberg and Armatas (1980) state, that by 1980 there were about 100,000 hotels and motels in the world, and about 45,000 of them were in the United States. These hotels and motels had a total of 2.75 million rooms. Of these hotels and motels, it is estimated that there are approximately 37,000 properties with payrolls of paid employees, representing about 2 million rooms. In the United States, some 3,000 hotels and motels have 200 or more rooms.

The hospitality industry has evolved steadily since the early part of this century. According to Lundberg and Armatas (1980), the first year colleges and universities

offered four-year courses in hotel and restaurant curriculum leading to a Bachelor of Science or Bachelor of Arts degree was 1922. In the early part of this century the person who was interested in a career in the hospitality industry rarely had a formal education.

As Lundberg and Armatas further state (1980), there were very few who selected this option even after 1922. The majority of those who were interested in a career in the hospitality industry, would start working in a lower-level non-management position. "Many of these employees did not have a high school diploma. The typical pattern was through an on the job training experience. After years of working in non-management hospitality positions, if a person demonstrated potential, they would be promoted to a low level management position. Later on, likely at middle age, if they continued to show potential, they might be promoted to an upper-level management position."

Because the formalization of educational preparation began in 1922, the hospitality industry is considered to be by people in the industry, a relatively new industry. Most hospitality industry people believe there have been more changes since 1950 than all the years before that. With a new and ever changing industry, there is a substantial need for ever evolving hospitality education field to keep up with the industry.

According to Lundberg and Armatas (1974) there were only fifteen schools in the United States and Canada in 1974 that offered bachelors degree programs in hotel and

restaurant management. Referring to Peterson (1992), there are now 195 schools offering bachelors degrees in hotel and restaurant management, hospitality services, food service management, and tourism and travel.

This represents an increase of over 1400% in a matter of just sixteen years. This represents a growth rate in colleges and universities of almost thirteen per year.

In 1979, there were five schools in the entire country offering masters degree programs in hotel and restaurant management, and one school, Cornell University, offering a doctoral degree at that time. According to Peterson (1990), and Bossleman and Fernsten (1989) there are now thirty schools offering the masters degree in Hotel and Restaurant Management, though two schools, Framingham State and University of Denver, are phasing out their Masters in this field. There are six schools offering the Doctoral Degree in Hotel and Restaurant Management.

This represents an increase of six times the Masters Degree, and eleven times the doctoral degree since 1979, according to the data just cited. This represents an increase of almost 3 new schools per year offering the Masters Degree over this eleven year period. This would also represent an increase of about one new Doctoral program every other year.

Need for the Study

An important evaluation in analyzing the needs of this study are growth industry data as Lundberg and Armatas state the food-service field in itself is the third largest

employer in the United States, with approximately 4.1 million full-time employees in both the commercial and non-commercial sectors. The food and lodging industry is the largest employer in retail trades, followed closely by general merchandise stores and food stores. It employs over five percent of all wage and salary workers. Sales in 1980 were \$122 billion. There are almost 600,000 food service units, both commercial and non-commercial. The National Restaurant Association estimates that some 25,000 new food service managers are needed each year.

Dr. William P. Fisher, executive vice-president of the National Restaurant Association, (1987), states the "Hospitality industry is the biggest service industry in the increasingly service oriented U.S. economy which has launched a campaign to attract workers and avert a critical labor shortage. The rapid growth of our industry means we will outgrow our labor supply in a few years". Fisher (1987), further stated "A campaign to attract people to the hospitality industry will soon begin. This campaign will have three main goals: retain workers, attract new employees, and raise consumer awareness about available careers".

The statements just presented would seem to indicate a rapid and ever changing hospitality industry. With these possible changes, it would indicate more colleges and universities will be looking for ways to maintain pace with the rapid growth of this industry.

Statement of the Problem

The purpose of this study was to analyze the attitude toward the masters degree in hospitality administration in relation to career opportunities in the hospitality industry.

The following research questions were answered as part of this study:

1. What are the attitudes about listings who do not have a bachelors degree in higher education but do have hospitality management work experience.

2. What are the attitudes about listings who do not have a bachelors degree in higher education, hospitality non-management work experience, and non-hospitality management work experience.

3. What are the attitudes about listings who have a bachelors degree in hospitality management and hospitality management work experience.

4. What are the attitudes about listings who have a bachelors degree in hospitality management, hospitality non-management work experience and non-hospitality management work experience.

5. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, hospitality management work experience and hospitality non-management work experience.

6. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, hospitality

management work experience and non-hospitality management work experience.

7. What are the attitudes about listings who have a bachelors degree in hospitality management, masters in a non-hospitality area and hospitality management work experience.

8. What are the attitudes about listings who have a bachelors degree in hospitality management, masters in non-hospitality area, hospitality non-management work experience and non-hospitality management work experience.

9. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in hospitality administration, hospitality non-management work experience and non-hospitality management work experience.

10. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in hospitality administration and hospitality management work experience.

11. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality work experience.

12. What are the attitudes about listings who have a bachelors degree in hospitality management, masters in hospitality administration and non-management hospitality work experience.

13. What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in a non-hospitality area, doctorate in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality management work experience.

14. What are the attitudes about listings who have a bachelors degree in hospitality management, masters in hospitality administration, doctorate in hospitality administration, and non-management, non-hospitality work experience only.

Significance of the Study

More colleges and universities are offering Bachelors Degree programs in hotel and restaurant management then ever before. The number of hospitality programs is increasing every year.

Another important question which comes into view is, are colleges and universities currently fulfilling the needs of students and industry through current hotel and restaurant management degree programs? With the growth of hospitality degree programs, this would seem to indicate a need for the study. This study would be valuable to universities which currently have Masters degree programs in hospitality administration, to evaluate current effectiveness and future growth potential.

This study would also be valuable to colleges and universities which currently have Bachelors, but not Masters degree programs in hospitality administration, to evaluate

the potential of a future masters degree program at their school. This study would be valuable to colleges and universities who currently do not have any type of bachelors or masters degree program in hotel or restaurant management, to gauge the value of enacting hospitality programs on the bachelors or masters level. This study would also be presumed valuable to people in the hospitality industry, as a guide to current trends in hospitality education.

This study would also be assumed valuable to students currently in hospitality education. It could serve as an advisory reference to students, who are considering going on to a masters degree in hospitality administration. It could also assist these students in evaluating what human resource directors and others in the hospitality industry are looking for in hospitality education graduates.

This is a pioneering effort to break new ground in the field of hospitality education. This study can help hospitality education by evaluating the viability of a new program related to the masters degree in hospitality administration. Hospitality educators can also evaluate what hospitality employers consider important in students who graduate with a degree in hospitality education. This research could provide guidelines in evaluating the viability and needs of hospitality students in relation to the adoption of hospitality Masters Degree programs.

Limitations of the Study

The population for this study was limited to human resource directors of major hospitality companies and

hospitality educators of colleges and universities in the United States.

The data was limited to that data obtained from a questionnaire which was sent to hospitality human resource directors and hospitality educators. An obvious limitation was the length of response time of a mail-out questionnaire and the percentage of responses received.

Another limitation of this study was that the definition of human resource directors can encompass many different classifications, including general managers, office directors, front office employees and general staff people. This may raise a question about the competency level of respondents in evaluating a personnel-education related questionnaire.

Definition of Terms

The following terms are used in this study. They are operationally defined for the purpose of this study.

Bachelors Degree- An undergraduate degree in hospitality management. (Lundberg, 1976).

Clubs- An association of persons of some common group of people usually jointly supported and meeting periodically (Websters, 1981).

Club Management- People who are engaged in management of an association of persons of some common object usually jointly supported and meeting periodically. (Lundberg, 1976).

Club Manager- A person who is engaged in management of an association of persons of some common object usually jointly supported and meeting periodically. (Lundberg, 1976).

College, 4-year- A college offering a four-year curriculum above the high school level (Good, 1973).

Doctorate Degree- A Ph.D. or Ed.D. in hospitality administration.(Lundberg, 1976).

Educational Expectations- A field of study that deals mainly with the methods of teaching and learning in schools and the act or state of such expectations.(Good, 1973).

Educational Levels- A field of study that deals mainly with the methods of teaching and learning in schools and a position of rank according to level of education achieved. (Good, 1973).

Growth level Opportunities- Job level opportunities with hospitality administration or management.(Lundberg, 1976).

Hotel Management- An establishment providing lodging and usually meals, entertainment, and personal services for the public and the supervising of such an establishment. (Lundberg, 1976).

Hotel Managers- A person responsible for the supervision of the establishment which provides lodging and usually meals, entertainment, and personal services for the public.(Lundberg, 1976).

Human Resource Director- One who utilizes personnel in a way best befitting such a corporation; also the term personnel director is still sometimes utilized in industry (Lundberg, 1976).

Lodging- A temporary place to stay, an interchangeable term with hotel for the hotel industry.(Lundberg, 1976).

Lower-level Managers- Beginning levels of a management structure; usually a management trainee or assistant manager position reserved for managers with little formal training or recently graduated from college (Lundberg, 1976).

Management- The conducting or supervising of something such as a business (Webster, 1981).

Masters Degree- A graduate degree in hospitality administration or management or hotel and restaurant administration or management, earned after successful completion previously of a Bachelors degree. (Lundberg, 1976).

Motels- Originates from the words motor and hotel, are usually near major roadways, usually also have fewer rooms, fewer facilities, non-high rise construction, and lower rates than most hotels. (Lundberg, 1976).

Non-commercial- Engaged in non-commercial activities such as school food service, hospital food service, and youth hostels, etc., not available to the general public. (Lundberg, 1976).

Properties- A quality or trait of a particular thing such as a hotel or restaurant. (Lundberg, 1976).

Restaurant- A public eating place where meals may be purchased and eaten (Webster, 1981).

Restaurant Management-One who supervises a public eating place where meals may be purchased and eaten. (Lundberg, 1976).

Retail- To sell in small quantities to the ultimate consumer (Webster, 1981).

University- An institution of higher education consisting of a liberal arts college, offering a program of graduate study, and having usually two or more professional schools or facilities and empowered to confer degrees in various fields of study. (Good, 1973).

Upper-level Managers- A higher established level of a management structure; usually an established long-term manager or one who possesses a college degree.

These terms, which are commonly used in the hospitality industry by professional and most laymen, should assist the reader in better defining important terms within the study.

Assumptions of the Study

The following assumptions were made for this research study:

1. There are differences in the perception in the value of the masters degree in hospitality administration, by hospitality human resource directors and educators.
2. Hospitality educators fill out more questionnaires, and are likely to have a higher percentage of responses compared to hospitality human resource directors. Another assumption of this study is that likely hospitality human resource directors and hospitality educators will evaluate the validity of the Masters Degree in hospitality management more toward their own institutions needs.

In summary, this is an attitudinal study directed to hospitality educators and professionals and used within the limitations of this study.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a review of the literature about hospitality education. The literature related to hospitality graduate programs is developing and the material that has been collected is reviewed.

A review of the hospitality program at Appalachian State University revealed several areas of difference. The Appalachian hospitality program requires students to complete three courses and an internship for a bachelors degree. The hospitality program had a total of six courses (Appalachian State University Catalog: 1990-91). Among different hospitality curriculums, Appalachian's course total is one of the least in required numbers of courses. A review of the Huron University, Huron South Dakota, hospitality program, revealed that there were twelve courses, with eight required courses for a four year degree. The Huron program, from a perspective of course number totals, was more extensive than the Appalachian State program. According to the most recent C.H.R.I.E. (Council of Hotel, Restaurant, and Institutional Educators) accreditation guidelines(1992), Appalachian State University's program is more acceptable than the program at Huron University.

The review of the literature is categorized into the following three sections: (1) The growth of Hospitality Management as part of vocational education. (2) Hospitality education and its beginnings, (3) Current and future trends in hospitality education.

Hospitality Education and its' Beginning

The growth of hospitality education can be traced from the early 1920's.

According to Lundberg, (1976), until the 1920's education for the hotel manager was largely through experience. Most managers like the managers of other enterprises at that time, did not have the advantage of a university education. The American Hotel Association was responsible for initiating a program of instruction for hotel management at the college level (pg 101-102).

These origins highlight the use of trade associations in the design of educational programs, and the emphasis on a vocational orientation.

As Lundberg, (1976), states, Frank Dudley, who became president of the American Hotel Association in 1917 when it became a truly national trade association was president of the United Hotel Corporation a company which was building hotels in the cities. J. Leslie Kincaid, chairman of the board of the American Hotels Corporation was interested in building hotels in smaller communities. As their hotels grew in number, each man became painfully aware of the shortage of trained managers and department heads.

Maitre d's and chefs had been coming from Switzerland and France, but the demand exceeded the supply. Hotel Managers, trained in the European tradition, did not understand the American commercial and family hotel. Dudley, as president of the A.H.M.A., appointed Lucius Boomer, president of the Waldorf-Astoria, to chair an education committee to study educational needs (pg. 101-102).

Hospitality education was born out of industry needs. The hospitality industry needed trained managers, but also managers with trained educational skills. This led to development of hospitality education at the college and university level. Cornell University, in 1922, was the first university to establish a four-year degree in hospitality education.

As Lundberg, (1976), states one of the committee's recommendations was to establish a school of hotel management at Cornell University, Ithaca, New York. The late Howard B. Meek, who had taught a course in resort management at Boston University beginning in 1918, was appointed to head of the school which was started in 1922. Financial support pledged by A.H.M.A. members did not materialize; Ellsworth Statler then stepped in to underwrite \$70,000 of the associations' indebtedness, if other members would payoff the remaining \$30,000 of their debt (pg. 101-102).

This started the first foundation of a hospitality program at the university level. Industry support was

strong enough to financially support the Cornell University program.

As Lundberg, (1976), further states, Statler, who did not favor college education for hotel managers, visited Cornell in 1925 as a personal favor to an old friend. At one of the classes on the first day of his visit, he was asked to say a few words and dropped this bomb, "Boys, you're wasting your time here. You don't have to learn this stuff to be a hotel man. When I have an engineering problem, I hire an engineer. I don't know a damn thing about the British Thermal Units, and there's no reason for you to either. Go on home and get a job." (pg. 101-102)

The future did not look too bright at this time for hospitality education, the industry's greatest educational supporter financially, didn't believe in hospitality education.

But as Lundberg, (1976), further stated, by the end of his second day on campus, however, Statler had changed his mind and at a banquet, marking the end of the 2nd day of "Hotel Ezra Cornell", he was asked to speak again. His second speech was as startling as the first; "I am converted. Meek can have any damn thing he wants." The words were prophetic. In his will, he left 10,000 shares of Statler common stock (then worth \$10 a share) to set up a Statler foundation. By 1975, the Cornell Hotel School had received more than \$10 million for the construction of teaching facilities, faculty salaries, research projects,

and student scholarships. Since then, additional millions have been given the school by the foundation (pg. 101-102).

It appeared to be fortunate for the future of hospitality education that Statler became a convert, or perhaps hospitality education may have died in its infancy.

As Lundberg states (1976), the Cornell Hotel School under professor Meek, and later Robert Beck, became the best known of the hotel schools. It's Statler Hall completed in 1950, pointed the way for hotel training facilities. With Statler Foundation sponsorship, a number of research projects were begun at Cornell in the Early 1960's (PG. 101-102).

It should be noted that according to a CHRIE (Council Hotel Restaurant Institutional Educators) 1988 survey of hospitality educators, Cornell University was evaluated to have the best program in preparing hospitality students in the United States.

