

ABSTRACT

THE CONTRIBUTIONS OF THE HOTEL AND RESTAURANT
SCHOOLS TO THE HOSPITALITY INDUSTRY

by

Somjai Chalermvongsavej

The purpose of this study was to investigate the opinions of leaders in the hospitality industry about the contributions which had been made by the hospitality schools. These contributions were specified in the topics of accounting, finance, marketing, merchandising, planning, supervising, system analysis, architecture, engineering, and interior design. Fifty-six questionnaires were sent to the personnel of hotel and food service companies. A high percentage of respondents believed that the schools had made no contribution in accounting, finance, marketing, merchandising, planning, and supervising. The major problems were that the schools did not provide enough emphasis on the subjects and students' practical experience. In addition, there were a low percentage of responses to the topics of architecture, engineering, and interior design. Consequently, those contributions could not be defined because of lack of information.

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A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

in

HOTEL AND FOOD SERVICE MANAGEMENT

at

FLORIDA INTERNATIONAL UNIVERSITY

1982

To Professors: Donald Greenaway
Ted White

This thesis, having been approved in respect to form and mechanical execution, is referred to you for judgment upon its substantial merit.

Dean Anthony G. Marshall
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The thesis of Somjai Chalermvongsavej is approved.

Professor

Major Professor

Date of Examination: July, 1982

ACKNOWLEDGMENTS

I wish to express appreciation to the leaders of the hospitality industry who have shared their time in responding to the questionnaires. Special thanks go to the hospitality firms for their co-operation.

In conducting this thesis, Professor Donald Greenaway has been most helpful in suggesting the research approach and in contacting the hospitality firms for their participation. This thesis could not have been completed without his assistance.

Ultimately, I owe particular thanks to Dean Anthony Marshall, Professor Ted White and of course, Professor Donald Greenaway again in approving my thesis.

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THE PROBLEM AND ITS SETTING

The Statement of the Problem

This research proposes to investigate the opinions of leaders in the hospitality industry about the contributions which have been made by the schools of hospitality management during the last several years.

The Subproblems

1. The first subproblem. The first subproblem is to measure the attitudes of the leaders in the industry toward the hospitality schools.
2. The second subproblem. The second subproblem is to examine the opinions of the leaders in the hospitality industry about the importance of the hospitality schools in comparison with the business schools in offering capable people for the executive jobs to the industry.
3. The third subproblem. The third subproblem is to find the reason why the graduates of hospitality schools chose to study in this field.

The Hypotheses

The first hypothesis is that the group of the leaders in the industry favourable toward the hospitality schools is more than 75 percent of the total group.

The second hypothesis is that the leaders in the industry believe that the hospitality schools are better than the business schools in preparing the graduates with theoretical and technical knowledge which enable them to maximize their contributions to the industry.

The third hypothesis is that the hospitality schools are chosen because they offer the graduates a good opportunity for their future careers.

The Delimitation

The study will investigate the opinions of the leaders in the industry regarding the specific contributions which hospitality schools have made to the industry. These contributions are in the topics of accounting, finance, marketing, merchandising, planning, supervising, system analysis, architecture, engineering, and interior design.

Individuals of hotel companies and food service companies will be the potential respondents.

The Definitions of Terms

Hospitality industry. The hospitality industry is the business of serving the needs of people away from home for

lodging, food and related service.¹

Hospitality school. The hospitality school is the educational institution providing the specific education and practical experience for the personnel in the industry. The course study program is involved in the operating of hotels, restaurants, travel agencies, and other related businesses.

Business school. Business school is the school offering instruction in secretarial skills, business administration, etc.²

Contribution. Contribution is the benefit that hospitality schools have made to the industry for development.

Accounting. Accounting is the principles or practice of systematically recording, presenting, and interpreting financial accounts.

Finance. Finance is the managing or science of managing money matters, credit, etc.

Marketing. Marketing is all business activity involved in the moving of goods from the procedure to the consumer, including selling, advertising, packaging, etc.

Merchandising. Merchandising narrowly defined means merely "the selling of merchandise." In a broader sense, it is the presentation of the merchandise in such a manner as to

¹Mark Earle, "Career Progress of Graduate Students in Hotel Administration" (a monograph presented to the Faculty of the Graduate School of Cornell University, August 1977), p. 1.

²David B. Guralnik (ed.), Webster's New World Dictionary (U.S.A.: World Publishing Co., Inc., 1976), p. 192.

cause people to buy it. It has to do with many facets of the hospitality business. As such in the food service business, the merchandising program should be concerned with food, service, price, design, decor, advertising, sales promotion, and showmanship.³

Planning. Planning is defined as "thinking ahead." It requires imagination and ability to foresee future contingencies based upon past experience.⁴

Supervising. Supervising is defined as overseeing whether the plan, policies, and directives of management are carried out.⁵

System analysis. System analysis is the study of the structure and behavior of sets of interacting elements. For example, a food service is a system. It consists of many subsystems like a food procurement system, a storage system, a food preparation system, a cash control system and so on.

Architecture. Architecture is the science, art or profession of designing and constructing buildings, bridges, etc. One in the management position of the hospitality industry is not expected to be an expert on this subject but he or she should be familiar with the principle of design and lay out.

³John W. Stokes, How to Manage a Restaurant or Institutional Food Service (Iowa: W.M.C. Brown Company Publisher, 1974), p. 327.

⁴Ibid., p. 18.

⁵Ibid., p. 21.

Engineering. Engineering is the science concerned with putting scientific knowledge to practical use, divided into different branches, as civil, electrical, mechanical, or chemical engineering. Since the hospitality business depends upon various appliances and machines for its operation, the understanding of some basic principles involved in the personnel is essential.

Interior design. Interior design is the artistic work in decoration. One who works in the hospitality industry is not expected to be an artist but he or she should be familiar with the principle of this subject.

Assumptions

The first assumption. The first assumption is that the unique evaluation in measuring the respondents' attitudes toward the hospitality schools will not be a matter of concern.

The second assumption. The second assumption is that the respondents who answer the questionnaires are representative of the leaders in the industry.

The third assumption. The third assumption is that the respondents' major field of study, the year of graduation, sex, age, and job position have no effect on their personal opinions.

The Importance of the Study

Hospitality education has been provided for more than fifty years for the general purpose of developing the graduate's theoretical and technical knowledge needed in the hospitality

industry, an industry which is experience oriented, people oriented, labor intensive, and technologically advanced. It is important to have the feedback of the efforts which the hospitality schools try to make for the industry in terms of their contributions. The successful contributions and/or failures will be the guidelines for their various development programs.

THE REVIEW OF THE RELATED LITERATURE

The Hospitality Industry

The hospitality industry is the business of serving the needs of people away from home for lodging, food, and related services.

When primitive man first traveled away from his abode, whether for warfare, trading or adventure, he had to have a place to rest and eat. During the past half century, a tremendous increase in travel with the growth of transportation and the needs of travelers has taken place. This growth has had its counterpart in the expansion of the hospitality business.⁶

The growth in tourism has created an expansion in the scale of the hospitality industry operation at the local and national level. Many organizations in the hospitality industry are now multi-national corporations, operating around the world.

Hotel industry. The history of the hotel industry started twelve thousand years ago when land travel was by foot, on

⁶Stokes, op. cit., p. 2.

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animals, or in vehicles drawn by animals. Food and lodging were needed for man and beast. To meet this need, caravansaries and inns were established and hotels were provided under religious auspices. Inns, taverns, hotels and motor inns were built along the travel routes, at airport, and along the highway. Nowadays, hotels are found in all countries of the world and the industry ranks relatively high among the largest world wide industries. The hotel business is one of the major service industries in the United States and a large organization for the employment.⁷

Food service industry. The age of food service has been accompaniment of travel since ancient time. The tremendous increase in travel therefore affects the expansion of public feeding.

In addition to the increased travel, other factors responsible for the growth of the food service industry have been the population increase, higher personal incomes, more woman workers in industry, increased school and college enrollments, wider use of hospitals and other institutions, dispersal of industry from the city to the suburbs, and general growth of suburban areas. The scope of the industry covers a great variety of outlets through various institutions such as restaurants, cafeterias, bars, taverns, hotel-restaurants,

⁷Gerald W. Lattin, "Hotels," William D. Halsey, (ed.) Collier's Encyclopedia (U.S.A.: Macmillan Educational Corporation, 1979), volume 12, p. 293.

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hospitals, public and private schools, in-plant food service, clubs, ships, railroads, airlines, etc.

In the food service industry, there has been a pattern of quick success and sudden failure in the restaurant business, since it is relatively easy to enter and many inexperienced and financially unprepared people give it a try. But in contrast, there has been a growth in the chain operations, both in units and scales volume. The large chain operations, with their resources of capital and managerial talent, have made a tremendous impact on the food service field.⁸

The Hospitality Management Education

The hospitality industry has served the needs of travelers since ancient time to the present. As society becomes more affluent, we travel more often, take more vacations, and seek more leisure time, thereby creating the need for more service facilities in the hospitality business. Today it is one of the largest service industries in America in term of sales and employment.⁹

Before World War II, hotel management personnel were usually employees who had worked their way through the ranks by on-the-job training. Professional hotel-motel training schools were nonexistent. After the war there was a rapid

⁸Stoke, op. cit., p. 148.