According to Lundberg (1976), a number of other universities ventured in hotel management education, with varying degrees of enthusiasm and persistence. In 1928, Michigan State University started a hotel program under Bernard "Bunny" Proulx. Later the school was headed by such well known administrators as Leslie Scott, Donald Greenaway later executive vice-president of the National Restaurant Association and Associate Dean at the hotel school at the University of Houston, and Henry Barbour, later president of the Culinary Institute at Hyde Park, New York (PG. 101-102).

Schools viewing the success of Cornell, wished to emulate their operation and began starting their own hospitality programs. As Lundberg (1976), states, the M.S. and Ph.D. degree were offered at Cornell, beginning in 1927, but were open only to those who completed the undergraduate program at Cornell.

Cornell was responsible for stimulating the development of other hospitality programs at the graduate level. Their masters program was established thirty-five years before the next masters program at Michigan State in 1962. It was also almost sixty years until the next Doctoral program at Iowa State in 1984.

As Lundberg (1976), further states, in the latter 1930's the university of Massachusetts, Pennsylvania State University the University of New Hampshire, and Washington State University began hotel programs. After World War II, Florida State University and Denver University under took similar programs of study.

Because of the strong position in the field, if one wanted to teach hospitality education, they must have attended Cornell as an undergraduate, to have gained admissions to Cornell's graduate programs. Otherwise they would have had a degree in hospitality from another institution, a non-hospitality masters degree or just the bachelors degree that would be considered to be the terminal degree in hospitality education. The graduate degree up until the early 1960's was a part of Cornell's domain exclusively.

As referred to previously, in CHRIE's survey (1988) of hospitality educators, the schools previously mentioned as the forerunners of hospitality education after Cornell, were Michigan State, University of Massachusetts, Pennsylvania State University, University of New Hampshire, Washington State, Florida State and University of Denver which rank in the top twenty in this survey by hospitality educators.

A review of the literature on the origins of hospitality education is very important. It would be unlikely that graduate hospitality programs could exist without the evolution of a bachelors program in hotel and restaurant management. It is beneficial in evaluating the value of graduate programs, by reviewing the history of undergraduate hospitality education. In the history of the hospitality industry we have seen that industry support provides the impetus for hospitality education programs. Numerous programs are partially supported by hospitality industry backing. Such support has led to hospitality education programs having the means to develop a masters program.

The Growth of Hospitality Management as a Part of Vocational Education

The literature suggests that a study of vocational education is worthwhile, since hospitality education is considered to have originated from vocational education programs. The literature shows how hospitality programs were tied to vocational education, and it was considered to be, by a majority of hospitality educators, a branch of

vocationally oriented business education in most universities today.

As Evans (1986) states, today parts of vocational education are still an integral part of hospitality education as is evidenced by the numerous hands-on activities required of students. A majority of hospitality Bachelors programs require students to work in the hospitality field while enrolled in formal classes. This may not be the case with traditional disciplines such as philosophy or history. While hospitality education at the higher education level does attract adults, out-of-school youths over the age of sixteen years are not commonly seen (pg. 45).

Early obstacles towards vocational education which was viewed as non-traditional by some, could have been a permanent obstacle to the formulation of hospitality education. Such obstacles were conservative educators such as Robert Maynard Hutchins.

Robert Maynard Hutchins voiced a conservative view in the statement in Barlow, (1965), "Vocational training is a soothing syrup but no cure for the jobless." This statement reflects the notion that vocational education was created to cure an ill, that ill being joblessness. Hutchins stated all students should be scholars and learn the classics, and be fluent intellectually in Greek or Latin. It would seem hospitality education, and courses such as food preparation would be most distasteful to someone of Hutchins educational

philosophy. These were objections among some schools who considered the adoption of hospitality programs.

Educational philosopher, John Dewey, had a decidedly different philosophy of vocational education from Robert Maynard Hutchins. Dewey had a favorable viewpoint towards vocational education, which may have allowed for vocational education to develop into what it is today.

In relation to the educational philosophy of John Dewey, (Butts and Cremin, 1953), Hence from the beginning, Dewey emphasized the necessity of studying both the psychological nature of the individual and the social nature of his environment. In applying these doctrines to the educative process, they were that the child is inherently an active being with impulses to communicate with others, to construct things, to investigate, and to create. These impulses should be recognized in the school, and opportunity given to the child to develop these impulses by engaging in such activities as language, manual and household arts, nature study, dramatics, art and music. Hence the origin of the "activities" program (pg. 341).

Dewey saw the needs early in this century for alternative forms of education. The student who is able to early on, learn alternative forms of education such as manual and household arts, may become a college or university student with such continued interests. Hospitality education does not exist in elementary education. Secondary education, is limited currently to 32 institutions according to the 1992 CHRIE Member Directory

and Resource Guide. Related alternative forms of education at this level such as Home Economics, can lead to such interests as hospitality education at the Bachelors level.

Educators such as Dewey, have established the foundations for education such as hospitality education, through philosophical acceptance of new and alternative forms of education. John Dewey and his emphasis on the value and significance of experience in learning has provided a perspective that is important.

Current and Future Trend in Hospitality Education

In the review of the literature, we have reviewed the background of vocational education and its significance for hospitality education. We have examined the acceptance, and the relationship of that acceptance to hospitality education. A review has been conducted on the early history of hospitality education, and its formulation and growth. In this section of the review of the literature, the current and future trends in hospitality education will be examined. The current and predicted future growth has led to an expansion of graduate programs in hospitality management, which is the basis of this study.

According to a 1986 employment market survey of four-year graduates of Michigan four-year colleges and universities (Shingleton; and others, 1986), the highest demand among bachelor degree candidates was expected in Engineering; material and logistics management; accounting; finance; computer information systems and computer-aided design, hotel, restaurant and institutional management;

nursing; occupational therapy; office administration; and selected fields in elementary and secondary education (pg. 282, 471).

As we may note from this survey, there is a strong inclination towards hiring practical vocationally oriented graduates. This is consistent with the review of the literature and the growth of vocationally oriented education.

In a similar survey by Shingleton (Shingleton and Scheetz, 1986), reviewing recruiting trends 1986-87, a study of 761 businesses, industries, governmental agencies, and educational institutions employing new college graduates. It was found that new college graduates will find the market more competitive, since employers expect to hire 2.4% fewer bachelor degree candidates. Starting salaries are expected to average \$21,815 for bachelor degree graduates, \$26,628 for masters degree graduates, and \$30,754 for those with a Ph.D. Demand for different majors include: hotel, restaurant, and institutional management (2.9%); marketing/sales (2.2%); education (1.7%) electrical engineering (1.2%); retailing (0.9%); computer science (0.9%); accounting (0.8%); and financial administration (0.8%) (Pg. 276 339).

With hotel, restaurant, and institutional management high in demand, this would seem to bode well for continued support from the industry for hospitality education programs.

In an article by Nebel, Calnan, and Chacko, (1986), the authors discuss the hospitality-educator shortfall, desperately seeking doctorates, a key qualification for a tenure track position in many hotel and restaurant administration (HRA) programs is the possession of a doctoral degree. The recent dramatic growth of HRA programs has pushed the demand for faculty members beyond the supply, so that many programs have only a restricted pool of candidates from which to choose. Those programs that insist on the doctorate are finding a limited candidate pool indeed. In fact, according to a survey we conducted, the demand in the next five years for educators with doctoral degrees will be overwhelming (pg. 70).

The Doctoral degree is becoming an important degree in hospitality education. The demand is increasing in education according to Nebel, Calnan, and Chacko, (1986). As more schools are adding hospitality programs they are finding they need faculty to fill these positions. They are also finding that the doctoral pool for these positions is very small.

As Nebel, Calnan, and Chacko, (1986) further state, our survey found that 40 percent of current full-time faculty members hold doctorates. On the question of replacing faculty lost due to turnover, almost 70 percent of the respondents stated they would be at least somewhat likely to hire replacements who have doctorates. These replacements will be hired in addition to the 170 new faculty members that will be required (pg. 71).

This 30% shortage in supply and demand of doctoral hospitality educators, has created a need for doctoral degrees in hospitality administration. Soon more hospitality programs at universities may be developing programs to create more professors to teach for their programs.

According to Damonte and Vaden, (1987), a survey of 761 employees by Michigan State, indicated that 1987 hotel and restaurant graduates are in great demand, at a time when employers expect to hire fewer new graduates in many other fields.

This survey was an indicator of the likely success of hotel and restaurant bachelors degree graduates. It can be hypothesized that great demand for managers with bachelors degree may circumvent the need for managers beyond the bachelors degree.

As Hayes and Cummings, (1987) stated in developing a doctorate, some institutions (e.g., University of New Orleans, Purdue, and Virginia Polytechnic) have recently considered developing their own Ph.D. programs in hospitality administration. Certainly this approach holds promise as a long term solution to the shortage of doctoral faculty we commend the institutions that actually undertake such an effort, because Ph.D. programs are expensive to operate. In all probability, however, fewer than half a dozen institutions will be able to initiate and operate Ph.D. programs (pg. 36).

As Hayes and Cummings (1987) state, some hospitality programs cooperate with other academic units in their institution to grant the Ph.D.. In these programs hotel, restaurant, and institutional management is a minor or collateral area in such Ph.D. programs as business, home economics, education, or mass communications. Again, this approach may relieve the shortage of hospitality educators to support these efforts.

While graduate programs are expensive to run, it would seem even more costly for graduate students who go into an industry that may not even require an advanced degree.

According to Riegel (1987), the doctorate itself needs defining in relation to hospitality education, as stated, although it has a relatively recent history, American graduate education has strong traditions that shape both its purpose and the way in which it is delivered. Before 1875, most Americans who undertook advanced graduate study did so at German universities. The predominating culture at these universities emphasized disciplined research and academic objectivity and detachment that the Germans called *Werfreiheit*.

As Riegel, (1987) further states, because of this, three major American universities founded in the latter part of the 19th century, John Hopkins, Clark, and Chicago, gave emphasis to the German model of graduate education. For a while, then, this epistemological approach prevailed in graduate education. Scholars sought knowledge for its own sake, regardless of its ultimate practical value.

As Riegel, (1987) further states, the prevalence of this type of scholarship was short-lived however, because the political climate of the day did not favor an "ivory-tower" approach to education. Higher education, it was argued should have some practical or utilitarian purpose, its ultimate justification came from the society it served.

As Riegel, (1987) further states, that two seemingly conflicting philosophies, epistemology and utility, have had a profound influence on american graduate education. The interplay of these two philosophies is exemplified by research in disciplinary areas on the one hand, and in the application of this research to science, society, and industry on the other (pg. 30).

Hospitality graduate degrees would likely be seen as utilitarian in nature. They have skills learned in college which can be applied in their career field. Hospitality graduates benefit colleges and universities who need hospitality graduates to teach. Hospitality graduate programs may be looked upon as training centers for their own future faculty.

Though universities may be training hospitality students as future faculty, the demand for faculty with hospitality work experience is still present among university hospitality programs.

In a national survey of four-year hospitality education programs, (Schmelzer, Costello, and Blalock, 1987), survey respondents were asked if experience in

industry was a requirement for faculty. The proportion of programs having this requirement differed significantly between program placements. Eighty-seven percent of the business programs, 78.3% of the self-contained other programs required their faculty to have experience in the industry (pg. 71).

As referred to in the Schmelzer, Costello, and Blalock study (1987), utility or vocational types of educators exist under a double standard. Utility types of bachelors degree graduates in hospitality management are also expected to have hospitality work experience as well. This is the basis of our study.

It should be noted in a survey of 327 hospitality educators highest earned degree (Pizam and Milman 1987), that in two year institutions, 3.3% of all educators had an associate degree, 34.2% of all educators had a bachelors degree, 56.6% of all educators had a masters degree, and 5.9% of all educators had a doctorate degree. In four-year institutions, 0% had an associate degree, 6.7% had a bachelors degree, 51.5% had a masters degree, and 41.7% had a doctorate degree (pg. 71).

In the Pizam and Milman study a comparison of two and four-year institutions, the number of educators with an associate degree as their highest degree is 3.3% greater in two-year institutions. There were no maximum educational level associate degree instructors in four-year institutions. The number of instructors having a maximum educational level of a bachelors degree, is 27.5% greater in

two-year institutions than four year institutions. The maximum education level of a masters degree is 5.1% greater in two year institutions, than four year institutions. The maximum educational level of a doctorate is 35.8% greater in instructors of four year over two year institutions. It can be noted from these figures the increased importance of graduate level degrees of hospitality educators in four-year institutions. Those differences in relation to education of hospitality managers, are referred to in the previous survey cited by Damonte and Vaden.

According to Collison, (1988), hospitality programs, which include courses in hotel, restaurant, and institutional management, are increasing at a faster rate than ever before, due to growth in the hotel and restaurant industries. This growth has led to an increase of programs at many colleges and universities, and not just the popularity of existing programs.

In relating the question of degrees or experience, (Miller and Olsen, 1988) a panel of 15 hospitality management educators and 12 hospitality industry representatives stated the following: In the area of preparation, the panel rated a bachelors and masters degree as "very desirable". On the other hand more educators (93 percent) than industry representatives (83 percent) assigned importance to a faculty member's having a doctoral degree (pg. 46-47).

This is the double standard that a utility or vocational type of educator must follow. Unlike a

historian, their only work experience can be previous teaching and research. A hospitality educator would be expected to have industry work as well as a graduate degree, (Schmelzer, Costello, and Blalock, 1987). As we may observe from this study, educators place greater emphasis toward graduate degrees than industry experience. While industry is more balanced towards industry experience and less emphasis on graduate degrees.

In a demographic survey of hotel general managers (Tas, 1988) just over half of the seventy-five respondents were under 40 years of age, three-quarters held college degrees, and two-thirds of the college graduates had majored in hotel or restaurant administration. Fifty-four of the respondents had been hotel administrators for more than ten years. Nearly seven out of ten were affiliated with hotels having 400 to 699 rooms (pg. 42-43).

It can be noted from the Tas survey, that no mention is made of degrees beyond bachelors of any of these hotel general managers. It is also not mentioned whether a greater degree of success would have been attained with the graduate degree.

According to a response to the effectiveness of graduate programs Megnin, (1986) stated, "Today someone coming out of one of these programs may be considered over qualified for some positions". This refers to various questions about hospitality graduate programs and if these graduates will receive any greater recognition for a graduate hospitality degree.

According to a survey of Directors of Hospitality Management programs Heiman, (1987) stated, 41.5 percent consider essential or strongly prefer Doctorates for all new faculty. As Heiman, (1987) stated only 31.76 percent of those faculty surveyed at four-year institutions have doctoral degrees. This variance between desired faculty qualifications and actual qualifications between the last two studies mentioned of almost 10 percent, indicates one view about the need for doctoral programs for hospitality faculty.

According to a survey of administrators and faculty in four-year institutions offering hotel and restaurant programs, (Fenich, 1988), both faculty and administrators felt that HRI education has a slightly less than appropriate emphasis on encouragement of the degree while they felt the hospitality industry should encourage its pursuit to a much greater degree. These differences in perceived value of the doctoral degree, between educators and industry, may be worth noting in the study.

According to a study of combination programs which combine professional studies and a research orientation, Engel, (1989) stated, most schools report that approximately two to three graduates per year of professional programs are interested in teaching. They either teach with a masters degree at a community college or a small four year school or pursue a Ph.D.. The interest in education is increasing because of the number of opportunities available even to students with a professional masters degree.

This may also relate to the favorable hours of teaching as compared to industry work, some students who have a bachelors degree, after working in industry, are going back to school to pursue a masters degree. With the shortage of faculty with graduate degrees, combined with these other conditions, would seem to indicate an increasing need for masters programs (pg. 10-11).

In a study of the graduate program offered by the Department of Hotel, Restaurant, and Institutional Management at Virginia Tech Olsen and Khan (1989) stated, upon completion of the graduate degree, there are career options are available for those students who have worked in the area of hospitality management. As Olsen and Khan further state opportunities exist in middle management and staff positions in medium and large corporations as well as operations such as school food service and institutional feeding.

Students can get jobs with masters degrees, and jobs at certain salary levels. Virginia Tech for example, does not provide salary and job differences between bachelors and masters level graduates in Hotel and Restaurant management, in their university catalog course descriptions (Virginia Tech: 1990). Differing perceptions of graduate degrees between educators and industry is a foundation of this research study.

Hospitality graduate programs have often fulfilled a different need than undergraduate programs, they have become more of a training center for international students. In a

survey of New England graduate hospitality programs Khwaja, H.S., Bosselman, R.H. and Fernsten, J.A. (1990) stated, 48.62 percent of all hospitality graduate students are international.

This is a greater percentage than that of undergraduate programs. This represents an increasing need for graduate programs in hospitality with a far different perspective as according to the Khwaja, Bosselman, and Fernsten study. This presents a question of qualified faculty which are needed, who can teach international graduate students.

SUMMARY

In reviewing current and future trends in hospitality education, it was important to review the basis of the study from all different components. In reviewing the validity of the masters degree in hospitality administration, the review was about the increased popularity of bachelors degrees in hotel and restaurant management. A review of the literature indicates an increased demand of hospitality employers for hotel and restaurant management graduates, also discussed was the shortage of faculty with doctorates to teach hospitality. Discussed was the evolution of hospitality graduate programs. Reviewed was what the hospitality industry believed hotel and restaurant graduates should be taught, perceptions of non-hospitality educators, and of what hospitality educators are teaching. Discussed was the creation of doctoral programs in hospitality administration to make up for doctoral faculty shortages. Also differences

in perceptions of hospitality educators and the hospitality industry were discussed, and also compared differences in degree levels of faculty in two and four year institutions, and by institutional departments.

All of these factors previously discussed directly and indirectly relate to the basis of this study. The validity of a study of graduate programs would be questionable, if undergraduate programs in this relatively new field were not experiencing strong growth. A valid study of graduate programs could not be enacted, if there were not a demand for hospitality graduates at the bachelors level. These factors among others, are the foundation and the basis of this study of increases validity of the masters degree in hospitality administration in relation to career opportunities in the hospitality industry.

CHAPTER III
PROCEDURES OF THE STUDY

This chapter will present procedures that were involved in conducting this study, there are four major sections of this study. The second section is the instrumentation, the third analyzed procedures for collecting data. The first section describes the population and sample. The fourth portion is the analysis of the data, which also emphasized form and style utilized in the study.

The Population and Sample

The sample which was surveyed were hospitality human resource directors and hospitality educators. A selective random sampling technique was used for hospitality human resource directors who are members of the A.H.M.A. (American Hotel and Motel Association). The A.H.M.A. is the largest membership organization in the hospitality industry. Its membership would be considered to be a representation of those who work in the hospitality industry.

The population for all hospitality educators, were for those who are members of C.H.R.I.E. (Council of Hotel, Restaurant, and Institutional Educators). C.H.R.I.E. membership is a common membership for hospitality educators.

A sample size of 500 was utilized for this study, the 250 sample total for educators was based on half the total membership, of educators, of C.H.R.I.E.. The hotel sample,

which consisted of A.H.& M.A. members, was also 250 to enable an equal sample population of the two groups.

Before the 500 questionnaires were sent out, a pilot study of ten was conducted. This consisted of five hospitality educators and five hospitality professionals responsible for personnel decisions at their operations. The respondents were submitted a questionnaire, similar to the one in this study. This test was conducted in Hattiesburg, Mississippi, at the University of Southern Mississippi. The purpose of this pilot effort was to clarify, and understand if the respondents could interpret the questionnaire clearly. The sample questionnaires sent back were reviewed and any format problems were corrected, before the final questionnaire was sent out to the population.

As Hill and Kerber, (1967) stated, the researcher should attempt to maintain an optimum balance of the respondent groups to lessen the likelihood of errors. The balance is most easily accomplished by increasing the sample size.

According to an estimate of population and sample sizes (Orlich, 1978) stated, a sample size of 341 should be utilized for a population size of 3,000, maintaining a sample size of at least eleven percent. Estimating about 500 hospitality educators in education and about 2,400 hospitality human resource directors in the hotel industry, the sample size of 250 for each group was used.

Instrumentation

The Likert Scale was part of the instrumentation used in collecting data. The instrument was developed from the literature review. The questions were validated from a small test sample of ten hospitality educators and professionals. Then there was developed a final form of the questionnaire for distribution.

With fourteen questions in the questionnaire, and six possible responses, there will be some duplication of answers. It would not be known which of the similar responses was more favorable to the respondent. With a ranking scale the researcher would have such information. It would not be known more than a number ranking, without really knowing how the respondent felt about which particular question. One would have a better way of measuring this by utilizing a Likert Scale on selected items, which is an advantage of this type of questionnaire.

As Orlich, (1978) further states, the most widely used ordinal scale among survey researcher is called the Likert Scale named after its originator Rensis Likert. Questions which require some form of rating are usually Likert Scales. Such scales, used primarily for assessing opinions, are usually composed of five or more response categories (pg. 148).

The Likert Scale allows for individual responses of each particular question in the questionnaire. This allowed each respondent to individually evaluate each

question. The scale was as follows, Excellent, Good, Marginally Acceptable, Marginally Unacceptable, Poor, and Not Considered. The researcher believes there is enough clear differentiation between the response categories to determine attitudes of the respondents.

Procedures for Collecting Data

The procedures used for collecting data was a respondent questionnaire that was mailed out to a specific representative population.

The first step was to compile a list of hospitality educators from the C.H.R.I.E. Membership Directory and hospitality human resource directors from the A.H.& M.A. Membership list.

The second step was to conduct a select random sample, from the lists compiled. From the list, a random selection of every other name was conducted until 250 were selected. From the list of hospitality human resource directors of 900, every fourth name was selected until 250 were selected.

The third step was the distribution of 500 questionnaires to those on the mailing list. The questionnaires were sent out with a letter of transmittal, and self-addressed postage paid envelope. All questionnaires to educators, were mailed out February 5, 1990. All questionnaires to hospitality industry people were mailed out on February 8, 1990.

The fourth step was the follow-up. This was utilized by a follow-up letter. The letters were sent out during a four to six week period after the questionnaires were first mailed out to those who had not responded. The original intention was to send a follow-up letter two weeks after the questionnaires were sent out. This became no longer feasible, because of the slow rate of response. This slowed down the entire process of the study.

A code was developed for each questionnaire. Numbers 1-250 were hospitality educators and numbers 251-500 were hospitality human resource directors. The code numbers were used to keep track of responses by having them correspond with a master mailing list. This way a level of anonymity of responses could be guaranteed.

The respondents were asked to avoid writing their names on the questionnaires, and a record was kept of all respondents sent a questionnaire.

Analysis of Data

The analysis of data consisted of an analysis of variance by means of a T-test which is used to determine a significant difference between two sample means. This is based on differences in perceptions of hospitality human resource directors and hospitality educators. Analysis of variance was evaluated for all fourteen questions of the questionnaire. Different analysis of variance was performed by rank of educators, level of degrees, hospitality non-hospitality educational backgrounds, years of educational experience, age and gender.

As Isaac and Michael, (1984) stated, the T-test assumes the two samples come from two populations with equal means and variances.

The analysis of variance helped in the comprehensive analysis of the different perceptions of hospitality human resource directors and hospitality educators.

The number sent questionnaires was determined as 60 percent of the total possible population. A 150 item questionnaire total was considered to be a minimum requirement in each of the two groups. This percentage was determined arbitrarily from a review of the literature.

The data analysis of the survey results, was conducted using a Lotus 1-2-3 software program for general data manipulation and organization. A Soritec software package was utilized for statistical analysis.

The A.P.A. manual, Third Edition, was utilized for a form and style guide for the study.

CHAPTER IV
FINDINGS OF THE STUDY

Introduction

An analysis of data collected from hospitality educators and hospitality professionals who responded to the questionnaire is pivotal in chapter four. The survey was structured in the following manner in Part I: How would you rate each listing of levels and types of education and work experience as a prospective manager /employee for their potential for future success in the hotel and restaurant industry. Ratings were based on a six-point scale, 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1=not considered.

Part II, the general information section of the questionnaire asked respondents to provide demographic data. The first question asked was present position or rank in the hospitality industry or in hospitality education. The second question was divided into two parts for analysis. The first part of question two analyzed the highest degree earned of the respondents. The second part of question two analyzed whether respondents highest degree was in the hospitality field or not. The respondents were divided into the two groups; educators and professionals. For a further simplification of question two, masters level work degree not completed and masters degree were merged as one category this was implemented because the third question, Part A, for hospitality Industry people only, years of management level hospitality industry experience. The third question, Part

B, for hospitality educators only, was years of hospitality education teaching experience. The fourth question, was the age of the respondent. The fifth question, the gender of the respondent and question six, general comments of respondents.

Analysis of Responses and General Characteristics

There were 250 Hospitality educators who were surveyed. There were 164 educators who responded to the questionnaire. The total number of responses received were from seventy-six different schools. There were 250 human resource professionals who were surveyed. There were 154 hospitality human resource professionals who responded to the questionnaire. There were a total number of 163 organizations surveyed. There were a total of 130 different organizations who responded to the questionnaire.

There were 154 hospitality human resource professionals who responded to the questionnaire. Different organizations of the same company were classified as one, for example, twenty Sheraton Hotels were surveyed, but this was classified as one organization. Unlike schools, which may have numerous educators evaluating personnel qualifications, each hotel had one person who evaluates personnel. Another reason for classifying all organizations together, is that hotels of most organizations have philosophies that are considered throughout the organization. There were 163 organizations surveyed, 130 responded to the questionnaire.

In analyzing the data in section two of the questionnaire, selected characteristics of the respondents were found. The first characteristic analyzed relates to question two, highest degree earned among educators. Then highest degree earned among hospitality professionals. In table three there were no educators who responded to the survey who had less than a bachelors degree. Of educators responding to the survey, 96% had at least a masters degree, and 40% possessed a doctoral degree.

In Nebel, Calnan, and Chacko's (1986) survey, they found that 40% of current full-time faculty members hold a doctorate. In Pizam and Milman's 1987 survey of educators at four year institutions, highest degrees earned, 41.7% had a doctorate degree, 51.5% had a masters degree, 6.7% had a bachelors degree and 0% or none of the respondents has an associate degree or less than a bachelors degree. In the data, this also compared similarly with the previous data mentioned. In the data 40% had doctoral degrees, 56% had masters degrees, 4% had bachelors degrees, and 0% or none of the respondents has less than a bachelors degree.

This not only indicates a favorable finding in the data with previous survey's, it also indicated a continuing trend of constant percentage levels of hospitality educator education levels, since these surveys in 1986 and 1987 and our survey in 1990, the educational background of hospitality faculty has not changed significantly.

In analyzing the data between the two groups there were definite differences. Among the respondents, in

educators, possessing a doctoral degree it was 40%, among hospitality professionals 1%. Among educators possessing masters degrees it was 56%, in hospitality professionals 37%. In educators possessing just a bachelors degree 4%, in hospitality professionals 50%. In educators not possessing a bachelors degree there were none. Among hospitality professionals 12% did not possess a bachelors degree.

There are significant differences in the mean variances of degrees earned between educators and professionals. The average educator on a scale of 0-5 (zero meaning not having a bachelors degree and five possessing a doctoral degree) had a mean of 3.0. A mean of 3.0 represents at least a masters degree with some doctoral work completed. The average hospitality professional had a mean of 1.4, this would represent possessing a bachelors degree, with a minority of respondents possessing education beyond the bachelors degree.

Colleges and universities require at least a masters degree to teach hospitality education. While major hospitality organizations often require no more than a bachelors degree. When someone decides to pursue a graduate degree in hospitality, their career path may be more towards teaching then working in the industry.

The differences in standard deviations in the two groups was insignificant. This would represent a similarity in characteristics in each of the two groups.

In the second part of question two, an analysis was conducted on the respondents that had their highest degree whether a hospitality degree or a non-hospitality degree. In this question, we found that between the two groups there was an insignificant difference in their results. Only 28% had as their highest degree, a hospitality degree.

Less professionals than educators have as their highest degree a hospitality degree. This indicates that 62% of the professionals possessing no more than a bachelors degree, though 24% indicated as their highest degree a hospitality degree. The data indicates that there were some hospitality professionals who achieved their positions with no hospitality degrees at all.

In question two, data on number and percentage of highest degree earned in hospitality education among educators and professionals, a higher percentage of professionals possessed non-hospitality degrees. This increases the likelihood that with 76% of the professionals not possessing more than a bachelors degree, they would not have hospitality degrees at the masters level. As indicated in the data, 19% more hospitality educators who responded, had masters degree's than hospitality professionals who responded.

In question two, means and standard deviations, with a choice of only two components, 0=Hospitality and 1=Non-hospitality as highest degree, the mean differences and standard deviations were insignificant, though both groups were similar in their responses. This is indicated

by a percentage difference in the standard deviations of the two groups, of just 8.3%. As indicated in the data, 8% more of hospitality professionals possessed non-hospitality degrees than hospitality educators. Hospitality educators possessed 8% more of hospitality degrees than hospitality educators. This may be related to an inclination towards the need for a hospitality degree, in relation to a future in hospitality education.

In question three, part A, only hospitality industry people were asked to respond. In this question, years of management level experience in the hospitality industry were analyzed. The average professional was in the middle range as far as years of experience. With a scale of 1-8, the professionals had a mean response of 3.2. The standard deviation of 1.41 represents a wide variance of response in years of experience among professionals.

In question three, Part B, only hospitality educators were asked to respond. Years of teaching experience in hospitality education was analyzed in this question. The educators were in the middle range as far as years of experience. With a scale of 1-8, the educators had a mean response of 3.7. The standard deviation 1.54, which again would represent a wide variance of response in years of experience among the educators.

In question four, all respondents were asked in both groups their ages. This was a means of analyzing differing perceptions of the two study groups based on age differences of the two study groups. Ages were divided into eight

categories. With a scale of 1-8, the average mean age of educators was 4.2. The average mean age of the professionals was 3.4. The standard deviation among educators is 1.66, which would indicate a variance in age among educators. The standard deviation among professionals is 1.32, which would also indicate a variance in age among professionals.

The average mean age of the educators encompassed many age classifications. It should be noted of the age differences between the two groups. Among educators 53 % are over 45 years of age, while less than half of that percentage amount, 22% are over 45 years of age among professionals.

Analysis of Questions in Part I

In the research questionnaire, 250 hospitality educators and 250 hospitality human resource professionals, were asked to evaluate in fourteen different listings, fourteen different skill level competencies of potential future applicants.