⁹Nathan Ralt, Introduction to the Hospitality Industry (U.S.A.: Educational Service Inc., 1971), p. 1.

growth in the hospitality industry, which increased the demand for good manager. Not being able to fill available positions by the standard methods, the hospitality industry began to recruit potential managers. Soon hospitality industry schools were established to train personnel.¹⁰ The first American course in hotel administration was inaugurated at Cornell University in 1922. The success of Cornell's School of Hotel Administration has resulted in the introduction of hotel management training into the curricula of other educational institutions. The training of semiskilled hotel employees is done principally on the job. Special technical schools and apprentice training programs have been developed for the skilled job classifications.¹¹

The hospitality management academic program. There are over eighty schools of hospitality management that provide educational background and practical experience to the personnel in the industry. Among of these schools, three top schools will be determined and identified for their unique academic programs: the School of Hotel Administration, Cornell University; the School of Hospitality Management, Florida International University; and the School of Hotel, Restaurant and Institutional Management, Michigan State University.

¹⁰Seymour Hertson, Hospitality Industry Cooperative Training (New York: ITT Educational Services Inc., 1971), p. 1.

¹¹Lattin, op. cit., p. 299.

The School of Hotel Administration at Cornell University offers training in the numerous disciplines required for modern management, including accounting, finance, marketing, operation, and human-resources development. Students are encouraged to pursue a broad range of courses, including those in the humanities, as preparation for assuming their places in the business community; also included in the basic curriculum are courses in financial management, food and beverage operations, administration, and physical-plant management. The basic program leading to the degree in hotel administration can be further enriched with a broad selection of elective courses offered by the school and elsewhere in the university. In addition, to satisfy degree requirements, every undergraduate enrolled in the school must complete a minimum of two summer periods of ten weeks each or their equivalent of full-time, supervised employment and file acceptable reports for each work period. The school also provides programs for advanced degrees, including those of Professional Studies, Master of Science and Doctor of Philosophy.¹²

The School of Hospitality Management at Florida International University offers Bachelor's and Master's programs that combine practical experience with classroom theory to assist the student in gaining the understanding, skills, and techniques needed to qualify for job opportunities, or to achieve his or her career goals in the growing hospitality industry. For the undergraduate study, the school offers

¹²Cornell University Announcement-Course of Study 1981-1982, p. 255.

chances for the student to enjoy maximum flexibility in choosing areas of emphasis while being assured of a comprehensive coverage of all areas of hospitality management. The listed courses recommended are accounting, psychology, economics and public speaking and the courses requirements are management, accounting, finance, and information systems.¹³

The School of Hotel, Restaurant and Institutional Management at Michigan State University offers the undergraduate program in education for the management of housing and food operations carried on outside the home. The Hotel and Restaurant Management program is designed with emphasizing on the business problems peculiar to the type of enterprise. These problems are subject to scrutiny from the standpoint of production, physical facilities, accounting and finance, management, law, marketing, esthetics, and sociology. In addition, in order to provide a broad-based educational experience and to prepare students in the best way possible for the responsibilities they will assume upon graduation, work experience in the hospitality industry is required.¹⁴

Cooperative education. Cooperative education is a formal plan by which a student alternates periods of attendance at a university with periods of meaningful employment related to the individual's field of study.

¹³Florida International University-Courses of Study for the School of Hospitality Management 1981-1982.

¹⁴Michigan State University Publication 1981-1982, Academic Program.

The first cooperative education was established in 1977 at the Department of Restaurant, Hotel and Institutional Management at Purdue University. The program is designed to supplement students' classroom instruction with substantial industrial experience. The students are given the opportunity to observe and apply the fundamental principles they learn in the classroom. They learn a great deal about the nature of industry and the nature of persons involved at all levels of the work organization. They grow accustomed to employment and are better able to make a graceful transition from student life to the practice of hospitality management after graduation. For the benefit of the hospitality employers who participate in this program, the firm is able to contact prospective employees from a selected and qualified group early in their educational careers and is able to acquaint them with their organization and its work. The employers have the opportunity to observe the on-the-job performance of prospective employees before making a firm commitment about permanent employment.¹⁵

Summary

Today the hospitality industry is a major employer of people, and present political, social, and economic trends indicate increasing importance for this industry. The hospitality education program of each academic institution

¹⁵James F. Downey, "Preparing Better Hospitality Managers through Cooperative Education," The Cornell H.R.A. Quarterly, (May, 1979), 23-25.

is established to provide the industry with students who have knowledge and experience to enter the management rank. The education programs also create the efforts and develop themselves for the purpose of maximizing their own contributions to the hospitality industry.

THE DATA AND THE TREATMENT OF THE DATA

The Data

The data of this research are of two kinds: primary data and secondary data. The nature of each of these two types of data will be given briefly below.

The primary data. The responses to the questionnaire by the leaders of the hospitality industry are the type of primary data.

The secondary data. The published studies and texts and the unpublished dissertations and theses dealing with the hospitality education and industry are the type of secondary data.

The Criteria for the Admissibility of the Data

Only responses from the individuals in the hospitality business who are able to answer the questions will be used in this study.

The responses are not expected to be complete in every topic that has been mentioned regarding the contributions which hospitality schools have made to the industry.

The Research Methodology

The descriptive survey method is the research method that will be employed to process the data that come to the researcher through observation and the instrument for observing data is the questionnaire. The forms for the construction of a questionnaire are needed to accommodate all the questions. The questionnaire method of gathering data is governed by several practical guidelines.

The method and procedure of sampling are determined by looking carefully at the nature of the characteristics and the quality of the data. Ten hospitality business corporations will be selected and asked to select the top ten individuals in each company who are able to answer the questionnaire. This selected group will be sent the questionnaire with a self-addressed stamped envelope for convenience in returning it.

Specific Treatment of the Data for Each Subproblem

The Location of the Data for the Subproblems

With the above mentioned research methodology, the selected group is located in various areas of the United States where the selected hospitality business firms are located.

The Means of Obtaining the Data for the Subproblems

The responses of the selected group will be obtained by written request for the names and addresses from the authorized persons of the ten hospitality business firms. A questionnaire with a self-returned envelope will be sent according to the name list.

Subproblem one. The first subproblem is to measure the attitudes of the leaders in the industry toward the hospitality schools.

The Data Needed

The data needed for the solving of subproblem one is the indication of the level of agreement or disagreement with each statement in the questionnaire by the respondents who are leaders in the industry and able to answer the questions.

The Treatment of the Data

How the Data Will Be Screened. The complete marking in each question involved in the attitude test section will be accepted in order to eliminate error at the final evaluation.

How the Item Analysis Will Be Made. The selected group response data will be treated by performing an item analysis. In this procedure a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose total score is low. The chosen type using this approach is the Likert-type Scale.

The Likert-type Scale is formed by a series of statement related to the topic under consideration. The respondents are asked to indicate their level of agreement or disagreement with each statement. Five opinions are provided: (1)strongly agree, (2)agree, (3)no opinion, (4)disagree, and (5)strongly disagree. Weights are assigned to the cues for each statement with the most positive response typically having a weight of 5 and the most negative a weight of 1. The weight on all statements can then be summated to produce the final scale for each individual.¹⁶

Not only will the Likert-type Scale be used in the data analysis, but also a table construction will be used. From the responses of the questions, a table will be constructed from the percentage of each attitude to the total attitude response for each question, classified by educational background and job position of the respondents.

How the Data Will Be Interpreted. The data will be interpreted by counting the number of weighted items which can be summated to produce the final scale value for each individual as mentioned before in dealing with the Likert-type Scale. The higher the total score for the individual, the more positive his attitude, and the lower the score, the more negative the attitude. In addition, the percentage of respondents in the neutral position can be evaluated by counting

¹⁶Bellenger & Greenberg, Marketing Research A Management Information Approach (Illinois: Richard D. Irwin Inc., 1978), p. 146.

the number of respondents whose attitudes are higher or lower than 15 points $\left[\text{neutral point}(3) \times \text{the number of questions}(5) \right]$. This will be the percentage of the two groups, favourable and unfavourable toward the hospitality schools.

In table construction, the percentage of the specific characteristics of the respondents with the various level of agreement will be shown to support this subproblem in detail.

Subproblem two. The second subproblem is to examine the opinions of the leaders in the hospitality industry about the importance of the hospitality schools in comparison with the business schools in offering capable people for the executive jobs to the industry.

The Data Needed

The data needed are the responses regarding the opinions of the selected group in this specific topic.

The Treatment of the Data

How the Data Will Be Screened. The completed answer returned by the selected group will be accepted and treated.