The analysis of the data in questions 1-14, analysis was conducted by using means, standard deviations and percent age differences in standard deviations within the two groups.

An additional analysis was conducted on levels of education, years of work experience, or age had any influence upon preferences as answered in Part I. The correlation coefficients were positive and uniformly below 1%. Although there exists the possibility that there may be

a complex non-linear relationship between backgrounds and Part I responses, the linear analysis using coefficients of correlation were conclusive.

Analysis of Research Question One

The first research question was stated as follows:

What are the attitudes about listings who do not have a bachelors degree in higher education but do have hospitality management work experience.

The following is a display of the data relative to the research question.

Table 1
Summary of Respondents Evaluation of Listing without
Bachelors Degree but Having Hospitality Management
Experience

Groups	Mean	Standard Deviation	% diff. in Standard Dev. Educ. vs. Prof.
Educators	3.8	.91	-
Professionals	4.5	.85	-
Educ. vs. Prof.	-0.7	.06	7.3

Question one asked each respondent to rate the attributes of that particular listing for their potential

for future success as a prospective manager/employee in the hospitality industry.

Please note that the questions were constructed with the least amount of education beginning with question one, in a progressive manner to more education with each question, until the final question, number fourteen. Work experience had no significance in the order of questions. Please also note as referred to earlier in this study (Part III, pg 37), the six point Likert Scale was utilized to measure the respondents evaluation of each question by the various individual qualities within the scale.

The analysis of the data in responses rating the attributes of this particular listing were based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1= not considered. Analysis was based on variances between the two groups, hospitality educators and hospitality professionals.

The results showed a mean of 3.8 among educators. They found on an average that this listing would be rated marginally acceptable and marginally unacceptable. Professionals rated this potential applicant at a mean value of 4.5 (Between marginally acceptable and good).

Analysis of Research Question Two

The second research question was stated as follows:

What are the attitudes about listings who do not have a bachelors degree in higher education, hospitality

non-management work experience, and non-hospitality management work experience.

Table 2
Summary of a Listing Without
A Bachelors Degree and Hospitality
Non-Management/Non-Hospitality Management Work Experience

Groups	Mean	Standard Deviation	% diff. in S.D. Educ. vs. Prof.
Educators	2.9	1.07	-
Professionals	3.1	1.18	-
Educ. vs. Prof.	-0.2	-.11	-9.6

The analysis of the data in responses rating the attributes of this particular applicant were based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor and 1=not considered. Analysis was based on variances between the two groups, hospitality educators and hospitality professionals.

Educators rated this particular listing at mean or 2.9. They found on mean average that this employee evaluated on the scale at just below marginally unacceptable. Educators rated this particular applicant lower then any other. Professionals rated this potential applicant at a mean of 3.1. They found, on average, that this employee was rated on the scale at just above

marginally unacceptable. Professionals also evaluated this particular applicant lower than any other.

The standard deviations in both groups represented the second largest range of any question. Both groups were able to rate this particular listing in a wide range of responses. This would seem to indicate in each group that respondents were able to rate strong and weak attributes in this listing.

Analysis of Research Question Three

The third research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in hospitality management and hospitality mangement work experience

Table 3
Summary of Responses Rating of
a Listing with a Hospitality Bachelors Degree and
Hospitality Management Work Experience

Groups	Mean	Standard Deviation	% diff. in S.D. Educ. vs Prof.
Educators	5.4	.64	-
Professionals	5.7	.56	-
Educ. Vs Prof.	-0.3	.08	12.0

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1=not considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

This survey question is very critical in step by step rating of the listings. This is the first question, where the listing possessed a bachelors degree. For the educator, this may be seen as a justification for their very existence. They are educating students so that they may learn and achieve a bachelors degree, but most importantly, this listing has a bachelors degree in hospitality management. This can be seen not just as an endorsement of bachelors degrees, but bachelors degrees in hospitality management.

According to Colliers (1986), the U.S. Office of Education listed in the late 1970's 1,940 institutions that granted bachelors degrees, and many offered the masters degree and the doctoral degree.

The bachelors degree in hospitality management is more specialized than other degrees, The applicants bachelors degree in hospitality management, is not just an endorsement of bachelors degrees, but an endorsement of the bachelors degree in hospitality management and also an endorsement of those who teach hospitality management.

Among hospitality professionals this particular listing, while not a justification for their very existence,

is an important endorsement for them. Many hotel and restaurant organizations are now requiring a bachelors degree. So it is the responsibility of these hospitality professionals to hire only those who have at least this qualification. As analyzed earlier in this study, the hospitality industry is a relatively new science that is becoming more sophisticated. The industry needs management people with knowledge in technical areas, ones that an applicant possessing a bachelors degree would more likely have than one without that degree.

The difference in this particular listing that now possesses a bachelors degree is evident from the data. From question two, with an average mean response of 2.9, the mean increases to 5.4 in question three among educators. That is an over 41% increase in the average response of educators. Among the professionals the increase was even greater, from 3.1 in question two, to a 5.7 mean in question three. That 2.6 increase, represented an increase of over 43% among professionals. Among professionals, they rated this applicant higher than any other. The standard deviations in both groups combined were the smallest of any question. This would indicate among respondents that there was a narrow range of responses. This would be indicative of a generally high rated response of that particular listing. This would also be indicated by a standard deviation of less than 0.65 in both groups.

Analysis of Research Question Four

The fourth research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in hospitality management, hospitality non-management work experience and non-hospitality management work experience.

Table 4
Summary of Responses Rating
of a Listing with a Hospitality Bachelors Degree/
Non-Management and Non-Hospitality Management Work
Experience

Groups	Mean	Standard Deviation	% diff. in S.D. Educ. vs. Prof.
Educators	4.7	.77	-
Professionals	4.8	.71	-
Educ. vs. Prof.	-0.1	.06	7.7%

Survey Question four, also asked each response to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in respondents evaluating the attributes of this particular applicant were again based on

a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1= not considered.

Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

It is important to note, that though this particular listing has a bachelors degree in hospitality management similar to the listing in question three, the applicant in question four is rated lower. The applicant in question four does not have hospitality management experience. To a human resource professional in the hospitality industry, hospitality management experience is of the most importance. Hospitality non-management experience may be a valuable asset, but is not as valuable as hospitality management experience to most hospitality professionals. Management experience, not in the hospitality field, can be useful for a general knowledge of management skills, but management experience in a non-management field can be very far related from the hospitality field. The responses while rating this listing highly at a mean of 4.7 and 4.8 on a scale of six respectively, rated the listing in question, three with specialized management experience significantly higher. It is also important to note how similar the two groups rated this particular listing.

It is encouraging in the data that educators rated listing four lower then applicant three. Though the listing in research question four has a bachelors degree in hospitality management, there is some recognition of that

listings work experience. The educators may recognize that specialized management experience is of definite importance. The indication that they recognize this can be seen in their high mean score of 5.4 of applicant three, as opposed to the 4.7 mean response of applicant four.

The standard deviations were under 0.8 in both groups and were fairly uniform in their responses about this applicant, similar to applicant three.

Analysis of Research Question Five

The fifth research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, hospitality management work experience and hospitality non-management work experience

Table 5

Summary of Responses Rating of a Listing with a Non-Hospitality Bachelors Degree and Hospitality Management/Non-Hospitality Management Experience

Groups	Mean	Standard Deviation	% diff. in S.D. Educ. vs Prof.
Educators	4.6	.76	-
Professionals	5.0	.74	-
Educ. vs. Prof	-0.4	.02	3.3

Survey question five, also asked each response to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

This analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1=not considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Survey question five is significant in that it's the first question to list a particular listing with a bachelors degree in a non-hospitality area. This listing may have a bachelors degree, but is the degree in a hospitality related area? When one looks at the term non-hospitality area, this can encompass many different fields. A non-hospitality degree could be in accounting, or it could be in music. Most hospitality professionals could certainly see the value of a particular listing with a degree in accounting. Most hospitality managers have to keep books and balance accounts so a knowledge of accounting would be very useful to a prospective hospitality manager. A knowledge of music is worthwhile, but would this be of much value would this be for prospective hospitality managers.

The data showed in general comments, Part II number six of the questionnaire, that for the most part the professionals had a strong opinion of particular degrees. They analyzed that a degree in hospitality management, while

valuable, was not that more significant than a related non-hospitality degree. That a degree in business, with an experienced work background was very positive in this listing. This is likely a concept that many hospitality educators may have trouble understanding. Some faculty and students may operate under a fallacy, that the hospitality degree is all a graduate needs to get a job in the hospitality industry. While in many cases, graduates with these qualifications do get hospitality management positions, this may not be seen as the optimum of qualifications.

It should also be noted that while educators rated listing five, 0.1 lower than listing four, professionals rated this listing 0.2 higher than listing four. It is likely that educators rated listing four higher than listing five, because listing four had a bachelors degree in hospitality management. It is also likely that educators rated listing five higher than listing four because listing five had hospitality management experience. It is possible educators were looking primarily at hospitality education experience, and professionals were looking primarily at hospitality management experience.

The standard deviations in responses of each group were under 0.8, similar to question four. This range indicated that both groups were somewhat similar in opinion about this listing. This could also be evident by the high mean response evaluation of this applicant.

Analysis of Research Question Six

The sixth research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, hospitality management work experience and non-hospitality management experience.

Table 6

Summary of Responses Rating of a Listing with a
Non-Hospitality Bachelors Degree and
Hospitality/Non-Hospitality Management Experience

Groups	Mean	Standard Deviation	% Diff. in S.D. Educ. vs. Prof.
Educators	4.6	.80	-
Professionals	4.9	.62	-
Educ. vs Prof.	-0.3	.18	25.0

Survey question six, also asked each response to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, and 1=not

considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Survey question six is similar in content to question five. Both listings have bachelors degree in a non-hospitality area and hospitality management work experience. The differences between the two listings is that listing five has hospitality non-management work experience, and listing six non-hospitality management work experience. So in two out of three components, listings five and six are the same. The similarities of the two listings can be noted in the educator response mean, which is 4.6 in both questions. This would seem to indicate that educators saw an insignificant difference between listing five and listing six. It is not too surprising that the educators rated these two listings similarly. Differences in work experience would be of lesser consideration than types of degrees. By an insignificant difference, professionals rated listing five lower than listing four, by a mean of 5.0 to 4.9 between the two listings. However insignificant, professionals rated listing six lower than listing five. Listing five had hospitality management experience, hospitality non-management experience. The professionals would recognize this additional hospitality work experience that listing five possesses. The professionals rated non-management hospitality experience more significant than management non-hospitality experience. This may indicate that the professionals recognize direct

specialized experience over non-specialized management experience.

There was a greater variance in the standard deviations between the two groups in question six. Educators had a more varied rating of listing six than the professionals. The professionals, it would seem, while rating this listing slightly lower than listing five, were more uniform in their rating of listing six.

Analysis of Research Question Seven

The seventh research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in hospitality management, masters in a non-hospitality area and hospitality management work experience.

Table 7

Summary of Responses Rating of a Listing with a Hospitality Bachelors Degree/Non-Hospitality Masters Degree and Hospitality Management Work experience.

Groups	Mean	S.D.	% Diff. in S.D. Ed. Vs. Proff
Educators	5.6	.57	-
Professionals	5.3	.74	-
Educ. vs Prof.dif.	0.3	-.17	-26.0%

Survey question seven, also asked each responses to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6=excellent, 5=good, 4=marginally acceptable, 3=marginally unacceptable, 2=poor, 1=not considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Survey question seven, and the evaluation of that particular listing, may be seen as one of the most significant questions in the study. In questions one through six, professionals rated the listings greater than the educators. Starting with survey question seven, and continuing through the end of the study till question fourteen, the educators rated the listing higher than the professionals.

Starting with survey question seven, until question fourteen, all the listings possess graduate degrees. This is of great importance to the educators, and what is the very crux of this study. The masters degree is of greater importance to educators than professionals. The data seems to concur with that contention.

There were later survey questions where educators rated listings lower than professionals, in questions one through six. But there is no where in the study after

question seven, where educators as a group, rated the listings lower than the professionals.

In comparing survey questions three and seven, there was only one difference in these listings. The listing in survey question seven had a non-hospitality masters degree, yet the listing in survey question seven was evaluated over 6% lower than the listing in question three among professionals. The reason for this is likely for two reasons. The first is salary, listing seven possesses a masters degree and so may command more money. Hospitality professionals most likely rated that the only added feature of listing seven of a masters degree in a non-related area may not be that valuable. Hospitality professionals likely evaluated that they shouldn't pay a greater salary for a qualification they would likely deem unnecessary.

Both educators and professionals rated the listing in survey question seven highly. Both educators and professionals rated this listing between good and excellent. Educators would be impressed because this listing has a bachelors degree in hospitality management and a masters degree. Hospitality professionals would be impressed that besides the degrees, the listing has hospitality management experience.

In the standard deviations, educators were fairly uniform in the responses. This would be indicative of the high response level, showing how highly they evaluated this applicant. Professionals were more varied in their response, which may be attributed to the added factor of a

masters degree in which some may not understand what value it possesses for that listing.

Analysis of Research Question Eight

The eighth research question was stated as follows.

What are the attitudes about listings who have a bachelors degree in hospitality management, masters in a non-hospitality area, hospitality non-management work experience and non-hospitality management work experience.

Table 8

Summary of Responses Rating of listing with Hospitality Bachelors /Non-Hospitality Masters Degree and Hospitality Non-Management/Non-Hospitality Management Work Experience

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	5.0	.83	-
Professionals	4.8	.80	-
Educ. vs. Prof.	0.2	.03	3.8%

Survey question eight, also asked each response to rate the attributes of that particular listing, as for their

potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, and 1= Not Considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

While the listing in survey question eight is rated highly by both groups, the listing is rated lower than the first masters listing in question seven. In fact, 10% lower by educators, and over 9% lower by the professionals. Both the listing in question seven and eight have the same educational degrees. The difference is in their work experience. The listing in survey question eight has hospitality non-management work experience and non-hospitality management work experience. But this listing does not have hospitality management experience. Similar to the comparisons of questions three and four, it's not how varied, but how specialized the listings experience. Hospitality management experience is recognized by both groups to be an important component of the work experience.

In comparing differing perceptions of the two groups, in survey questions eight and four there is only one difference between the two listings. The listing in survey question eight possesses a non-hospitality masters degree, Educators rated listing eight 5% greater then listing four.

A possible reason that educators rated this listing eight greater is the masters degree, and that alone made that listing appear more qualified. The hospitality professionals rated listing eight and four statistically the same. It is possible that the professionals rated the masters in a non-hospitality area not necessarily as a detriment, but neither as advantageous. They were likely just taking into consideration the listings work experience and the bachelors level education experience. The listings masters degree was likely given lesser consideration by the educators.

In the standard deviations of the two groups, the variances were significant in both groups. This is not usual in a applicant such as in question eight, who has some strong qualities in education, and some weaker qualities in work experience.

Analysis of Research Question Nine

The ninth research question was stated as follows;

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in hospitality administration, hospitality non-management work experience and non-hospitality management work experience.

Table 9

Summary of Responses Rating of a Listing with a Non-hospitality Bachelors Degree/Hospitality Masters Degree and Hospitality Non-Management/Non-Hospitality Management Work Experience.

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	5.0	.84	-
Professionals	4.8	.98	-
Educ. vs. Prof.	0.2	-.14	-15.5%

Survey question nine, also asked each response to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, and 1= Not Considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Listing nine and eight were rated statistically very similar among both groups. The work experience of both listings in survey questions nine and eight are the same. Both listings in survey nine and eight have a bachelors and a masters degree. The difference in their education is in

the type of degrees. Survey question listing nine has a masters degree in hospitality, and a bachelors degree in a non-hospitality area. Survey question listing eight has a masters in a non-hospitality area, and a bachelors in a hospitality area.

Both groups by rating the listing in survey question nine, very similar to the listing in survey question eight, can be analyzed as having a similar interpretation of these particular types of degrees. The two groups can be interpreted as evaluating that if a listing has a degree in hospitality, it really does not matter if it is at the bachelors or masters level. The groups may have interpreted that the listing is really no more qualified whether their hospitality degree is at the bachelors or masters level.

In comparing the listing in survey question nine to the listing in survey question four, both listings have the same work experience, and both listings have a hospitality degree. The differences are that the listing in survey question nine has a masters degree, while the listing in survey question four does not. Even though the listing in survey question nine has this added degree, similar to the listing in survey question eight, the survey question listing was rated again statistically similar as the listing in survey question four by professional. Similar to survey question eight, the professionals did not rate the listing in survey question nine higher.

In analyzing variances between the listings in survey questions nine and eight, the educators rated them

statistically similar. This would seem to indicate that the only differences, being level of hospitality degree, was really not that significant to the educators.

The standard deviations among the professionals were more varied than most of the other questions. This was particularly so among the professionals, where the listings varied educational experience, yet lack of hospitality management experience may have caused these variances.

Analysis of Research Question Ten

The tenth research question was stated as follows;

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in hospitality administration and hospitality management work experience

Table 10

Summary of Responses Rating of a Listing with a Non-Hospitality Bachelors Degree/Hospitality Masters Degree and Hospitality Management Work Experience

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	5.5	.62	-
Professionals	5.3	.78	-
Educ. vs. Prof.	0.2	-.16	-21.8%

Survey question ten, also asked each response to rate the attributes of that particular listing, as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, and 1= Not Considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

The listing in survey question ten is similar to the listing in question seven, both have a bachelors degree and a masters degree. Both have one hospitality and one non-hospitality degree, as well as hospitality management work experience. The only differences between the two listings is that survey question listing ten has a masters degree in hospitality and survey question listing seven has the bachelors in hospitality.

In comparing the two groups in survey questions ten and seven, educators rated listing ten 0.1 lower, an insignificant difference. The professionals rated the listing 0.2 lower. This would seem to indicate that whether the bachelors or masters was in hospitality education is of little significance.

The major differences in variance is when comparing the listing in question ten with the listings in question eight or nine. Among the educators, they rated the listings in survey questions eight and nine at a 5.0 mean average.

The listing in survey question ten was rated at a 5.5 mean average. Among the professionals, the listing in survey questions eight and nine at a 4.8 mean average. The listing in survey question ten was rated at a 5.3 mean average. Among both groups, the listing was rated greater in survey question ten, at a mean average of 0.5 or 9% greater than the listing in questions eight and nine.

This indicated that both groups may have observed some significant differences that would make the listing in question ten more advantageous towards hiring. The significance is in hospitality management work experience. Both groups rated this listing, similar to the listing in question seven, as a more likely to be a future employee because they had hospitality management experience. The educators may appreciate the listing in this survey question, has at least one degree in hospitality education.

It is possible that hospitality professionals would not evaluate this listing as favorably, finding more relevancy in a hospitality degree at the bachelors level. Hospitality educators may have found more relevancy in the listings masters degree being in hospitality education. Hospitality professionals are likely to appreciate the listings bachelors degree. Hospitality educators are more likely to appreciate the listings masters degree.

Hospitality professionals are likely to rate this listings bachelors degree primarily and to evaluate it lower because it is in a non-hospitality area. Hospitality educators are likely to rate greater the masters degree than

hospitality professionals, and rate this applicant greater because of their appreciation of the value of the masters degree.

The standard deviations in both groups were relatively insignificant. This would indicate a very similar opinion of this listing among the two groups.

Analysis of Research Question Eleven

The eleventh research question was stated as follows;

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality work experience.

Table 11

Summary of Responses Rating of a Listing with Non-hospitality Bachelors/Masters Degrees and Hospitality Management/Non-management and Non-hospitality work experience.

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	4.8	.84	-
Professionals	4.7	.97	-
Educ. vs. Prof.	0.1	-.13	-14.0%

Survey question eleven, also asked each response to rate the attributes of that particular listing. As for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, 1= Not Considered. Analysis was based on variance of the two groups, hospitality educators and hospitality professionals.

Survey question eleven is one of the more relevant questions in the survey. It is the first survey question to identify a listing with a degree none of which are in hospitality education. The listings in questions one and two did not have any hospitality degrees. But this is because they do not have any type of degree in higher education.

In terms of industry experience, the listing in survey question eleven may seem to be more qualified than any of the previous listings. This listing has hospitality management and hospitality non-management work experience. In terms of educational background, the listings qualifications are more ambiguous. The degrees are in a non-hospitality area which may not be relevant to work in the hospitality industry. Hospitality educators and professionals may evaluate the relevancy to a greater extent of a degree in a non-hospitality area such as accounting, because of the use of accounting in the industry, but not as

likely as a degree in a non-hospitality area such as music. In the questionnaire, the responses were not given a specific category as to what specifically were the non-hospitality degrees, and was open to their own interpretation. Some of the responses commented on the related relevancy of a degree, if it was a hospitality or non-hospitality degree. They responded that yes it was relevant if it was in business, but not if it was in a liberal arts area. This may have led to some more varied responses based on their own interpretations. This can be noted in the interpretation of the standard deviations for the listing in question eleven.

Hospitality educators rated this particular listing lower than the listings in questions seven through twelve, which were at the bachelors/masters level questions. This listing does not have to a bachelors or masters degree in hospitality education. The listing may receive a position in the hospitality industry without the need for hospitality education, which can be interpreted to mean without the need for hospitality educators.

Hospitality Professionals rated this survey question listing as low as any listing in survey questions seven through twelve. The listing in survey question eleven has more varied hospitality work experience than any listing in survey questions seven through twelve. It can be interpreted that to the hospitality professionals, while relative industry experience is important, types of degree is also important. That any acceptable listing for a

management position is not just industry experience or educational experience, but a combination of the two.

Also significant in the data was the professionals narrow variance in evaluating this listing lesser than the educators. It can be interpreted that the educators were impressed by the listings bachelors and masters degree and varied work experience. The professionals were likely not that impressed by a bachelors and masters degree in a non-hospitality field. This may have lessened the rating of the listing by this group despite the listings hospitality work experience.

The standard deviations of the responses were more varied for the two groups. Starting with survey question fourteen, the variance of responses were greater. This can be interpreted as being related to the greater possible ambiguity of these final four questions.

Analysis of Research Question Twelve

The twelfth research question was stated as follows;

What are the attitudes about applicants who have a bachelors degree in hospitality management, masters in hospitality administration and non-management hospitality work experience.

Table 12

Summary of Responses Rating of a Listing with a Bachelors/Masters degree in Hospitality Management/ Administration and Non-Management Hospitality Work Experience

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	5.0	.77	-
Professionals	4.7	.83	-
Educ. vs. Prof.	0.3	-.06	-7.2%

Survey question twelve, also asked each response to rate the attributes of that particular listing as for their potential for future success as a prospective manager/ employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, and 1= not considered. Analysis was based on variances of the two groups, hospitality professionals.

Survey question twelve could be identified as the education listing. The listing in survey question twelve is almost an antithesis of the listing in survey question eleven. The listing in survey question eleven is a listing with extensive hospitality work experience, and ambiguous

educational experience in terms of hospitality related relevancy. The listing in survey question twelve is a listing with a relevant hospitality education background at the bachelors and masters level, but only non-management hospitality work experience.

The educators rated listing twelve 0.2 or over 3% higher than the listing in question eleven. The educators may have thought this listings hospitality degrees more than compensated for the listings sparse hospitality work experience.

A relevant variance in responses among the professionals was between the listing in question twelve and the listing in question ten. The professionals rated the listing in question ten, 0.6 or 10% higher than the listing in question twelve. This is likely related to the listing in question tens management work experience. Because the listing in question twelve had similar educational backgrounds, the professionals may have rated the listing in question twelve lower because of the listing only possessing non-management hospitality work experience. The professionals rated listing ten greater because this listing has hospitality managerial work experience. The managerial experience took precedent over any particular educational relevancy, because their educational backgrounds were similar.

There are numerous listings similar to the listing in survey question twelve. This type of listing would be qualified for an entry level management trainee position in

the hospitality industry, though this particular listing would have qualified for this same type of position without their masters degree. Students are pursuing masters degrees for entry level positions in an industry that almost exclusively does not require such a degree. The reasons could be because of educators and the students themselves. Some hospitality educators may analyze because they have graduate degrees, their students should have those same degrees. Some hospitality educators may be out of touch with what the current trends are in hospitality education. Some hospitality educators may know what the hospitality industry wants in terms of future managers. The reason maybe that it has been many years since some hospitality educators have worked in the industry, and some hospitality educators have never even worked in the hospitality industry. Though these educators are getting jobs in education, and it is because of their hospitality degrees. This point of education relevancy of the masters degree is the crux of this entire study.

The listing in survey question twelve may pursue a career in education. The reason is possibly that education will place a premium on graduate degrees, though so far this has not happened in the hospitality industry.

The standard deviations in the evaluation of listing twelve, were slightly more varied among the professionals. This is likely related to the contrast of having a graduate degree, but having only non-management hospitality work experience.

Analysis of Research Question Thirteen

The thirteenth research question was stated as follows;

What are the attitudes about listings who have a bachelors degree in a non-hospitality area, masters in a non-hospitality area, doctorate in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality management work experience.

Table 13

Summary of Responses Rating of a Listing with Non-Hospitality Bachelors, Masters, and Doctoral Degree's and Hospitality Management/Non-Management and Non-Hospitality Work Experience.

Groups	Mean	S.D.	% Diff. in S.D. Educ. vs. Prof.
Educators	4.5	1.08	-
Professionals	3.9	1.55	-
Educ. Vs. Prof.	0.6	-0.47	-35.8%

Survey question thirteen, also asked each response to rate the attributes of that particular listing as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses rating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally Unacceptable, 2= Poor, and 1= Not Considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Survey question thirteen is another significant question in the study. It is the first question to have a listing with a doctoral degree. Only question thirteen and the last question, number fourteen have listings with the doctoral degree. Unlike the listings with the masters degree as their terminal degree, there may be less uncertainty of these listings career direction. These particular listings are likely pursuing a career in higher education. It can be assumed that the listing may be knowledgeable enough to know at the doctoral level, the industry is not going to rate at any greater level the doctorate over the masters. The listing should know that there are no doctoral level requirements of listings in the hospitality industry. As was noted early in this chapter, only three out of the 154 hospitality professional respondents had a doctoral degree.

In the Masters degree, there may be more uncertainty in career direction. The listing with a bachelors can only work in industry. As stated earlier in this study, only 4% of all hospitality education responses had only a bachelors degree. These responses were all a combination of older educators, and educators who worked in smaller private

colleges, most responses with just a bachelors degree are more likely to be in the industry. This can be indicated by the hospitality professionals of which 62% had no more than a bachelors degree.

With the masters degree there is more uncertainty than the doctoral degree in whether to go towards the industry or education. It should be noted, that the responses with the masters degree is much more evenly divided among the two groups. Among the professionals, 32% possess the masters degree as their terminal degree, and in the educators, 25% possess the masters degree as their terminal degree. It should also be noted that most universities that hire educators with the masters degree, will usually either encourage or require that educator to pursue the doctoral degree.

In reviewing responses doctoral level degrees, the variances between the groups is significant, particularly among the educators. Among the educators, 71% are in the process of completing or have attained their doctoral degree. Among the professionals, just 6% are in the process of completing or have attained their doctoral degree. The direction of this listings career would seem to be in education, having a degree at the doctoral level.

Between the two groups, the educators rated this listing higher. The listing was rated 0.6 or 10% higher by the educators than the professionals. They rated this listing lower than any of the listings whose education terminated with a masters degree. The listing in question

thirteen has excellent hospitality work experience, but maybe a questionable career direction. The educators recognized the validity of this listing within education, but they would have to question why a listing with a doctoral degree would work in the hospitality industry? Also they would question if this was a temporary position, or are they really looking for a teaching position in higher education.

The hospitality professionals rated this listing lower than any listing whose education terminated with a masters degree. The hospitality professionals would for the most part, be very leery of this listings possible career direction. They would also question why this listing is applying for a position in the hospitality industry? Among most of the professionals, they would likely rate this listing as over qualified in education, and possesses qualifications they most likely would not be able to utilize.

The standard deviations among the two groups were quite varied. This is not too surprising in a listing such as in question thirteen. The educators would be impressed with the doctoral degree, but wonder why they were applying for an industry position. They would also be less impressed by their lack of hospitality degrees, though they would be impressed by the applicants work experience.

The hospitality professionals may also be impressed by the listings doctoral degree, but also wonder why they are looking for a position in the industry. Though the

professionals would likely be impressed by the listings varied hospitality work experience.

Analysis of Research Question Fourteen

The fourteenth and final research question was stated as follows:

What are the attitudes about listings who have a bachelors degree in hospitality management, masters in hospitality administration, doctorate in hospitality administration, and non-management, non-hospitality work experience only.

Table 14

Summary of Responses Rating of a Listing with Hospitality Bachelor's/Master's and Doctor Degree's and Non-Management, Non-Hospitality Work Experience

Groups	Mean	S.D.	% Diff in S.D. Educ. Vs. Prof.
Educators	4.6	1.18	-
Professionals	4.2	1.21	-
Educ. Vs. Prof.	0.4	-0.03	-3.0%

Survey question fourteen, also asked each response to rate the attributes of that particular listing as for their potential for future success as a prospective manager/employee in the hospitality industry.

The analysis of the data in responses evaluating the attributes of this particular listing were again based on a six point scale; 6= Excellent, 5= Good, 4= Marginally Acceptable, 3= Marginally unacceptable, 2= Poor, 1= Not Considered. Analysis was based on variances of the two groups, hospitality educators and hospitality professionals.

Survey question fourteen is the second question with a doctoral level listing. But survey question fourteen's listing is significantly different from the listing in question thirteen. The listing in survey question thirteen, has a bachelor's, master's, and doctorate degrees in a non-hospitality area. The listing in question fourteen has a bachelor's, master's, and doctorate all in hospitality education. The listing in survey question thirteen, has significant and varied management and non-management work experience. The listing in survey question fourteen, has only non-management, non-hospitality work experience. The listing in survey question thirteen, would seem the more qualified work experience listing. The listing in survey question fourteen, would seem the more qualified for a career in hospitality education.

Among the two groups, educators rated this listing higher. It is not surprising that the educators rated this listing greater than the listing in survey question thirteen. The educators were maybe impressed by the listings three degrees in the hospitality area. Though the educators did rate that this listings lack of work experience could not be totally compensated by three

hospitality degrees. The educators would likely evaluate greater this particular listing than the professionals. Though they may question the value of three hospitality degree's for an industry position, they would still recognize its' value.