How the Item Analysis Will Be Made. The selected group response data will be treated by summarizing the various opinions and then identifying the number of the respondents of each opinion classified by educational background and job position of the respondents.

How the Data Will Be Interpreted. From the responses of the question a table will be constructed indicating the various opinions and the percentage of the respondents with each

opinion.

Subproblem three. The third subproblem is to find the reason why the graduates of hospitality schools chose to study in this field.

The Data Needed

The data needed are the answers regarding the questions of why the respondents studied in the hospitality schools if they graduated in this field.

The Treatment of the Data

How the Data Will Be Screened. The responses by the selected group with one reason or more, will be accepted and the questionnaire with no response in this question will be marked as "no answer is available."

How the Item Analysis Will Be Made. The data will be analyzed by tabulating all of the responses to the mentioned reasons on the questionnaire.

How the Data Will Be Interpreted. A constructed table will be used to indicate the responses of the hospitality school graduates as to reason that they studied in the hospitality school. The percentage of respondents in each reason will be determined and the reason with highest percentage of response will be the major reason.

THE RESULTS

The Questionnaires Returned

For the first procedure in obtaining the data, six hotel chains and four top food service companies were selected and sent the written request for the names and addresses of the ten individuals of each company who would be able to answer the questionnaire. There were two food service companies who showed no interest in this study and one hotel chain returning with a list of six names and addresses of executives who would be the respondents. The questionnaire with the self-addressed stamped envelope was sent to the individual and at the same time another food service company was requested to provide ten names and addresses of potential respondents. In addition, other two food service companies and two hotel chains were contacted in person and sent ten questionnaires with a letter of recommendation and self-addressed stamped envelope. They were asked to hand in all the questionnaires to the personnel who had enough knowledge to answer. Finally, there were 56 questionnaires sent out and 21 of them returned. The respondents are 9% in the senior vice-president position, 38% in the vice-president

position, 14% in the director position, 5% in the area supervisor position, 19% in the manager position, 5% in the assistant manager position, 5% in the supervisor position, and 5% in the unknown position. The percentages used in this study are rounded off.

The Contributions of the Hospitality Schools to the Industry

In investigating the opinions of the respondents about the contributions which have been made by the hospitality schools during the last several years, the responses are specified in the topics of accounting, finance, marketing, merchandising, planning, supervising, system analysis, architecture, engineering, and interior design.

In this study the researcher intends to look for the results of two aspects from the opinions of leaders in the industry which are the consequences of the various new concepts or inventions created by the schools and the contributions provided by the academic curriculum and program to the industry.

The questionnaires returned with a very few answers about the contributions of the schools to the industry dealing with the created ideas or inventions except the feed back regarding the schools' hospitality education programs. This might lead to the following assumptions:

First, there are a very few specific created ideas or inventions made by the schools besides the efforts in offering the educational background to the prospective personnel of the industry.

Second, the respondents answered the questions relating to the schools' academic programs alone.

Third, the question was obscure.

In addition, most of the answers in each topic were unclear or incomplete. The researcher had to use self-judgment in classification. Some answers could be identified only as to whether was a positive or negative idea toward the hospitality schools, with no detail. Some answers were too generalized. The response with no answer or in which the answer space was left blank could not be assumed that there was no contribution in that particular topic or the respondent did not know the answer.

Contributions in accounting. The contributions of the hospitality schools in accounting defined by 29% of the respondents are as follows:

1. The schools have provided a good basic background and training to the graduates, especially the cost control procedure which has been taught very effectively and in great detail.

2. The uniform system of accounting has been developed and implemented.

But 66% of the respondents indicated that the hospitality schools have made no contribution in this area. The course study program should be more emphasized with the most consideration in students' practical experience.

Contributions in finance. The study shows that 67% of the respondents believe that the hospitality schools have no contribution in this area with 33% giving no answer. The major failures are lacking of enough effort and curriculum emphasis.

Contributions in marketing. The contributions of the hospitality schools in marketing defined by 14% of the respondents are that the schools have provided good background course programs to the students, specially in the single unit operation and using good visual material and programs.

But 62% of the respondents indicated that the schools have made no contribution in this area. The failures are that there is no emphasis on this subject and there is no practical training provided.

Contributions in merchandising. The contributions of the hospitality schools defined by 25% of the respondents are that the schools have had a large impact in creating the styling of American cuisine and new general ideas. Also 32% of the respondents indicated that the schools have made no contribution to the industry. More course study and practical experience are needed for the students.

Contributions in planning. The contributions of the hospitality schools defined by 14% of the respondents are that the schools offered excellent courses to the students, especially in hotel business. But 33% of the respondents indicated that the schools have no contribution to the industry. The major

failures are that the course study is too backward and does not have enough time spent in this area.

Contributions in supervising. The contributions of the hospitality schools defined by 29% of the respondents are that the hospitality schools created for the students a good overview in supervision and a good education in the personnel management field. But there is 52% of the respondents who indicated that the schools have made no contribution to the industry. One suggestion for this failure is that students need more practical experience in this area, since it is very difficult to learn in the classroom.

Contributions in system analysis. The contributions of the hospitality schools defined by 24% of the respondents in this area are that the hospitality schools have implemented much technical data processing and proliferated electronic equipment and computer. And there is 24% of the respondents who also indicated that the hospitality schools have made no contribution to the industry. The failure here is that theory alone is not enough, practical experience is important.

Contributions in architecture. The contributions of the hospitality schools are acknowledged by 18% of the respondents with 10% of the respondents believe that there is no contribution made by the schools. Both success and failure can not be defined because of lack of information.

Contributions in engineering. The contribution of the hospitality schools defined by 24% of the respondents is the basic background of the course study provided to the students. The other 76% of the respondents had no answer.

Contributions in interior design. The contribution of the hospitality schools is acknowledged by 15% of the respondents with no detail. The other 85% of the respondents had no answer.

The Hypotheses

There are three hypotheses that need to be proven.

Hypothesis 1. The first hypothesis is that the group of the leaders in the industry favourable toward the hospitality schools is more than 75 percent of the total group.

The responses from part II of the questionnaire are the key factor in solving this subproblem which is to measure the attitudes of the respondents. Table 28-38 (Appendix D) show the responses of the respondents classified by educational background and job position to the following opinion:

1. The hospitality schools provide organized programs of study which are useful to the industry.
2. The hospitality schools select and prepare individuals who are qualified and ready to work in the industry.
3. The hospitality schools offer a special center for personnel recruitment for the industry.
4. The hospitality schools have done much to enhance the image of the industry as a legitimate career field.

5. The hospitality schools play a vital role in attracting intelligent young people to the industry.

Finding

With the Likert-scale method, the respondent's level of agreement of these five opinions was summated to produce the final score. The result is as follows:

From the total score, the attitude of 18.5% of the respondents is lower than the neutral point. This makes up the unfavourable group. The attitude of 81.5% of the respondents is above the neutral point. This is the group called the "favourable group." Therefore, this first hypothesis is accepted as the group of the leaders in the industry favourable toward the hospitality schools is more than 75%. A high percentage of the leaders agree and even strongly agree with these five opinions.

Hypothesis 2. The second hypothesis is that the leaders in the industry believe that the hospitality schools are better than the business schools in preparing graduates with the theoretical and technical knowledge which enable them to maximize their contributions to the industry.

Finding

In supporting this hypothesis, the responses about the opinions of the importance of hospitality schools compared with the business schools in providing capable people for the executive jobs to the industry have to be examined.

The responses with 33% of the respondents believe that the business schools are more important with the basic reason that the schools provide the better basic education in business courses, 24% of the respondents believe that the hospitality schools are more important with the basic reason that the schools can offer the students more specific knowledge involving the industry, 33% of the respondents believe that both schools are important with the basic reason that experience is the most important for the industry, and 10% of the respondents give no answer.

Therefore, with the smaller percentage of the respondents' agreement as to the importance of the hospitality schools in this matter, this second hypothesis is rejected. According to this group, hospitality schools are not better than the business schools in providing capable people for the executive jobs in the industry.

Hypothesis 3. The third hypothesis is that the hospitality schools are chosen because they offer the graduates a good opportunity for their future careers.

Finding

The reasons why the graduates of hospitality schools chose to study in this field are found to be that the highest percentage were interested in the hospitality business rather than because the schools offered them a good opportunity for their careers. The percentage difference of respondents is between 48.0 and 28.0. As this is statistically significant,

this hypothesis, that the hospitality schools are chosen because they offer the graduates a good opportunity for their future careers, is rejected.

Other Findings

Other results of this study are as follows:

1. The hospitality schools should concern themselves with providing the students with adequate knowledge and specific technical skills for the industry.

2. Working experience plays a vital role for the careers in this industry.

3. The different background of education of the individuals in this study has no effect on their attitudes toward the hospitality schools.