What was significant in the data, was that the professionals rated the listing in question fourteen greater than the listing in question thirteen. They rated as greater the extensive educational doctoral listing over the extensive work experience listing. This is significant because the listing was supposed to be rated for entrance into the hospitality industry.

It may be interpreted in the data, that professionals didn't consider listing thirteen or fourteen as a future employee in the hospitality industry. This can be evidenced by the relatively low ratings that educators gave the two doctoral listings. Listing thirteen and fourteen with doctoral degrees may not be likely candidates for a career in the hospitality industry. Listing thirteen without any hospitality degree's would be of questionable value to hospitality education. Professionals may have evaluated listing fourteen higher for their greater value in teaching of hospitality education.

As stated early in the study, there is a shortage of hospitality educators with doctoral degree's, departments are anxious enough to hire applicant's with doctoral degrees. Either listing thirteen with no hospitality degree's or listing fourteen with no hospitality work

experience would likely be actively sought by most institutions because of their doctoral degree. Both listings would seem to be lacking some important components to effectively teach hospitality education at the university level. This consideration of degree and work relevancy is a major part of this study, which will be discussed further in chapter five.

The standard deviations were varied between the two groups. The standard deviation variance among educators was the greatest in question fourteen. This is likely in relation to educators, who rated highly this listings hospitality degrees, and those educators who found this listings work experience lacking. The professionals also rated this applicant with a large variance, this is also likely because of this listings hospitality degree's yet lack of hospitality work experience.

Chapter Summary

The professionals rated the listings in questions one through six, higher then the professionals. The listings in these research questions had no more than a bachelor's degree. The professionals were likely able to rate these listings skills better matched the needs of the industry. The educators, while likely realizing that these listings belonged in the industry, were likely not as impressed with these listings lack of a graduate degree.

The educators rated the listings in question seven through fourteen, greater than the professionals. This supports the researchers previous assumptions, that the educators rate greater value in graduate degree's for hospitality employee's than the professionals.

There was evidenced in the data, that there were some lack of recognition by both groups of a need to understand each groups needs. By professionals rating the non-bachelor's listings less than most other listings with degree's, they recognize and require listings to have a degree. And that by the listing, rating the doctoral listings less than most other listings, they may recognize the questionable validity of a graduate degree in the hospitality industry.

In relation to the mean values the average mean score for all educators responses was 4.71. For the hospitality professionals, the average mean score for all fourteen questions was 4.35. When it is considered that eight of the fourteen applicants had at least a masters degree, it would not be surprising that the combined mean response average would be higher for educators who would rate a greater value to a graduate degree. Table 15 and 16, summarize the data for all fourteen survey questions of Chapter four. This presents an overall representation of responses to all fourteen survey questions in the questionnaire.

Table 15
Summary of Educators Ratings of Part I of the
Questionnaire, Research Questions One through Fourteen

Groups/Questions	Mean	S.D.
Educ. Ques. 1	3.8	.91
Educ. Ques. 2	2.9	1.07
Educ. Ques. 3	5.4	.64
Educ. Ques. 4	4.7	.77
Educ. Ques. 5	4.6	.76
Educ. Ques. 6	4.6	.80
Educ. Ques. 7	5.6	.57
Educ. Ques. 8	5.0	.83
Educ. Ques. 9	5.0	.84
Educ. Ques. 10	5.5	.62
Educ. Ques. 11	4.8	.84
Educ. Ques. 12	5.0	.77
Educ. Ques. 13	4.5	1.08
Educ. Ques. 14	4.6	1.18

Table 16
Summary of Professionals Ratings of Part I of the
Questionnaire, Research Questions One through Fourteen

Groups/Questions	Mean	S.D.
Prof. Ques. 1	4.5	.85
Prof. Ques. 2	3.1	1.18
Prof. Ques. 3	5.7	.56
Prof. Ques. 4	4.8	.71
Prof. Ques. 5	5.0	.74
Prof. Ques. 6	4.9	.62
Prof. Ques. 7	5.3	.74
Prof. Ques. 8	4.8	.80
Prof. Ques. 9	4.8	.98
Prof. Ques. 10	5.3	.78
Prof. Ques. 11	4.7	.97
Prof. Ques. 12	4.7	.83
Prof. Ques. 13	3.9	1.55
Prof. Ques. 14	4.2	1.21

CHAPTER V

SUMMARY, RECOMMENDATIONS AND IMPLICATIONS

SUMMARY

In summary, the purpose of the study was to analyze the attitude towards the masters degree in hospitality administration in relation to career opportunities in the hospitality industry.

The fourteen research questions were answered as part of this study. The fourteen research questions were utilized as the fourteen survey questions in the study.

Also discussed in chapter one, was the need for the study, significance of the study, limitations of the study, definitions of terms, and assumptions of the study.

In Chapter two, The Review of the Literature, it was divided into three sections, Hospitality education and its beginnings, The growth of hospitality Management as a part of Vocational Education, and Current and Future trends in Hospitality Education.

In Hospitality Education and Its Beginnings, discussed were the first hospitality program, and how hospitality education was formulated because of the needs of the hospitality industry.

In The Growth of Hospitality Management as Part of Vocational Education, the literature presented how the

original hands-on application of vocational education merged with hospitality education.

In Current and Future Trends in Hospitality Education, discussed were how the growth of the bachelors degree in hospitality education led to the formulation of the hospitality masters degree. Also discussed were how strong industry demand led to the formulation of hospitality master programs.

In Chapter three, The Procedures of the Study, described were the survey procedures involved in conducting the study. Also discussed were instrumentation procedures for collecting the data, the population studied and analysis of the data.

In summarizing the study, there were fourteen research questions which were a part of the study.

All fourteen questions related to the attitude of the responses to the questionnaire.

Question one, addressed the attitude of a listing who did not possess a bachelors degree. The attitude of the two response groups varied, with professionals rating the listing at a greater level than the educators. Questions two through six addressed the attitudes of responses, toward the listing which was a bachelors degree in hospitality/non-hospitality area plus additional variables of hospitality/non-hospitality management work experience, and hospitality/non-hospitality non-management work experience.

Questions seven through twelve, addressed the attitude of responses toward listings that possessed in addition the masters degree in a hospitality/non-hospitality area, plus the additional variables of hospitality/non-hospitality bachelors degree, hospitality/non-hospitality management work experience, and hospitality/non-hospitality non-management work experience.

Questions thirteen and fourteen, addressed the attitude of responses, toward listings who possessed a doctoral degree, the listing in question thirteen's doctoral, masters and bachelors were in a non-hospitality area. The listing in question fourteen's doctoral, masters, and bachelors were in the hospitality area. The listing in question thirteen had hospitality management non-management work experience, and non-hospitality work experience. The listing in question fourteen had non-management, non-hospitality work experience.

RECOMMENDATIONS

In this section, recommendations are made that result from the analysis of the data in this study:

1. It is recommended that education become aware of the hospitality industry's concerns.
2. It is recommended that hospitality educators need to become aware of what are industry concerns. The industry concerns are finding the best people to become hospitality managers. Industry professionals are looking for managers

with industry work experience. Industry professionals are less concerned with what type of degree, rather that they have hospitality work experience.

3. It is recommended that a good balance of business and liberal arts are appropriate for graduates.

4. It is recommended that education needs to be aware of the value the industry has for hospitality programs. As stated early in this study, some of the older hospitality professionals did not have a bachelors degree. Some industry respondents saw some legitimacy in hospitality education, but not as a first priority over work experience.

5. It is recommended that education make regular contact with industry, to find out what are the needs of industry. If education is not fulfilling those needs, what will happen to hospitality graduates? If hospitality education creates the type of graduates industry needs, this should improve the stature of hospitality education within the hospitality industry.

6. It is recommended that education becomes more aware of what the industries perceptions are of hospitality graduate programs.

7. It is recommended that the best career path for masters and Ph.D. candidates is one in education. It is evident that a majority of respondents felt that masters graduates would fit in better in education. There was not a single respondent who deemed it logical for a doctoral candidate to work in the industry.

There were some respondents who felt that a masters candidate could work in industry. As stated earlier in this study, Sheraton has recently created a senior level management trainee program for those who possess a masters degree.

Of the industry respondents who evaluated with some favorability the masters degree, they gave no additional value to a masters in hospitality administration, as compared to other master degree's. Not too surprisingly to this researcher, the educators evaluated the masters graduates, greater than the industry respondents.

It could be determined with some certainty, that both groups recommended that bachelors and non-bachelors graduates belonged in the industry. It could also be determined with some certainty that both groups believed that doctoral candidates belonged in education. It is the masters degree where some dispute evolves between the two groups. The masters degree has become the in between degree. Educators need to do a better job at relating to students exactly where a masters degree will take them, in their career in education or the industry.

8. It is recommended that education needs industry to become aware of the virtues of a hospitality management degree.

Any type of major can have hospitality work experience, but only hospitality majors can have a hospitality degree. Educators need to emphasize this to hospitality majors, so that they will stand out among all graduates for hospitality management positions.

9. It is recommended that education needs the hospitality industry to become aware of the virtues of the masters degree in hospitality administration, for graduates interested in a career in the hospitality industry. Most schools who offer hospitality masters programs, offer no emphasis towards either a career in industry or education. They have one emphasis, with graduates who go into either education or the industry. Students who will go into the industry, may be in for a rude awakening. They will find for the most part, that the hospitality masters will benefit them very little, and may actually be a hindrance to a career in the hospitality industry. These graduates will either accept the same level of positions as bachelors graduates, or go towards a career in education. In education, where a minimum of a masters is required, the masters hospitality graduate will receive more recognition for their educational accomplishments.

In some schools, they do have two masters emphasis. At the University of Massachusetts, they have an industry and an education emphasis. The emphasis of industry and education in hospitality education should be separate. The preparation for a career in industry and education are quite different, and these differences should be emphasized.

10. It is recommended that all masters hospitality programs should have one emphasis, with that being towards a career in education. It would have to come into question what type of information the University of Massachusetts is presenting to industry emphasis majors, so that they know fully what to expect when they graduate. Though this researcher is encouraged that schools such as the University of Massachusetts emphasize the need for an educational emphasis in their master hospitality programs.

11. It is recommended that if a school is going to have only one emphasis, or an emphasis towards the industry, that they communicate better the value of this type of masters degree to the hospitality industry. It is recommended that this may be accomplished, to some extent, by incorporating industry input in the development of the curriculum for this program.

12. It is recommended that a masters program with extensive industry input will be evaluated greater than a program without such input.

13. It is recommended that education must be aware of what the industry concerns are of hospitality education graduates, and they must present these concerns to their students before they graduate. Hospitality educators can only become aware of these concerns as stated earlier in this study, by either their own personal knowledge, or by close contact with industry professionals.

The first point as stated previously, educators must emphasize the importance of hospitality work experience to

hospitality majors. These students must be made aware that they are at no distinct advantage over almost any other type of major, unless they have hospitality industry work experience. A hospitality degree is not a substitute for hospitality work experience, and will not offer graduates any advantages over non-hospitality graduates with hospitality work experience. Education should emphasize also that the only way they will have any additional advantages over any other graduates, is if they have hospitality industry work experience. Then they will have the double advantage of hospitality education and hospitality work experience.

14. It is recommended that hospitality educators emphasize that the masters degree in hospitality is more logical towards a career in education. Some students have expressed interest in pursuing a hospitality masters degree. When it was found out that most of them were not interested in a teaching career, it has been recommended against them pursuing a hospitality masters degree. It might be questioned how many other hospitality educators would make this particular recommendation.

15. It is recommended that hospitality education should hire educators who have hospitality management work experience, to better facilitate industry concerns to hospitality students. As stated earlier in this study, there are a shortage of hospitality educators with the doctoral degree. Most recent studies have just less than 50% of hospitality educators possessing a doctoral degree.

This has caused university hospitality programs adhering to administration requirements to desperately hire educators with doctorates. Hospitality educators with doctorates have been hired who possess no hospitality degrees at all. This has also caused the hiring of hospitality educators who have hospitality degrees with doctorates. These are the new type of educator, who receive a bachelors, go directly to the masters, and go directly to the doctorate. University hospitality programs are encouraging this, because of a shortage of doctorates. It also is a reasonable assumption to state that a hospitality educator with a doctorate in his or her late twenties in age, would likely be rather limited in hospitality work experience.

16. It is recommended that these findings be presented in various forums, so that hospitality educators, hospitality students, and the industry are aware of educators and industry opinions of types of degrees and work experience. It should be noted, that this is not the only study to analyze in the future for this particular topic. That if educators, students, and the industry analyze this study, they will need to look no further. It is stated that there may be some value in this study to all three groups. It is also deemed this to be likely one of the most comprehensive studies, of the validity of the masters degree in hospitality education enacted up to this point.

17. It is recommended that this study be presented to educators, through the C.H.R.I.E. research journal, and to be presented in the future at the Annual National C.H.R.I.E.

Conference. It is also recommended that this study be presented to hospitality students through Hosteur, the C.H.R.I.E., Hospitality Student Journal.

18. It is recommended that this study be presented to hospitality industry professionals through various hotel and restaurant trade publications. It is necessary of the need to design different methods of presenting this data to the three different groups. This may be done as to facilitate an optimum understanding of the information from this study.

IMPLICATIONS

The implications of this study are presented in this section. Presented are several implications based on this study that may have impact on the future of hospitality education.

1. One of the implications is that "If education, industry and students are all in agreement on the recommendations presented in this study then there may be a greater understanding of the needs of all three groups working together to improve hospitality education."

2. Another implication is that education would benefit from the implementation of these recommendations". If implemented education would benefit from the support of an industry that would likely be more supportive if education and industry worked more closely with each other. Students would also benefit from the more tangible affect of a

graduate degree, that would be more accepted in their future employment industry.

3. Another implication is that hospitality programs will still create hospitality masters program if there is still a demand. To these educators, demand justifies their viability. It should not be conveyed that hospitality educators are perpetrating some sort of fraud on unsuspecting students, simply that they may be misinformed. It has been heard from more than one hospitality educator that a student needed a masters in hospitality education to fine tune their skills for the industry. This would not seem to correspond with any current industry needs. Though it would have to come into question if hospitality educators were more informed, would it be any different. They may very well remain with the status quo. If enrollment for these programs were sufficient, there would be no need to change. Though it should be noted that the University of Denver and Framingham State College in Massachusetts, have recently disbanded their hospitality masters programs. It is hoped that the hospitality educators at these institutions are aware of why their master programs disbanded. It may also be hoped that these educators found other reasons why it disbanded, other than poor enrollment.

4. Another implication is that "Hospitality programs will become training programs for future hospitality educators. Individual hospitality programs will create doctoral programs for their own future hospitality educators. Hospitality programs, because of a shortage of

doctoral level educators, will create doctoral programs. The formerly held concept of discouraging the hiring of graduates from your school, has now given way to reality. The reality of administrations requiring doctoral degrees and a shortage of hospitality educators with doctorates has necessitated this action.

As more hospitality programs are being created, there will be a need for more educators. The creation of the doctoral degree in hospitality administration has created a dilemma. If there are hospitality doctoral programs, hospitality educators need to obtain doctorates. Also if there is a need for hospitality educators to obtain doctorates, than hospitality doctoral programs need to be created.

Hospitality programs will continue to create graduate programs. These programs will be created, regardless of the needs of the hospitality students and the hospitality industry. As long as there is sufficient enrollment, educators will not have any reason to change their practices.

5. Another Implication is that Hospitality education will emphasize to a greater extent, the need to hire educators with hospitality management experience. They will still receive no greater recognition economically or in status, beyond their educational accomplishment. The industry and education are two different, separate worlds. In the industry, work experience takes equal if not precedence over educational degrees. In education,

educational degrees will take precedence over work experience. At some schools, recognition is given to work experience in hospitality education. An educator is given credit for number of years of work experience. Though work experience will never exceed the value of degrees. An educator with a masters and ten years hospitality management work experience, would still be compensated less than an educator with a doctorate, and no hospitality management work experience. So there is some limited recognition, but experience is still not equal to degrees in equitable value. This type of recognition is limited to a small minority of schools, that offer hospitality programs. Other hospitality programs may encourage educators to have work experience, though they will not be recognized or compensated for their experiences. The educator with the masters and ten years hospitality management work experience, may be non-tenure track, an instructor, and lower paid than doctoral instructors. While the doctoral instructor with no hospitality management work experience, will be tenure track, a professor, and higher paid than a masters instructor. Work experience in a hospitality educator is looked upon as an additional attribute. Though it is not a feature that will receive any additional recognition, or most of the time, additional compensation. It may be used as a decisional factor in the hiring of an educator, as long as the two educators compared are at the same degree level. So it becomes an attribute which may be sought out, but

limited by educational constraints. The constraints limiting the value it can produce for these educators.

Work experience Should be given some consideration in relation to educational accomplishments. Work experience should be a necessary component of any qualified hospitality educator. Though it is not likely this consideration may ever take place in hospitality education. There may be too much opinion, for the concept of work experience among university administrators. As long as this disdain exists, work experience will never receive equal recognition with levels of degrees in education.

6. It is also implicated that as long as enrollment and growth continues in hospitality education, there will be a need for faculty. They will produce more and more graduates who are not prepared to succeed in the industry. As enrollment and the number of programs continue to increase, there will be a need for more faculty to teach at these programs. As more students will be taught by hospitality management experience, more unprepared hospitality graduates may be entering the hospitality market. This may lead to a further erosion of the respect currently held by hospitality professionals for education. As these numbers continue to grow, this may only cause to lessen the reputation of hospitality education.

The implications of producing these types of graduates, may cause hospitality organizations to recruit less hospitality graduates. Most major hospitality companies still recruit hospitality graduates. If these

graduates have good hospitality work experience, then they will be appealing to those hospitality companies. If hospitality education produces hospitality graduates, who were not encouraged to have industry experience, it is less likely they will have that experience. This may make them less worthy to hospitality organizations, lessening the likelihood they will hire hospitality graduates in the future. Any hospitality educator who has had hospitality work experience, would know how important it would be for any hospitality graduate.

7. Another implication is that there is greater recognition for the masters degree. An example of this would be Sheraton's Senior Level Management programs for those with master's degree's. As stated previously, Sheraton now has a management trainee program for graduates with masters degree's. This can be seen as a very positive sign for hospitality education. There should be some worthwhile recognition of the masters degree in the hospitality industry. The Sheraton program started in 1989. Though it should be noted, it is currently the only masters training program in the entire hospitality industry. The program only accepts about five people per year into this program. With thirty-five schools producing masters graduates each year, the number of graduates are far greater than the capacity of that program. According to Brett Hutchens (1991), Human Resource Director for the Sheraton program, hospitality graduates are given no additional consideration over non-hospitality masters graduates. It should be noted

according to Hutchens, that last year they had 130 applications. They accepted five of those applications for the program. It should be also noted that according to Hutchens, first consideration even at the masters level, is given to work experience over degree. So despite the level of education, industry's consideration for graduates with work experience remains constant.

The implications for the industry seeking masters hospitality graduate, could be much brighter in the future. If Sheraton's program is successful, than it is likely other hospitality companies will adopt similar programs. It would be recommended that hospitality programs do as much as possible to promote hospitality company masters training programs in the future. Working together, can only help to foster a more cohesive working relationship in the future. The rest of the industry is likely monitoring quite closely the Sheraton masters training program. It is hoped that hospitality educators are also monitoring it's growth.

8. Another implication is to create a master's program that will lead to a greater degree of success among its' graduates, because of a greater relevancy in its curriculum in relation to the hospitality industry. This program would only have an educational track. If in the future, more hospitality organizations start masters training programs, then an industry track should be created. But not until growth is far greater than it is now. The educational track should be for those interested in a career in hospitality education. If a student is not interested in

teaching, they should be discouraged from this program. Then they should also be informed of the lack of current recognition of the masters by the hospitality industry.

The masters program should be designed with an emphasis on enhancing teaching skills. A hospitality masters program should be designed with various educational courses, including courses in business education. This would enhance the hospitality graduates teaching skills. With an educational track only, many of these students may be seeking a doctorate in the future because of its educational emphasis. The undertaking of a masters thesis would be a good preparation for the likely future undertaking of a doctoral dissertation. It will be stressed that obtaining a doctorate, will open up more avenues in teaching. As stated previously, any masters student in the program will be informed of the current industry perceptions of the masters degree. If a student is industry oriented, and still wants to pursue a masters degree at recommended program, they will of course be allowed. It will be emphasized that even if they are only interested in working in the industry, it will be of greater difficulty to predict their future career track. In the future, that graduate may wind up in the teaching profession. While the experience of writing a thesis might intimidate the student towards pursuing a doctorate. The student will have a better idea of what is entailed in the writing of a major research project.

The industry work requirement of future masters students can be seen as a safeguard, to insure hospitality educators have work experience. Those students with hospitality masters degree's can obtain teaching positions. They can work at community colleges and small private colleges, without ever having to obtain a doctoral degree. They can also work at universities sometimes, with a requirement for them to obtain a doctorate in the future. They can be hired without any hospitality management work experience. If they have to work in the industry before they pursue a masters, this would not happen. Not many schools would hire someone with only a bachelors degree to teach in higher education. Though it should be noted in a more specialized field, such as hospitality education this has taken place.

The work experience requirement could also be viewed as a safeguard, to insure that future hospitality educators have hospitality management work experience. This requirement would benefit students in the future, having been taught by hospitality educators with hospitality management work experience. An educator with this type of experience can better prepare hospitality students for a future success in the hospitality industry.

The implications of this type of masters degree could be very positive. Other universities considering creating hospitality masters programs, might consider these recommendations. Currently existing hospitality masters programs might consider some of these recommendations.

These recommendations will create a masters program that students can better utilize in the future. It will also be a program with realistic career expectations for its' graduates. It will also be a program designed with the type of curriculum necessary for an academic oriented masters program. Finally it will be a program that will produce more qualified educators, because of the hospitality management work experience requirement.

9. The final implication is that Schools may be held accountable for creating hospitality masters degrees, which will be of a longer term value to future graduates.

This implication may seem to be somewhat idealistic. That future implications are based on the assumption that previous recommendations, made in this study, may be adopted.

The first step towards accountability is a sanctioning organization that can implement these types of controls. The primary academic organization in hospitality education is C.H.R.I.E.. Recently C.H.R.I.E. has adopted methods for accrediting academic hospitality programs. This accreditation is related to monitoring some type of nationwide uniformity in hospitality curriculum. It would be beneficial for C.H.R.I.E. to go further in its accreditation practices.

The implications of accreditation would be based on students future marketability in the hospitality industry. If C.H.R.I.E. would accredit only masters programs that are education career oriented, this may change the industries

perception of the masters degree. Then C.H.R.I.E. could become more than a monitor of hospitality programs, and become a sanctioning body of legitimate programs. Not just to monitor a program, but to eventually eliminate recognition of a program, if it will not live up to these C.H.R.I.E. accreditation standards. C.H.R.I.E. could monitor these programs so that they are adhering to these structured academic guidelines. Currently the accreditation that exists is for the sake of educators. Educators prefer to be associated with hospitality programs that are accredited by C.H.R.I.E.. Hospitality students are less aware of what C.H.R.I.E. represents. If C.H.R.I.E. became a sanctioning body, students would become aware of what C.H.R.I.E. stands for, by its actions.

The implications from making schools accountable for the success level of graduates would be strongly felt. While it may be difficult to measure success, there may be various measurements that one may utilize. A graduate with a masters degree in hospitality, may be a desk clerk, but may think of themselves as successful. While another graduate with a masters, who is a hotel general manager, may not think of themselves as successful. Success is subjective. A standard for success should be set for hospitality graduates. The implications for requiring that 50% of all graduates should be in executive or managerial positions within one year of graduation would have a far reaching affect. If a program continually does not meet

those guidelines, C.H.R.I.E. would discontinue recognition of their program after the last recognized class graduates.

Hospitality programs would be more successful, if its' graduates were more successful in their hospitality careers. The implication of a hospitality programs success should be based not on how many articles its' faculty publish, but on how successful their graduates are. The success of these graduates would then benefit the industry. Then industry would respect, to a greater level, the value of hospitality education. The success of hospitality education should not be based on the number of hospitality programs, but on how many successful hospitality graduates these programs produce.

BIBLIOGRAPHY

- Appalachian State University Catalog, (1991). Undergraduate Course Listings. Hospitality Program, p. 55-57.
- Bosselman, R.H. and Fernsten, J.A. (1989, spring). Graduate Hospitality and Tourism Education: A Review of Programs. Hospitality and Tourism Educator, p. 27-29.
- Barlow, M.L. (1965). The Challenge to Vocational Education. Vocational Education. Chicago, Illinois: The Sixty-fourth Yearbook of the National Society for the Study of Education, p. 15.
- Butts, R.F. and Cremin, L.A. (1953). The Expansion of American Education, Reshaping the American Mind. A History of Education in American Culture, New York: Holt, Rinehart, and Winston Inc., p. 341.
- C.H.R.I.E. (1990). Hospitality Management Program Poll, List of Universities and Colleges Offering Hospitality Management Programs.
- Collison, M.N.C. (1988, March 23). Hospitality is an inviting field in Many Colleges, Chronicle of Higher Education, 34, p. 33-34.
- Damonte, T., and Vaden, A.G. (1987). Career Decisions in Hospitality Management. Hospitality Education and Research Journal, 11 (2), p. 51.
- Doughty, Harold R. (1990). Guide to American Graduate Schools (6th Ed) Princeton, New Jersey.

- Engel, M.D. (1989, Spring). Purpose and Objectives of Graduate Programs. Hospitality & Tourism Educator, pp. 10-11.
- Evans, M.R. (1988, August), Academic Credibility and the Hospitality Curriculum: The Image Problem. The Cornell H.R.A. Quarterly, pp. 45.
- Fenich, G.F. (1988). And Empirical Assessment of Support for pursuit of Doctoral Degrees in Hotel, Restaurant and Institutional Education. Hospitality Education and Research Journal, 12(2), p. 112.
- Fisher, W.P. (1987, December). Hospitality Industry Launches Campaign to Avert a Critical Labor Shortage, Lodging, pp. 91-92.
- Good, C.V. (1973). Dictionary of Education (3rd ed.). New York: McGraw Hill.
- Hayes, D.K. and Cummings, P.R. (1987, August), Exploring New Territories in Faculty Development. The Cornell H.R.A. Quarterly, pp. 36.
- Heiman, R. (1987). University Faculty In Hospitality Education Hospitality Education and Research Journal, 11(3), pp. 74.
- Hill, J.E. and Kerber, A. (1967). Statistical Inference and Parametrical Statistical Tests-II. Models, Methods, and Analytical Procedures in Educational Research. Detroit: Wayne State University Press, p. 297.

- Hutchens, B. (1991). [Interview with Daniel Bernstein]
Sheraton's Senior Level Management Trainee Program.
- Isaac, S. and Michael, W.B. (1984). Statistical Techniques
and the analysis of Data. Handbook In Research and
Evaluation (4th ed.) San Diego, California: Edits
Publishers: San Diego, California,
p. 176.
- Kazmier, L.J. (1967). Rank Correlation. Statistical
Analysis for Business and Economics. San Francisco:
McGraw-Hill Book Company, pp. 287-289.
- Khwaja, H.S., Bosselman, R.H., and Fernsten, J.A. (1990,
winter), Perspectives on Hospitality and Tourism Graduate
Programs: The view from International Students.
Hospitality and Tourism Educator, pp. 28.
- Lundberg, D.E. (1976). Hotel-Motel Finances and Management.
The Hotel and Restaurant Business (2nd ed.). Boston:
Cahners Books International, Inc. pp. 101-102.
- Lundberg, D.E. and Armatas, J.P. (1974). Management
Development. The Management of People in Hotels,
Restaurants and Clubs (3rd ed.). Dubuque, Iowa: Wm.C.
Brown Publishers: Dubuque, Iowa. pp. 158.
- Lundberg, D.E. and Armatas, J.P. (1980). Introduction. The
Management of People in Hotels, Restaurants and Clubs (4th
ed.). Dubuque, Iowa: WM.C. Brown Publishers: Dubuque Iowa.
vii-viii.
- Megnin, R.S. (1986). Response to:Graduate Programs: Are they

- Effective? Hospitality Education and Research Journal, 10(2), p. 143
- Miller, D.T. and Olsen, M.D. (1988, August), Setting Standards for Faculty Evaluation. The Cornell H.R.A. Quarterly, p. 46-47.
- Nebell, E.C. III, Calnan, T.W., and Chacko, H. (1986, August). Desperately Seeking Doctorates: The Hospitality Educator Shortfall. The Cornell H.R.A. Quarterly, p. 70-76.
- Olsen, M.P. and Khan, M.A. (1989, spring). Mission and Philosophy: Graduate Programs. Hospitality and Tourism Educator, p. 21.
- Orlich, D.C. (1978). Establishing Appropriate Scales, Systematic Techniques and Inferential Statistic Tests. Designing Sensible Surveys. Pleasantville, New York: Redgrave Publishing Company, p. 52-56, p. 89, and 148.
- Peterson's Graduate Programs in Business, Education, Health & Law (24th. ed.) (1990). Princeton, New Jersey: Peterson Guides.
- Peterson's Annual Guide to Undergraduate Study four-year Colleges (22nd ed.) (1992). Princeton, New Jersey: Peterson Guides.
- Pizam, A. and Milman, A. (1987). Academic Characteristics and Faculty Compensation in U.S. Hospitality Management Programs. Hospitality Education and Research Journal, 11,(2) p. 71.

- Riegel, C.D. (1987, August), Defining the Doctorate: A Body of Knowledge for the Hospitality Educator. The Cornell H.R.A. Quarterly, p. 30.
- Schmeltzer, C.D., Costello, P.S., and Blalock, S.L. (1987). A Comparative Profile of four-year Baccalaureate Hotel Restaurant and institutional Management (HRIM) programs. Hospitality Education and Research Journal, 11(2), p.71.
- Shingleton, J.D. and Others (1986), Estimated Demand for 1986 Graduates of Michigan four-year Colleges and Universities. East Lansing, MI: Michigan State University, placement services. (ERIC Document Reproduction Service No. ED. 282 471).
- Shingleton, J.D., Scheetz, L.P. (1986). Recruiting Trends 1986-87 A study of 761 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates. East Lansing, MI: Michigan State Placement Services, (ERIC Document Reproduction Service No. ED 276 339).
- Tas, R.F. (1988, August), Teaching Future Managers. The Cornell H.R.A. Quarterly, pp. 42-43.
- Umbreit, W.T. and Pedersen, D.(1989, spring). A Survey of Hospitality Education Graduate Schools. Hospitality and Tourism Educator, pp. 45.