Summary of Results

The responses from the questionnaires returned show that most of the leaders of the industry have favourable attitudes toward the hospitality schools. They agreed that the schools play vital roles in providing graduates, organizing programs of study which are useful to the industry, selecting and preparing individuals who are qualified and ready to work in the industry, offering a special center for personnel recruitment, enhancing the image of the industry as a career field and attracting young people to the industry.

Regarding the contributions of the hospitality schools to the industry in each specific topic, a high percentage of respondents indicates that the schools have made no contribution

in accounting, finance, marketing, merchandising, planning, and supervising. The major problems are that the schools do not provide enough emphasis on the subjects and students' practical experience. Also there are a low percentage of responses to the topics of architecture, engineering and interior design. The respondents' opinions deal primarily with the hospitality schools' academic programs.

The study also indicates that the hospitality schools are not perceived as important as the business schools in the industry. In addition, it shows that the graduates of hospitality schools attended these special programs of schools because of their interest in the hospitality business rather than a concern for a good career opportunity.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The hospitality education has been serving the industry since 1922 with the first establishment at Cornell University of a four year college-level training program in hotel management. It is accepted that the schools have made contributions to the industry but this study shows that a high percentage of leaders in the industry have the opposite opinions about the specific topics that they were asked. Most of the opinions offered by the respondents concern of the hospitality education program with suggestions for improvement.

Conclusions

The results of the study are very useful to the schools' academic program development even though they are not the kind that the researcher tried to investigate.

The weakpoint of this study is that the researcher did not construct the questionnaire to lead the respondents to answer the questions to a degree which would have been more valuable for this study.

Recommendations

There is a very high percentage of the respondents whose opinions related specifically to the academic programs of the hospitality schools. It seems that the programs of the hospitality schools reflect the concern of industrial executives for practical training of students. The degree to which the practical training in various skills is actually carried out by the schools should be a topic for further study.

APPENDIX A



FLORIDA INTERNATIONAL UNIVERSITY

TAMiami CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-259

HOSPITALITY MANAGEMENT

Date _____

Dear _____:

Florida International University is attempting to contact established leaders in the hospitality industry who have knowledge of the kinds of contributions which have been made by schools of hospitality management during the last several years. In order to reach the right individuals who have the ability to make value judgements and offer opinions, we need your assistance. Would you send us the names of ten individuals in your organization who you think would have the knowledge to answer a questionnaire?

So that you will understand what we are doing, I am enclosing a copy of the questionnaire which will be sent to your colleagues and co-workers.

Ultimately, the information gathered from 100 leaders in the industry will be assembled and analyzed in a thesis which I will submit to the Graduate School, Florida International University. If you have a continuing interest in the findings of this study, I will be happy to forward a condensed version of the thesis to you.

Yours sincerely,

Somjai Chalermvongsavej



FLORIDA INTERNATIONAL UNIVERSITY

TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-259

HOSPITALITY MANAGEMENT

Date _____

Dear _____,

We have written to _____ and asked him to identify leaders in his own organization who might be able to answer an opinionaire about the contributions that schools of hospitality management have made during the last several years.

By way of explanation, let me say that I am attempting to provide Florida International University with some insight into the way that industry people react to the questions which I will raise.

Obviously I need your help in securing a frank answer from you to the questionnaire which is enclosed. Please respond candidly to the questionnaire. You can be assured that your opinion will be handle completely confidentially and that no name will be used in reporting the finding from this study.

I realized that responding to the questionnaire is an inconvenience, you therefore have my appreciation and that of the University for your willingness to cooperate in this study.

Yours sincerely,

Somjai Chalermvongsavej

QUESTIONNAIRE

I. Please respond to the questions below:

1. Sex: _____ Female, _____ Male

2. Age: _____ Below 27
 _____ 27-35
 _____ 36-45
 _____ 46 or over

3. Do you hold degree and what was your major field of study?

4. If you graduated from the hospitality school, why did you study in that field?

_____ Being interested in the hospitality business.

_____ A good opportunity for a career.

_____ Obtaining a special training program.

_____ Other (Please specify: _____)
 _____)

5. What year did you graduate? _____

6. Please trace your career path by supplying the title and description to the jobs that you held and the dates of those particular jobs.

	<u>Job Title and Description</u>	<u>Begin</u> ^{Date}	<u>End</u>
First Position:	_____	_____	_____

First Change: _____

Next Change: _____

<u>Job Title and Description</u>	<u>Begin</u> ^{Date} <u>End</u>
Next Change: _____	_____

Next Change: _____	_____

Next Change: _____	_____

Next Change: _____	_____

Next Change: _____	_____

II. Please check the answer that most closely reflect your opinion of each statement.

- The hospitality schools provide organized programs of study which are useful to the industry.

☐ Strongly Agree
☐ Agree
☐ No Opinion
☐ Disagree
☐ Strongly Disagree

2. The hospitality schools select and prepare individuals who are qualified and ready to work in the industry.
- _____ Strongly Agree
_____ Agree
_____ No Opinion
_____ Disagree
_____ Strongly Disagree
3. The hospitality schools offer a special center for personnel recruitment for the industry.
- _____ Strongly Agree
_____ Agree
_____ No Opinion
_____ Disagree
_____ Strongly Disagree
4. The hospitality schools have done much to enhance the image of the industry as a legitimate career field.
- _____ Strongly Agree
_____ Agree
_____ No Opinion
_____ Disagree
_____ Strongly Disagree
5. The hospitality schools play a vital role in attracting intelligent young people to the industry.
- _____ Strongly Agree
_____ Agree
_____ No Opinion
_____ Disagree
_____ Strongly Disagree

III. Considering the fact that hospitality education is more than fifty years old. What is your opinion with regard to the specific contributions which hospitality schools have made to the industry? (Please be specific and accomplished as possible in answering this question deal with any topic which may occur to you.)

Accounting. _____

Finance. _____

Marketing. _____

Merchandising. _____

Planning. _____

Supervising. _____

System Analysis. _____

Architecture. _____

Engineering. _____

Interior Design. _____

Others (Please specify: _____

_____)

- IV. From the question III, what is your opinion with regard to the failures which hospitality schools have had?

Accounting. _____

Finance. _____

Marketing. _____

Merchandising. _____

Planning. _____

Supervising. _____

System Analysis. _____

Architecture. _____

Engineering. _____

Interior Design. _____

Others (Please specify: _____

_____)

- V. What is your opinion about the importance of the hospitality schools in comparison with the business schools in offering capable people for the executive jobs to the industry?

THANK YOU

(Name of the Company)

(Address)

(Date)

Dear Ms. Chalermvongsavej:

The list below is the names and addresses of my colleagues who will be your respondents for the study.

	<u>Name</u>	<u>Address</u>
1.	_____	_____ _____
2.	_____	_____ _____
3.	_____	_____ _____
4.	_____	_____ _____
5.	_____	_____ _____
6.	_____	_____ _____
7.	_____	_____ _____
8.	_____	_____ _____

NameAddress

9.

10.

APPENDIX B

TABLE 1
THE RESPONDENTS CLASSIFIED BY AGE AND SEX

Age	Male	Female	Total
Below 27	—	5.0	5.0
27-35	48.0	—	48.0
36-45	28.0	5.0	33.0
46 or over	5.0	9.0	14.0
Total	81.0	19.0	100.0

TABLE 2
THE RESPONDENTS CLASSIFIED BY
AGE AND NATURE OF COMPANY

Age	Hotel Operation	Food Service Operation	Total
Below 27	—	5.0	5.0
27-35	15.0	33.0	48.0
36-45	14.0	19.0	33.0
46 or over	9.0	5.0	14.0
Total	38.0	62.0	100.0

TABLE 3
THE RESPONDENTS CLASSIFIED BY
AGE AND EDUCATIONAL BACKGROUND

Age	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
Below 27	5.0	—	—	5.0
27-35	24.0	19.0	5.0	48.0
36-45	14.0	14.0	5.0	33.0
45 or over	14.0	—	—	14.0
Total	57.0	33.0	10.0	100.0

TABLE 4
THE RESPONDENTS CLASSIFIED BY
THE YEAR OF GRADUATION AND EDUCATIONAL BACKGROUND

The Year of Graduation	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
1954	4.8	—	—	4.8
1955	4.8	—	—	4.8
1957	4.8	—	—	4.8
1965	—	4.8	—	4.8
1966	4.8	9.3	—	14.3
1967	4.8	9.3	—	14.3
1968	4.8	—	—	4.8
1969	4.8	4.8	—	9.6
1971	9.0	4.8	—	13.8
1973	4.8	—	5.0	9.8
1974	4.8	—	—	4.8
1976	—	—	5.0	5.0
1981	4.8	—	—	4.8
Total	57.0	33.0	10.0	100.0