Websters New Collegiate Dictionary. (1981). Springfield
Massachusetts G & C Merriam Company.

Welter, R. (1962). Index, Popular Education and Democratic
Thought in America. New York and London: Columbia
University Press, pp. 475.

Appendix A
LETTER OF TRANSMITTAL TO
HOSPITALITY HUMAN RESOURCE DIRECTORS
AND EDUCATORS

February 5, 1990

Dear Hospitality Professional or Educator:

I would appreciate your assistance in completing the following enclosed brief questionnaire entitled, Levels and Types of Education and Work Experience for Prospective Managers in the Hospitality Industry. This questionnaire is for "A Study of Attitude towards the Masters Degree in Hospitality Administration in Relation to Career Opportunities in the Hospitality Industry."

With your valued support, I hope to have my research portion of my dissertation completed by the summer of 1990, in relation to an Ed.D. in Educational Administration from the University of South Dakota.

Thank-you,

Daniel H. Bernstein
1331 West Baseline Road
#167
Mesa, Arizona 85202
(602) 491-8067



Appendix B
QUESTIONNAIRE



Daniel H. Berstein
1331 W. Baseline Rd. #167
Mesa, Az. 85202

A STUDY OF ATTITUDE TOWARDS THE
MASTERS DEGREE IN HOSPITALITY
ADMINISTRATION IN RELATION TO
CAREER OPPORTUNITIES IN THE
HOSPITALITY INDUSTRY

Part I: Levels and types of Education and Work Experience for
Perspective Managers in the Hospitality Industry.

How would you rate each listing as a perspective manager/
employee as for their potential for future success in the hotel and
restaurant industry. Please circle the answer you believe would most
correspond to the potential of that applicant, based on the scale
listed below.

*please note all bachelors degrees in hotel and restaurant
management, food service management and travel and tourism will be
classified as hospitality management. All work experience will be
classified as hospitality work experience.

Scale: 6= Excellent
5= Good
4= Marginally Acceptable
3= Marginally Unacceptable
2= Poor
1= Not Considered

	Scale
1. Applicant has: No bachelors degree in higher education but does have hospitality Management work experience.	6 5 4 3 2 1
2. Applicant has: No bachelors degree in higher education, hospitality non-management work experience, and non-hospitality management work experience.	6 5 4 3 2 1
3. Applicant has: A bachelors degree in hospitality management and hospitality management work experience.	6 5 4 3 2 1
4. Applicant has: A bachelors degree in hospitality management, hospitality non-management work experience and non-hospitality management work experience.	6 5 4 3 2 1
5. Applicant has: A bachelors degree in a non-hospitality area, hospitality management work experience and hospitality non-management work experience.	6 5 4 3 2 1
6. Applicant has: A bachelors degree in a non-hospitality area, hospitality management work experience and non-hospitality management work experience.	6 5 4 3 2 1

7. Applicant has: A bachelors degree in hospitality management, masters in a non-hospitality area and hospitality management work experience. 6 5 4 3 2 1
8. Applicant has: A bachelors degree in hospitality management, masters in non-hospitality area, hospitality non-management work experience and non-hospitality management work experience. 6 5 4 3 2 1
9. Applicant has: A bachelors degree in a non-hospitality area, masters in hospitality administration, hospitality non-management work experience and non-hospitality management work experience. 6 5 4 3 2 1
10. Applicant has: A bachelors degree in a non-hospitality area, masters in hospitality administration and hospitality management work experience. 6 5 4 3 2 1
11. Applicant has: A bachelors degree in a non-hospitality area, masters in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality work experience. 6 5 4 3 2 1
12. Applicant has: A bachelors degree in hospitality management, masters in hospitality administration and non-management hospitality work experience. 6 5 4 3 2 1
13. Applicant has: A bachelors degree in a non-hospitality area, masters in a non-hospitality area, doctorate in a non-hospitality area, hospitality management work experience, hospitality non-management work experience and non-hospitality management work experience. 6 5 4 3 2 1
14. Applicant has: A bachelors degree in hospitality management, masters in hospitality administration doctorate in hospitality administration, and non-management, non-hospitality work experience only. 6 5 4 3 2 1
-

Part II: GENERAL INFORMATION

1. Please indicate your present position or rank in the hospitality industry or in hospitality education.

2. Please mark an "X" next to all degrees earned and area of academic concentration.

	<u>Degree earned</u>	<u>Hospitality degree</u>	<u>Non-Hospitality degree</u>
Bachelors level work degree not completed	_____	_____	_____
Bachelors Degree	_____	_____	_____
Masters level work degree not completed	_____	_____	_____
Masters Degree	_____	_____	_____
	<u>Degree earned</u>	<u>Hospitality degree</u>	<u>Non-hospitality degree</u>
Doctoral level work degree not completed	_____	_____	_____
Doctoral Degree	_____	_____	_____

3a. For Current Hospitality Industry people only.

Please mark and "X" next to how many years you have been employed in a management level position in the hospitality industry.

0-2 years _____	14-18 years _____
3-5 years _____	19-24 years _____
6-8 years _____	25-30 years _____
9-13 years _____	over 30 years _____

3b. For Current Hospitality Educator only.

Please mark an "X" next to how many years you have been teaching in hospitality education.

0-2 years _____	14-18 years _____
3-5 years _____	19-24 years _____
6-8 years _____	25-30 years _____
9-13 years _____	over 30 years _____

4. Please indicate your age, by marking an "X" in the corresponding blank.

22-27 _____

46-51 _____

28-33 _____

52-57 _____

34-39 _____

58-64 _____

40-45 _____

65 or more years _____

5. Please indicate your gender.

Male _____

Female _____

6. General Comments: _____

Thank you for your support. Please return the completed
questionnaire in the enclosed postage paid, self addressed envelope.

Daniel H. Bernstein
1990

Appendix C
LETTER OF FOLLOW-UP



Dear Hospitality Professional or Educator:

If you have completed the questionnaire recently sent to you, Levels and Types of Education and Work Experience for Prospective Managers in the Hospitality Industry, in relation to the research portion of my dissertation for an Ed.D. in Educational Administration from the University of South Dakota, thank you for your assistance. If you have not completed the questionnaire I have sent you, please complete it as soon as possible, or if you do not wish to provide this information, please fold, insert in the envelope and return as promptly as you can. I appreciate your valued input.

Thank-you,

Daniel H. Bernstein
1331 West Baseline Road
#167
Mesa, Arizona 85202
(602) 491-8067

Appendix D

EDUCATOR COMMENTS



Educator Comments

I do not like your 6 point scale, 5/7/9 point scales would fit my answers better.

I'm curious as to why you don't care how much managerial experience hospitality educators possess.

As constructive criticism-this questionnaire is a bit confusing-so you absolutely need 1-14 classifications? Also this, of course is hypothetical- but what about personal characteristics-"degrees do not a person make!"

You may wish to consider how wide a field "non-hospitality degree" really is. Clearly a business graduate or perhaps engineering, C.I.S. or communications has a different background than does a music, art or philosophy major.

1. A degree in higher education?
2. Manager or employee position?
3. What type of past experience?
4. How much past experience?
5. How are you examining a masters degree when asking so many questions with other variables?

Attitude and enthusiasm impact potential for future success greatly! I have seen success and failure from each level of education/experience when motivation was applied either positively or negatively!

There are currently insufficient levels of hospitality management work experience within the ranks of hospitality educators! I have almost 20 years experience in hospitality, but do not receive the pay, honor or respect due me because of the ranking system used within U.S. universities.

Would like to have seen a definition of "success". This will vary by respondent thus casting questions on your conclusions. Good Luck.

As things stand now, opportunities for success in hospitality are excellent for any combination of a degree



and hospitality management experience. A degree beyond masters is irrelevant.

The industry does not yet place a premium on graduate education-maybe in specialty as accounting. Also believe there is a preference for HA Grads., but others are in demand based on labor market.

You refer to "Manager/employee" in one of the opening paragraphs. I would have different requirements for different positions.

It gets confusing to try to sort out all the variables relative to degrees, experience etd. I feel much of the potential for success rests with the details of their experiences.

Classifications difficult to understand. Qualities I would use to rate managers are different from those to rate employees!

Good Luck! Am interested in results.

I assume your asking about the ideal applicant for a manager.

Can we get copies of results?

Questionnaire is hard to read.

I'm in the same position you are. Hoping to complete dissertation by 1/1/91. Good luck with the study hope your committee like it.

Have had 6 years in hospitality public accounting plus 30 years as hotel executive controller, general manager and regional manager, prior to entering educational field.

Scale used was too restrictive-the term marginally acceptable may be easily misinterpreted.

I attribute my degree of success in the resort hotel industry due to undergraduate degree in english and languages topped with an MBA in personnel management and finance. Above all this required hard work and long hours.

This survey is a bit cumbersome and confusing in part I. I hope you get all of your people to fill it out! Good Luck.

The field of hospitality management is so broad. I would rank the importance of a MS differently for a F&B Mgr. than I would for tourism manager.

The questionnaire was difficult to follow... Good luck with the results.

It took a while to decide what you were driving at.

Unfortunately you have precluded apologies of variance of educators response on basis of how many years they worked in the industry. Maybe significant-difficulties experienced on first page.

Good luck Dan.

Questions used in part I are awkward & difficult to differentiate.

Good-luck-I have my doctoral dissertation being submitted tomorrow & I hope to be complete in one month.

Confusing terminology-non-management Vs. management. Good luck with your ED.d.

Although I find the concept interesting your request for me to judge "potential for future success" without more information makes answering questions more difficult.

Why would those with doctorates work in industry, industry does not accept that.

Would have been useful to me find out how many years of hospitality industry experience a current hospitality educator held before becoming an educator.

Good idea- but "attitudes" are not reality.

Good luck on your Ph.D., Dan.

Potential for future success depends on many factors besides education and previous work experience (eg., personality type, ambitions, adaptable to non-traditional work week, etc.,etc.) It is difficult to answer the questions without knowing how far into the future you wish to look when you say "potential for future success".

Even though considered non-hospitality degree, my B.A. in criminal justice and M.A. in Law Enforcement Administration, allow me to teach security and law in hosp. mgmt. from the users perspective.

This is a well thought out research I would like to get a copy of your results to the study. Thank you.

Your "Likert type" scale does not reveal the rationale for the participants decisions. For instance, I believe that any doctorate would be an indicator of potential dissatisfaction on the part of any individual entering the hospitality management environment. Good luck.

You should clarify what question "applicant" is seeking in your initial question.

Do you expect any surprise? Will you be surprised if the industry wants experience in our field? Do you believe anyone gets a doctorate to go to a mgt. position with no work experience? What people want are mgt. applicants who have great experience in our industry both managerial & a degree if possible.

I think the non-hospitality masters degree depends on the specific area. An MBA is more relevant than a masters in social work.

I rated the individuals with doctorate degrees a 5 vs. 6, because a doctorate degree prepares an individual for research- I wonder how/why the degree is headed back to industry.

Masters degree does not contribute to their success. Bachelors & mgt. experience in hospitality, along with good attitude are the keys to the future in the industry. Typically masters students lack work experience, and does not have the opportunity to learn the technical skills for the industry.

Q 1-14 hard to differentiate between options-too many options.

First 14 were not easy to answer complex questions...too many sub parts to think about.

Work force is still desperate for mgmt. personnel-Thus the many "6" responses.

Over 25 yrs in hospitality industry before entering full-time teaching. My professional industry experience indicates to me that education alone does not guarantee success.

Questions 1-14 should have been bulleted listings rather than paragraphs. Because of the tedious nature of the questions, I would be concerned about the accuracy of responses to the last few questions in the 1-14 sequence.

Degrees relatively less important than motivation and energy level.

Appendix E

INDUSTRY COMMENTS



Industry Comments

I have found that degrees do not have the same impression or provide the necessary "foot in the door" as in other professions. I would like to see it change. Good luck.

I rate education secondary to actual work experience and accomplishments. Also school where degree earned must be examined just as we look at the property that provided the work experience. Please send copy of the survey. Thank-you.

In my perspective, an individual with hosp. degree & no exp. is equivalent to a non-degree individual with 3-5 yrs. work exp.

Many other factors besides a college/masters degree are taken into account for a person to be successful in this industry, personality, drive, and the ability to handle stress on a daily basis are all very important to consider. * many successful mgmt personnel have not degree at all. this is not a prerequisite for a hotel mgmt. position.

Masters level education not usually needed. Prefer experience at low level than masters degree. Best candidate: Bachelors degree in hospitality and willingness to start at entry level and prove potential.

I feel very strong on the issue that experience in the industry is of utmost importance and should include higher education.

Breakers is a 200 room hotel with no opportunity for masters degree people. Strong requirements here for management who have good hands on experience in hotels.

Masters degree and Ph.D. candidates tend to become disenchanted rapidly with the nature of the work.

If I were to reenter the hospitality industry as an operator. I would look for a masters in liberal arts & humanities-to be of far greater value than an MBA-Industry

has got to start counting on people and quit counting beans-people skills are lacking through out the industry.

I would like a copy of your results & your dissertation please. In our company a degree is not as important as experience we train & promote from within & educate our managers ourselves. The book managing quality services, was written by our Sr. Vice President who began employment with us as a landscaper.

It truly is difficult to answer these questions, because in the hospitality business we take a very strong look at attitude.

The Catskill Mountain Resort Industry requires management experience in each department or a working knowledge of the same. A doctorate would not be favorable to work experience.

I assist in recruiting hospitality people only; not senior management.

Any degree is good when accompanied with hospitality work experience. Just the degree and no work experience is not as good. The hospitality schools should encourage work related labs or classes for students with no experience.

Let me know what you find out. Good luck on your dissertation and career.

When considering mgmt. candidates in this industry. You also rely on networking to provide good candidates, references, internal promotion/succession plans and professional social demeanor.

I would value hospitality education, but my first priority would be hospitality experience. Thus a combination of the two would be ideal in my mind.

As most of our motels have less then 100 rooms and limited F&B. We look more toward experience instead of degrees. Ideal would be motel degree & motel experience.

Because of the specialized nature of many of the areas in a hotel/resort, I feel much emphasis is often placed on hospitality experience and education may contribute to decision being made for upper management positions.

Education in a field is important but experience still carries a large % in determining which applicant is chosen.

Prefer a person who can think with any degree background & some ground up- sup. hotel exp.

I marked 5 for all with BH-the excellence would be determined by personality-enthusiasm-strong interpersonal & leadership skills.

At this time our Co. would not be seeking ph.D.'s at all. We hire few people just out of college and put most of our emphasis on working results vs. a degree. A degree is not a requirement for any position in our company, but is an added benefit.

Degree, non-hospitality or hospitality is not of paramount importance. Willingness to learn our philosophy and accept our management style and to exhibit both in day to day operation will determine success in our company.

Hospitality industry always changing current experience is a much needed concern of employer. It is hard to bring on someone who worked in hospitality 15 years ago.

Education is not as important as attitude & an understanding of service & hospitality and how to give good service. A doctorate in hospitality does not mean you have an understanding of how to land & motivate a line employee in the fine art of service. Give me the right attitude any day & I can train you to do the job.

Your questions are too repetitive and tongue twisting. Experience in our industry is extremely important for advancement.

Higher education (masters-doctorate) without hospitality experience can often lead to frustration when the individual is placed in a management position.

Good-luck-would appreciate knowing your findings (Experience has been weighted heavily in the properties I have worked. Education seems 2nd)