TABLE 5
THE RESPONDENTS CLASSIFIED BY AGE AND JOB POSITION

Age	Area					Assistant		
	Senior Vice President	Vice President	Director	Supervisor	Manager	Manager	Supervisor	Unknown Total
Below 27	—	—	—	—	—	5.0	—	5.0
27-35	4.5	14.5	9.5	—	14.5	—	5.0	48.0
36-45	4.5	19.0	—	5.0	4.5	—	—	33.0
46 or over	—	5.0	4.5	—	—	—	5.0	14.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	100.0

TABLE 6

THE RESPONDENTS CLASSIFIED BY
EDUCATIONAL BACKGROUND AND JOB POSITION

Educational Background	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
Hospitality School Graduate	—	19.0	9.0	5.0	9.0	5.0	5.0	5.0	57.0
Business School Graduate	9.0	19.0	5.0	—	—	—	—	—	33.0
Other School Graduate	—	—	—	—	10.0	—	—	—	10.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 7

THE RESPONDENTS CLASSIFIED BY

NATURE OF THE COMPANY AND JOB POSITION

Nature of Business	Senior Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
Hotel Operation	4.5	15.0	14.0	4.5	—	—	—	38.0
Food Service Operation	4.5	23.0	—	5.0	14.0	5.0	5.0	62.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	100.0

Job Title and Description of the Respondents

<u>Job Title</u>	<u>Job Description</u>
1. Senior Vice-President	Senior Vice-President, Human Resources of the hotel operation.
2. Senior Vice-President	Senior Vice-President, Food and Beverage of the food service operation.
3. Vice-President	Vice-President, Operation of the hotel firm.
4. Vice-President	Vice-President of the hotel operation.
5. Vice-President	Vice-President of the resort hotel. Totally accountable for 256 rooms, 18-hole golf course, 7 tennis courts, as well as coordinating with 7 concessionaries as they provide their amenities to give the company a full service resort.
6. Vice-President	Vice-President, Operation of the chain restaurant.
7. Vice-President	Vice-President, Human Resources: manage personnel and training functions of five food chains, which are subsidiary of major Fortune 500 Corporations.
8. Vice-President	Regional Vice President of Operation of food service operation.
9. Vice-President	Vice-President of the food service operation.
10. Vice-President	Regional Vice-President responsible for the food service of 21 company-owned units and 22 franchise units in 5 state area. Supervise 6 area supervisors.

Job Title

Job Description

- | | |
|-----------------------|---|
| 11. Director | Director, Room Management of hotel operation. |
| 12. Director | Director of Executive Recruiting; began as a recruiter-staffing responsibility for a major hotel chain. |
| 13. Director | District and Regional Director of the hotel operation. |
| 14. Area Supervisor | Area Supervisor of food service operation, responsible for 5 company restaurants and 2 franchised restaurants. |
| 15. General Manager | General Manager of the hotel operation. |
| 16. Manager | Training Manager of the food service operation in charge of training for entry level managers in the company. |
| 17. Manager | Personnel Manager of the food service operation. |
| 18. Manager | Industrial Relation Manager, specialized in labor relation matters. |
| 19. Assistant Manager | Assistant Manager of the food service operation; in charge of ordering, inventory, in crew, running the line and customer care. |
| 20. Supervisor | Supervisor of the food service operation, accountable for operations, cost and staffing. |
| 21. Unknown | Working with the food service operation involved in safety program. |

APPENDIX C

TABLE 8

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN ACCOUNTING
CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	19.0	10.0	—	29.0
There is no contribution.	33.0	23.0	10.0	66.0
No answer is available.	5.0	—	—	5.0
Total	57.0	33.0	10.0	100.0

TABLE 9

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN ACCOUNTING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	14.0	5.0	5.0	5.0	—	—	—	29.0
There is no contribution	9.0	24.0	9.0		9.0	5.0	5.0	5.0	66.0
No Answer is available.	—	—	—	—	5.0	—	—	—	5.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 10
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN FINANCE
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is no contribution.	34.0	28.0	5.0	67.0
No answer is available.	23.0	5.0	5.0	33.0
Total	57.0	33.0	10.0	100.0

TABLE 11

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN FINANCE
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is no contribution.	9.0	38.0	9.0	5.0	14.0	—	—	—	67.0
No answer is available.	—	8.0	5.0	—	5.0	5.0	5.0	5.0	33.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 12
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN MARKETING
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	5.0	9.0		14.0
There is no contribution.	38.0	19.0	5.0	62.0
No answer is available.	14.0	5.0	5.0	24.0
Total	57.0	33.0	10.0	100.0

TABLE 13

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN MARKETING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	9.0	—	—	—	—	5.0	—	14.0
There is no contribution.	9.0	24.0	9.0	5.0	10.0	—	—	5.0	62.0
No answer is available	—	5.0	5.0	—	9.0	5.0	—	—	24.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 14

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN MERCHANDISING
CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	5.0	10.0	10.0	25.0
There is no contribution.	18.0	14.0	—	32.0
No answer is available.	34.0	9.0	—	43.0
Total	57.0	33.0	10.0	100.0

TABLE 15

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN MERCHANDISING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	5.0	5.0	—	5.0	10.0	—	—	—	25.0
There is no contribution.	4.0	14.0	10.0	—	4.0	—	—	—	32.0
No answer is available.	—	19.0	4.0	—	5.0	5.0	5.0	5.0	43.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 16
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN PLANNING
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	14.0	—	—	14.0
There is no contribution.	9.0	19.0	5.0	33.0
No answer is available.	34.0	14.0	5.0	53.0
Total	57.0	33.0	10.0	100.0

TABLE 17

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN PLANNING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	—	—	5.0	9.0	—	—	—	14.0
There is no contribution.	9.0	9.0	10.0	—	5.0	—	—	—	33.0
No answer is available.	—	29.0	4.0	—	5.0	5.0	5.0	5.0	53.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 18
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN SUPERVISING
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	19.0	10.0	—	29.0
There is no contribution.	19.0	23.0	10.0	52.0
No answer is available.	19.0	—	—	19.0
Total	57.0	33.0	10.0	100.0

TABLE 19

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN SUPERVISING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	5.0	14.0	—	5.0	5.0	—	—	—	29.0
There is no contribution.	4.0	19.0	10.0	—	14.0	—	—	5.0	52.0
No answer is available.	—	5.0	4.0	—	—	5.0	5.0	—	19.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 20

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN SYSTEM ANALYSIS
CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	5.0	19.0	—	24.0
There is no contribution.	14.0	5.0	5.0	24.0
No answer is available.	38.0	9.0	5.0	52.0
Total	57.0	33.0	10.0	100.0

TABLE 21

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN SYSTEM ANALYSIS
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director Supervisor	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	5.0	14.0	—	—	5.0	—	—	—	24.0
There is no contribution.	—	5.0	10.0	—	9.0	—	—	—	24.0
No answer is available.	4.0	19.0	4.0	5.0	5.0	5.0	5.0	5.0	52.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 22
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN ARCHITECTURE
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	9.0	9.0	—	18.0
There is no contribution.	5.0	5.0	—	10.0
No answer is available.	43.0	19.0	10.0	72.0
Total	57.0	33.0	10.0	100.0

TABLE 23

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN ARCHITECTURE
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	14.0	—	—	4.0	—	—	—	18.0
There is no contribution.	—	5.0	5.0	—	—	—	—	—	10.0
No answer is available.	9.0	19.0	9.0	5.0	15.0	5.0	5.0	5.0	72.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 24
 RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
 IN ENGINEERING
 CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	19.0	5.0	—	24.0
No answer is available.	38.0	28.0	10.0	76.0
Total	57.0	33.0	10.0	100.0

TABLE 25

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN ENGINEERING
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	14.0	—	5.0	5.0	—	—	—	24.0
No answer is available.	9.0	24.0	14.0	—	14.0	5.0	5.0	5.0	76.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

TABLE 26

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN INTERIOR DESIGN
CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Responses	Hospitality School Graduate	Business School Graduate	Other School Graduate	Total
There is a contribution.	10.0	5.0	—	15.0
No answer is available.	47.0	28.0	10.0	85.0
Total	57.0	33.0	10.0	100.0

TABLE 27

RESPONSES ABOUT THE CONTRIBUTION OF THE HOSPITALITY SCHOOLS
IN INTERIOR DESIGN
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director	Area Supervisor	Manager	Assistant Manager	Supervisor	Unknown	Total
There is a contribution.	—	5.0	—	5.0	5.0	—	—	—	15.0
No answer is available.	9.0	33.0	14.0	—	14.0	5.0	5.0	5.0	85.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	5.0	100.0

Responses to the Contribution in Accounting

Responses to the accounting show that 29% of the respondents believe that the schools have made a contribution for this topic. About 19% are hospitality school graduates and 10% are business school graduates. Among this group classified by job position, 14% are vice-presidents, 5% are supervisors, 5% are directors, and 5% are managers.

The opinions which supported this specific contribution are as follows:

1. Vice-Presidents' Opinions:

- A great exposure to the hotel accounting systems but there are deviations by hotel companies that require you to adjust. That is certainly understandable. The base that one has received on one's hotel accounting makes it possible to readily pick up on the individual hotel programs.
- Nice job in teaching mechanism of accounting.
- Provide good basic background in restaurant accounting.

2. Director's Opinion:

- Good basic training.

3. Area Supervisor's Opinion:

- Very good.

4. Manager's Opinion:

- The uniform system of accounting has been developed and implemented. Cost control procedures have been taught very effectively and have been greatly refined in this area.

Another 66% of the respondents think that the schools have made no contribution to the industry. About 33% are hospitality school graduates, 23% are business school graduates, and 10% are graduates from other schools. Among this group classified by job position, 9% are senior vice-presidents, 24% are vice-president, 9% are directors, 9% are managers, 5% are assistant managers, 5% are supervisor, and 5% are "unknown."

The opinions which supported this subject are as follows:

1. Senior Vice-Presidents' Opinions:

- No major accomplishment.
- Good basic education a must. Should be more attentive to industry.

2. Vice-Presidents' Opinions:

- Not covered well enough. Only basics were covered in my school.
- One generally does not get enough hotel accounting experience.
- School provided a good foundation, however experience was very necessary.
- Little.
- Not enough effort in this area.

3. Directors' Opinions:

- Theory.
- Limited.

4. Managers' Opinions:

- The graduates know a lot of accounting principles which entry level managers do not need. They need more practical experience in calculating figures. Teach them how

to use 10-key adding machine.

- Students are not well prepared in business area. They need specific experience in how to read and analyze financial statements.

5. Assistant Manager's Opinion:

- I only had one semester of accounting in college and more emphasis is needed on this subject.

6. Supervisor's Opinion:

- Too general to be used as a base for understanding procedure - I believe much of the material is outdated.

7. Another Opinion:

- Hospitality schools don't prepare graduates for entry level jobs.

Responses to the Contribution in Finance

Responses to the finance show that 67% of the respondents believe that the schools have no contribution to the industry for this topic. About 34% are hospitality school graduates, 28% are business school graduates, and 5% are the graduates from other schools. Among this group classified by job position, 9% are senior vice-presidents, 30% are vice-presidents, 9% are directors, 14% are managers, and 5% are supervisors.

The opinions which supported this subject are as follows:

1. Senior Vice-Presidents' Opinions:

- No major accomplishment.
- Not enough emphasis for today's world.

2. Vice-Presidents' Opinions:

- No enough effort in this area.
- Should have more coverage in this area for upper management jobs, not needed for entry level.
- Have not seen curriculum in this area.
- Received very little input in this area. Felt this could have been much stronger.
- A little too much emphasis on how to finance an independent business, as opposed to a chain.
- Usually understand the language only.

3. Directors' Opinions:

- Limited.
- Theory.

4. Area Supervisor's Opinion:

- Little.

5. Managers' Opinions:

- A more well rounded, less hospitality oriented approach was involved.
- Students need specific experience in how to read and analyze financial statement.
- Hospitality education has fallen short in this area.

In addition, 33% of the respondents had no response about this topic.

Responses to the Contribution in Marketing

Responses to the marketing show that 14% of the respondents believe that the schools have made a contribution to the industry. About 5% are hospitality school graduates and 9% are business school graduates. Among this group classified by job position, 9% are vice-presidents, and 5% are supervisors.

The opinions which supported this contribution are as follows:

1. Vice-Presidents' Opinions:

- Well done.
- Good background - mostly arrived at single unit operation or very small chain.

2. Supervisor's Opinion:

- Very good - used good visual materials and programs other companies had used.

Another 62% of the respondents think that the schools have made no contribution to the industry. About 38% are hospitality school graduates, 19% are business school graduates, and 5% are graduates from other schools. Among this group classified by job position, 24% are vice-presidents, 9% are directors, 5% are area supervisors, 10% are managers, and 5% are "unknown."

The opinions which supported this subject are as follow:

1. Senior Vice-Presidents' Opinions:

- Basic education is o.k. but students should be given specific problem sets for practice.

- Very backward.

2. Vice-Presidents' Opinions:

- Has been typically a weak area.

- Not needed at entry level but need more exposure for upper management jobs.

- Good foundation but much experience needed.

- I would like to see more emphasis on local store (in-store promotion, community relations, etc.) as opposed to advertising.

- This area was quite weak in the hotel program that I was associated with.

3. Directors' Opinions:

- Limited.

- Theory.

4. Area Supervisor's Opinion:

- Little.

5. Managers' Opinions:

- Students need more work in promotions and the valuable contribution that marketing can make.

- The hotel schools have been very strong in the area for room renting marketing but need lot of work in food marketing.

6. Another Opinion:

- No classes.

In addition, 29% of the respondents had no response about this topic.

Responses to the Contribution in Merchandising

Responses to the merchandising show that 25% of the respondents believe that the schools have made a contribution for this topic. About 5% are hospitality school graduates, 10% are business school graduates, and 10% are graduates from other schools. Among this group classified by job position, 5% are senior vice-presidents, 5% are vice-presidents, 5% are area supervisors, and 10% are managers.

The opinions which supported this contribution are as follows:

1. Senior Vice-President's Opinion:

- Some creation effort.

2. Vice-President's Opinion:

- Much impact recently in creating American styling cuisine.

3. Area Supervisor's Opinion:

- Good.

4. Managers' Opinions:

- O.K.

- They seem to have a lot of good ideas especially from Mike Hurst (professor of Florida International University.)

There is another 32% of the respondents who think that the schools have made no contribution to the industry. About

18% are hospitality school graduates, and 14% are business school graduates. Among this group classified by job position, 4% are senior vice-presidents, 14% are vice-presidents, 10% are directors, and 4% are managers.

The opinions which supported this subject are as follows:

1. Senior Vice-President's Opinion:

- Basic education is o.k., but students should be given specific problem sets for practice.

2. Vice-Presidents' Opinions:

- Probably too much time spent on this.
- Consider this as another area that needed more subjects to enhance one to do a better job here.
- Not well prepared in the academic environment.

3. Directors' Opinions:

- Theory.
- Limited.

4. Manager's Opinion:

- Hospitality education in this area has been weak emphasizing production.

In addition, 43% of the respondents had no response about this topic.

Responses to the Contribution in Planning

Responses to the planning show that 14% of the respondents believe that the schools have made a contribution for this topic. There are all the hospitality school graduates with by job classification, 5% are area supervisors, and 9% are managers.

The opinions which supported this topic are as follows:

1. Area Supervisor's Opinion:

- Very good.

2. Managers' Opinions:

- Hospitality schools have done a good job in this area of the hotel business.
- Excellent courses offered by schools.

Another 33% of the respondents think that the schools have made no contribution to the industry. About 9% are hospitality school graduates, 19% are business school graduates, and 5% are graduates from other schools. Among this group classified by job position, 9% are senior vice-presidents, 9% are vice-presidents, 10% are directors, and 5% are managers.

The opinions which supported this subject are as follows:

1. Senior Vice-Presidents' Opinions:

- Backward.
- Should be heavily emphasized.

2. Vice-Presidents' Opinions:

- Not enough.
- Certainly could have had more in this area, not enough time spent in this area.

3. Directors' Opinions:

- Limited.
- Theory.

4. Manager's Opinion:

- One of the weakest areas.

Responses to the Contribution in Supervising

Responses to the supervising show that 29% of the respondents believe that the schools have made a contribution to the industry for this topic. About 19% are hospitality school graduates, and 10% are business school graduates. Among this group classified by job position, 5% are senior vice-presidents, 14% are vice-presidents, 5% are area supervisors, and 5% are managers.

The opinions which supported this contribution are as follows:

1. Senior Vice-President's Opinion:

- O.K.

2. Vice-Presidents' Opinions:

- General overall direction received in the courses gives one a pretty good overview of what is expected on the supervision end of it.

- Basic management courses were very helpful

- Hospitality schools have done a better job here than any other. I would encourage you to continue your emphasis in this area especially toward building a strong employee relation climate.

3. Area Supervisor's Opinion:

- Very good.

4. Manager's Opinion:

- Very good education in personnel field has made hospitality management more professional.

Another 52% of the respondents think that the schools have made no contribution to the industry for this topic. About 19% are hospitality school graduates, 23% are business school graduates, and 10% are graduates from other schools. Among this group classified by job position, 4% are senior vice-presidents, 19% are vice-presidents, 10% are directors, 14% are managers, and 5% are "unknown."

The opinions which supported this subject are as follow:

1. Senior Vice-President's Opinion:

- Give basic but this is an acquired skill.

2. Vice-Presdients' Opinions:

- Not enough.
- Generally weak unless there is more practical experience.

- Difficult to learn in classroom environment.

3. Directors' Opinions:

- Theory.
- Very low.

4. Managers' Opinion:

- They need practical experience.
- Still need work in this area.
- I find very little evidence that they have learned anything about supervising people, except a little theory from

Maslow and Herzberb. No practical knowledge.

5. Another Opinion:

- Very little taught - learned or required summer job.

Responses to the Contribution in System Analysis

Responses to the system analysis show that 24% of the respondents believe that the schools have made a contribution to the industry. About 5% are hospitality school graduates, and 19% are business school graduates. Among this group classified by job position, 5% are senior vice-presidents, 14% are vice-presidents, and 5% are managers.

The opinions which supported this contribution are as follow:

1. Senior Vice-President's Opinion:

- O.K.

2. Vice-Presidents' Opinions:

- Significant contribution recently with proliferation of electronic equipment and computers.

- O.K.

- Great.

3. Manager's Opinion:

- Has implemented much technical data processing and made the industry much more professional.

Another 24% of the respondents think that the schools have made no contribution to the industry about this topic. Almost 14% are hospitality school graduates, 5% are business

school graduates, and 5% are graduates from other schools. Among this group classified by job position, 5% are vice-presidents, 10% are directors, and 9% are managers.

The opinions which supported this subject are as follows:

1. Vice-President's Opinion:

- Very little exposure was received in regard to this topic during the time I received my degree. (1955)

2. Directors' Opinions:

- Limited.

- Theory.

3. Managers' Opinions:

- Too much theory, not enough practical application.

- Don't see them having any skills in this area.

Responses to the Contribution in Architecture

Responses to the architecture show that 18% of the respondents believe that the hospitality schools have made a contribution to the industry for this topic. About 9% are hospitality school graduates, and 9% are business school graduates. Among this group classified by job position, 14% are vice-presidents, and 4% are managers.

The opinions which supported this contribution are as follows:

1. Vice-Presidents' Opinions:

- O.K.

- I have seen some impression things from graduates in this area. My concern is how many leave hospitality

schools thinking they are going to design and build their own restaurants. For most, this is an unlikely event initially.

- Generally fairly well acquainted

2. Manager's Opinion:

- Beautiful achievement.

Another 15% of the respondents think that the schools have made no contribution to the industry about this topic. Almost 10% are hospitality school graduates, and 5% are business school graduates. Among this group classified by job position, 5% are vice-presidents, 5% are directors, and 5% are managers.

The opinions which supported this topic are as follows:

1. Vice-President's Opinion:

- Just a little exposure received in this area with very little help as I entered the hospitality field.

2. Director's Opinion:

- Theory.

In addition, 72% of the respondents had no response about this topic.

Responses to the Contribution in Engineering

Responses to the engineering show that 24% of the respondents believe that the hospitality schools have made a contribution to the industry for this topic. About 19% are hospitality school graduates, and 5% are business school graduates. Among this group classified by job position, 14% are vice-presidents, 5% are area supervisors, and 5% are

managers.

The opinions which supported this contribution are as follows:

1. Vice-Presidents' Opinions:

- Very strong foundation that was helpful even without experience.

- A great job has been done in this area.

- O.K.

2. Area Supervisor's Opinion:

- Good.

3. Manager's Opinion:

- Beautiful achievement.

In this topic, there is 76% of the respondents had no response about this topic.

Responses to the Contribution in Interior Design

Responses to the interior design show that 15% of the respondents believe that the hospitality schools have made a contribution to the industry. About 10% are hospitality school graduates, and 5% are business school graduates. Among this group classified by job position, 5% are vice-presidents, 5% are area supervisors, and 5% are managers.

The opinions supported this contribution are as follows:

1. Vice-President's Opinion:

- O.K.

2. Area Supervisor's Opinion:

- Good.

3. Manager's Opinion:

- Beautiful achievement.

There were 85% of the respondents who had no response about this topic.

APPENDIX D

TABLE 28
RESPONDENTS' SCORES TO THE LEVEL OF AGREEMENT
OF
QUESTION II

Question No.	(1)	(2)	(3)	(4)	(5)	Total	Response with Same Total Score
1)	5	4	5	5	5	24	10.0%
2)	5	4	5	5	5	24	
3)	5	4	4	5	5	23	
4)	4	4	5	5	5	23	10.0%
5)	5	4	3	5	5	22	
6)	5	4	5	4	4	22	
7)	4	4	5	5	4	22	19.0%
8)	4	4	5	5	4	22	
9)	5	4	4	4	4	21	
10)	4	4	4	5	4	21	9.5%
11)	4	2	4	5	5	20	
12)	4	2	4	5	5	20	
13)	4	4	4	3	4	19	4.5%
14)	3	2	4	4	4	17	
15)	4	4	4	2	3	17	
16)	2	2	4	4	4	16	9.5%
17)	4	2	2	5	3	16	
18)	4	2	2	4	2	14	
19)	2	1	4	3	3	13	9.5%
20)	2	2	2	4	3	13	
21)	2	2	2	3	3	12	

TABLE 29
RESPONSES ABOUT THE ORGANIZED STUDY PROGRAMS OF THE SCHOOLS
CLASSIFIED BY EDUCATIONAL BACKGROUND
OF THE RESPONDENTS

Educational Background	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Hospitality School Graduate	19.0	29.0	—	9.0	—	57.0
Business School Graduate	5.0	14.0	5.0	9.0	—	33.0
Other School Graduate	5.0	5.0	—	—	—	10.0
Total	29.0	48.0	5.0	18.0	—	100.0

TABLE 30
RESPONSES ABOUT THE ORGANIZED STUDY PROGRAMS OF THE SCHOOLS
CLASSIFIED BY JOB POSITION
OF THE RESPONDENTS

Job Position	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Senior Vice-President	—	4.5	—	4.5	—	9.0
Vice-President	9.0	19.0	5.0	5.0	—	38.0
Director	—	10.5	—	3.5	—	14.0
Area Supervisor	—	5.0	—	—	—	5.0
Manager	10.0	9.0	—	—	—	19.0
Assistant Manager	5.0	—	—	—	—	5.0
Supervisor	—	—	—	5.0	—	5.0
Unknown	5.0	—	—	—	—	5.0
Total	29.0	48.0	5.0	18.0	—	100.0

TABLE 31
RESPONSES ABOUT THE GRADUATES' QUALIFICATIONS OF THE SCHOOLS
CLASSIFIED BY EDUCATIONAL BACKGROUND
OF THE RESPONDENTS

Educational Background	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Hospitality School Graduate	—	38.0	—	14.0	5.0	57.0
Business School Graduate	—	14.0	—	19.0	—	33.0
Other School Graduate	—	5.0	—	5.0	—	10.0
Total	—	57.0	—	38.0	5.0	100.0

TABLE 32
RESPONSES ABOUT THE GRADUATES' QUALIFICATIONS OF THE SCHOOLS
CLASSIFIED BY JOB POSITION
OF THE RESPONDENTS

Job Position	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Senior Vice-President	—	—	—	9.0	—	9.0
Vice-President	—	29.0	—	9.0	—	38.0
Director	—	9.0	—	5.0	—	14.0
Area Supervisor	—	5.0	—	—	—	5.0
Manager	—	9.0	—	10.0	—	19.0
Assistant Manager	—	5.0	—	—	—	5.0
Supervisor	—	—	—	—	5.0	5.0
Unknown	—	—	—	5.0	—	5.0
Total	—	57.0	—	38.0	5.0	100.0

TABLE 33

RESPONSES ABOUT THE SCHOOLS, ACTING AS THE SPECIAL CENTER
FOR PERSONNEL RECRUITMENT
CLASSIFIED BY EDUCATIONAL BACKGROUND OF THE RESPONDENTS

Educational Background	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Hospitality School Graduate	19.0	24.0	5.0	9.0	—	57.0
Business School Graduate	9.0	19.0	—	5.0	—	33.0
Other School Graduate	—	5.0	—	5.0	—	10.0
Other	28.0	48.0	5.0	19.0	—	100.0

TABLE 34

RESPONSES ABOUT THE SCHOOLS' ACTING AS THE SPECIAL CENTER
FOR PERSONNEL RECRUITMENT
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Job Position	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Senior Vice-President	—	4.0	—	5.0	—	9.0
Vice-President	19.0	5.0	—	14.0	—	38.0
Director	—	14.0	—	—	—	14.0
Area Supervisor	5.0	—	—	—	—	5.0
Manager	4.0	10.0	5.0	—	—	19.0
Assistant Manager	5.0	—	—	—	—	5.0
Supervisor	—	5.0	—	—	—	5.0
Unknown	—	5.0	—	—	—	5.0
Total	28.0	48.0	5.0	19.0	—	100.0

TABLE 35
RESPONSES ABOUT THE INDUSTRIAL ENHANCEMENT OF THE SCHOOLS
CLASSIFIED BY EDUCATIONAL BACKGROUND
OF THE RESPONDENTS

Educational Background	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Hospitality School Graduate	33.0	9.5	9.5	5.0	—	57.0
Business School Graduate	14.0	14.0	5.0	—	—	33.0
Other School Graduate	5.0	5.0	—	—	—	10.0
Total	52.0	28.5	14.5	5.0	—	100.0

TABLE 36

RESPONSES ABOUT THE INDUSTRIAL ENHANCEMENT OF THE SCHOOLS
CLASSIFIED BY JOB POSITION OF THE
RESPONDENTS

Job Position	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Senior Vice-President	4.5	—	4.5	—	—	9.0
Vice-President	19.0	19.0	—	—	—	38.0
Director	4.5	4.5	—	5.0	—	14.0
Area Supervisor	—	—	5.0	—	—	5.0
Manager	14.0	5.0	—	—	—	19.0
Assistant Manager	5.0	—	—	—	—	5.0
Supervisor	—	—	5.0	—	—	5.0
Unknown	5.0	—	—	—	—	5.0
Total	52.0	28.5	14.5	5.0	—	100.0

TABLE 37

RESPONSES ABOUT THE VITAL ROLES OF THE SCHOOLS IN ATTRACTING YOUNG PEOPLE
TO THE INDUSTRY

CLASSIFIED BY EDUCATIONAL BACKGROUND
OF THE RESPONDENTS

Educational Background	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Hospitality School Graduate	28.0	10.0	14.0	5.0	—	57.0
Business School Graduate	5.0	23.0	5.0	—	—	33.0
Other School Graduate	—	5.0	5.0	—	—	10.0
Total	33.0	38.0	24.0	5.0	—	100.0

TABLE 38

RESPONSES ABOUT THE VITAL ROLES OF THE SCHOOLS IN ATTRACTING YOUNG PEOPLE
TO THE INDUSTRY
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Job Position	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Senior Vice-President	4.5	—	4.5	—	—	9.0
Vice-President	4.5	19.0	9.5	5.0	—	38.0
Director	—	9.0	5.0	—	—	14.0
Area Supervisor	—	5.0	—	—	—	5.0
Manager	14.0	5.0	—	—	—	19.0
Assistant Manager	5.0	—	—	—	—	5.0
Supervisor	—	—	5.0	—	—	5.0
Unknown	5.0	—	—	—	—	5.0
Total	33.0	38.0	24.0	5.0	—	100.0

APPENDIX E

TABLE 39

RESPONSES ABOUT THE IMPORTANCE OF THE HOSPITALITY SCHOOLS
CLASSIFIED BY EDUCATIONAL BACKGROUND
OF THE RESPONDENTS

Responses	Hospitality School Graduate		Business School Graduate		Other School Graduate		Total
	Hospitality School Graduate	Hospitality School Graduate	Business School Graduate	Business School Graduate	Other School Graduate	Other School Graduate	
Business schools are more important.	14.0	14.0	14.0	14.0	5.0	5.0	33.0
Hospitality schools are more important.	24.0	24.0	—	—	—	—	24.0
Both schools are important.	14.0	14.0	14.0	14.0	5.0	5.0	33.0
No answer is available.	5.0	5.0	5.0	5.0	—	—	10.0
Total	57.0	57.0	33.0	33.0	10.0	10.0	100.0

TABLE 40

RESPONSES ABOUT THE IMPORTANCE OF THE HOSPITALITY SCHOOLS
CLASSIFIED BY JOB POSITION OF THE RESPONDENTS

Responses	Senior Vice President	Vice President	Director Supervisor	Area Supervisor	Manager	Assistant Manager	Supervisor	Total Unknown
Business schools are more important.	9.0	14.0	—	—	5.0	5.0	—	33.0
Hospitality schools are more important.	—	9.0	5.0	5.0	—	—	—	24.0
Both schools are important.	—	10.0	9.0	—	14.0	—	—	33.0
No answer is available.	—	5.0	—	—	—	—	5.0	10.0
Total	9.0	38.0	14.0	5.0	19.0	5.0	5.0	100.0

The Opinions about the Importance of the Hospitality Schools
in Comparison with the Business Schools

1. Senior Vice-Presidents' Opinions:

- I believe that a general and good business education may be more valuable than a hospitality education. No other industry has four-year education specifically for their industry.

- In today's business atmosphere, a firm business education is a must. I don't feel that a degree with only hospitality emphasis is the best preparation for upper level management position.

2. Vice-Presidents' Opinions:

- Business schools do a much better job in finance, planning, marketing, and real estate.

- I believe that the schools have a hard time recruiting qualified people for the field. Most candidates have to be talked into the field.

- It gives an individual a greater sense of having achieved their goals by being able to go to a hospitality school rather than a business school to get a degree in the hospitality field. The business school is somewhat too generalized and therefore does not give one the sense of accomplishment, and also the knowledge which is needed to have one performing better in our industry. I sincerely believe that there is a need for more and better hospitality schools.

- I believe people with some liberal arts and general business background who specialize in hospitality industry make the best candidates.

- The key here is executive . Hospitality schools can do a good job of preparing students for a career in hospitality management, however not every graduate can be an executive. In your counselling, be certain to advise students on the qualities that all most executives have. Do not give them the idea that hospitality degree guarantees the top spot.

- Seeing as I can only base my answer to this question on myself, I don't feel that hospitality school helped to prepare me for my current position at all. Hospitality school only opened the door to the industry for me. Experience has been the biggest help to me.

- Executive jobs are not based on undergraduate degrees. Good combo is hospitality and business degree plus finance degree for the executive. A good finance person does not necessarily have interpersonal skill enough to climb the ladder through operation. Nor should a good operator be considered "desk" material.

- I feel that for the most part, the areas covered in a hospitality program do not prepare a student for the real world. Most students I have had experience with have no real understanding that one has to "pay your dues" in the job market. Most students feel that they will walk into a corporation and become an executive overnight. Somehow restaurant schools need to be more realistic than idealistic. The courses mentioned in your questionnaire are fine. We all need basic understanding of these areas; however very few people use this background until they have been into their

career for several years. If you become an owner, or start your own restaurant, then a good basis in the above skills becomes more important. In a corporate world, you have only a need to have an understanding of these areas because you hire specialists in their respective fields. Again - the most important thing schools could do, is get more realism into the curriculum, perhaps by requiring more on-the-job training for graduation.

3. Directors' Opinions:

- Both hospitality schools and business schools offer capable people. The person must be looked at, not the school or type of schools.

- Orientation of hospitality industry is mandatory for operations oriented positions and for this reason hotel schools are important, no operation positions - not important that executives have hospitality experience or hotel school background - hotel schools do not prepare individuals for careers in other staff disciplines.

- I prefer to hire a hotel administration or institutional administration graduate because of the basic food service training they have received and, perhaps more important, their focused interest in our industry. However many of the programs and courses offered in B.S. curriculums need to be given more prominence in our hotel programs.

4. Area Supervisor's Opinion:

- The hospitality school provides the individual with an education in two areas.

5. Managers' Opinions:

- I feel the theoretical training is very important and the hotel and restaurant schools accomplish this. However the business schools give a more a specific training in the hotel industry and as such prepare the graduates better for entry level position.

- Our company is not that I know of looking for executives right out of school. We are looking for first line supervisors who want to work hard and learn as they go. We do not want people who come to us thinking they know how to manage a restaurant simply because they attended FIU - the fact of the matter is that they do not know how. Those who work very hard do well.

- I would rather recruit a business graduate with good restaurant experience than a hospitality graduate. The most important qualities are not technical they are intangible things. We can teach someone to cook and manage a restaurant. We can't teach him or her to be creative, intelligent or sensitive.

- Just as important.

6. Assistant Manager's Opinion:

- I feel that people who graduate in business administration are more qualified as managers than people in the food service business. They learn more of how to make them the better manager.

7. Supervisor's Opinion:

- The course at Penn State had just begun and I feel most of the material was not usable by an individual in restaurant management. To learn about the heat loss at a stone wall vs a brick wall is useless for me. The schools tend to downgrade fast food restaurants and this is the largest employee of these individuals. My career has been excellent and we are always looking for dedicated and industrious persons - however most of the schools are either in the teaching of cooking or cost analysis and productivity which is very limited field. I believe the hospitality schools could use more guest speakers and more specifics of what the industry is all about. From the response of the students I went to school with, many of them thought Holiday Inn would pick them up at the door with their company car and start at \$20,000.00 a year, of course this is a bit of an exagguration, but I don't think it is that far off of some students expectations. More questionnaires should be sent to operation people to find what areas the students are lacking in, I have not had any hirees from these schools, so it is difficult for me to critique them. Sorry I could not be more helpful.

8. Another Opinion:

- Hospitality schools offer specific courses for the industry. General business schools offer little in two fields of food, restaurant equipment, and hotel engineering.

APPENDIX F

TABLE 41

REASON OF WHY THE GRADUATES STUDIED IN
THE HOSPITALITY SCHOOLS

Reason	Response (%)
Being interested in the hospitality business.	48.0
A good opportunity for a career.	28.0
Obtaining a special training program.	5.0

*Some samples got two reasons

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THE QUALIFICATIONS OF THE RESEARCHER

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