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I am submitting herewith a dissertation written by Eva Marie Smith entitled “A study of relationships between high school students’ perception of teacher effectiveness, attitudes towards hospitality and intent to select hospitality as a career”. I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Retail, Hospitality and Tourism Management.

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RELATIONSHIPS BETWEEN HIGH SCHOOL STUDENTS' PERCEPTION OF TEACHER
EFFECTIVENESS, ATTITUDES TOWARDS HOSPITALITY AND INTENT TO SELECT
HOSPITALITY AS A CAREER

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Eva Marie Smith
November 2008

DEDICATION

This dissertation is dedicated to my grandparents,
Bill and Mary Witherspoon
They have always been proud of me.

To Brittany, Robert and Andy,
You can have anything you want in life if you dream big and work hard.
I did this for you and for me.

ACKNOWLEDGEMENTS

- First and above all I want to thank my Lord Jesus Christ for giving me the inner strength I never would have without knowing HE is with me and guiding my life.
- I would like to thank my mother, Nancy W. Smith. She is my hero and has been a trooper through this process. She served as my cheerleader and tireless supporter every step of the way.
- I would like to thank my father, Lane Smith, for his encouragement, phone calls, and “Way to go, Eva!!” when I needed it most. His being proud of me is one of my greatest joys.
- My brother, Richard, his wife, Dana and their children, Brittany, Robert and Andy are an incredible incentive to finish this degree and they have been awesome through these past three years. I did this for us, as a family.
- Peter Stone and my friends (Jon, Chris, Matt, Rick, Jim, June, Patsy, Renee, Karen and co.) at Spartanburg Community College have been wonderful. Pete’s emails and calls of support were a lifeline and I appreciate his confidence in me to do something that scared the life out me but I did it anyway.
- Donetta, you are amazing. You’re the best girl friend a girl could have. God placed you in my life and I thank HIM everyday for you and your tireless support. Chad, Laura Grace, Ning, Jeesun, Chaemi, Jen, Tyler, Kellie, Kim and Sergio have all been the best helpers, supporters and partners in crime.
- The ladies of Suzanne Fisher’s Sunday school class at Southside Baptist Church have prayed for me, supported me and encouraged me from Day 1. I am privileged to be a

member of this class and a member of this amazing fellowship of sisters in Christ.

Brenda has a special place in my heart and we need a road trip after this!!

- I am honored to have an amazing doctoral committee. Dr. Chen, you have been wonderful to support me and guide me. Your grace and dignity is a model for my future professional life. Dr. Antun, you have inspired me to live life to the fullest over the many years I have known you! Dr. Bogue, your contribution to my experience at UT has been amazing. You ARE the definition of a LEADER.
- Finally, I would like to say a special thanks to Dr. Steve Morse. Without him, I would never have applied to UT, hung in there and completed this degree. Words cannot begin to describe the impact his leadership has had on my life. Never at a loss of words for a pep talk or a stern “talking to”, Dr. Morse has been my rock and most importantly, my friend. His wife, Mary, has been wonderful to support me and give freely of her precious time. He kept telling me, “Walking’s easy when the road is flat... That’s why GOD gave us mountains, to teach us how to climb.” Dr. Morse, thank you from the bottom of my heart and from the top of the mountain.

ABSTRACT

The aspects of the learning environment have the potential to be an important influence in the career decision-making process of students. Teacher effectiveness was also revealed as a component of student success. However, the connection between teachers' effectiveness and student's career development exhibited a gap in the literature. The idea that a teachers' effectiveness in the classroom can have a direct impact on a students' decision to choose a vocation, particularly hospitality, as a post secondary career path has not been thoroughly examined. The purpose of this study was to explore possible relationships between student perception of teacher effectiveness and student attitudes toward hospitality as a career path. This study had three objectives. First, the study explored whether teachers attitude towards a career had an influence on their effectiveness in teaching. Second, the study explored if a student's attitude towards the career area influenced their perception of the teacher's effectiveness in the classroom. Third, the study looked at student's intent to choose hospitality as a post secondary career choice. The participants for this study were teachers and students involved with the Distributive Education Clubs of America. Membership in the high school division of DECA is restricted to students with a career interest in hospitality, finance, sales, service, management and entrepreneurship. Analysis of the results indicated there is a significant relationship between the variables of teacher perception of effectiveness, student perception of teacher effectiveness, attitude towards hospitality as a career and intent to select hospitality as a career.

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CHAPTER 1

INTRODUCTION

Hospitality is one of the fastest growing segments of the US economy. Between 2005 and 2014 the hospitality industry is expected to increase the number of people employed by 17 percent ("2005-2006 Career Guide to Industries," 2005). The National Restaurant Association reported \$537 billion dollars in food-related sales and 12.8 million employees in 2007 ("2006-2007 Industry Report," 2007). The American Hotel and Lodging Association reported annual sales of 122.7 billion dollars in lodging sales 2006 (AHLA reference). Barron, Maxwell, Broadridge and Ogden (2007) identified a disparity between the supply of workers and the demand for employment in hospitality-related industries. The need for career-seeking individuals in the hospitality industry is certain to expand with the growth of the industry.

Industry professionals actively work to find streams of viable employees to fill their ever-growing needs. Young people are considered a pool of potential employees, according to the US Department of Labor's *2005-2006 Career Guides to Industries*. The hospitality industry employs five times the number of youth, aged 16-18, than any other industry ("2005-2006 Career Guide to Industries," 2005). The US Department of Labor reports that these students do not view these part-time jobs as viable long-term career paths. In addition, while a degree of is often associated with careers in hospitality, travel and tourism, these jobs are more often incorrectly labeled as low-wage and entry-level position only (Jenkins, 2001). The negative perception often dissuades young people from pursuing long-term careers in the hospitality industry (Barron et al., 2007) However, past research has shown that students make decisions about career paths based on the first class they take in the subject area and that decision is based primarily on their perception and attitude towards the teacher (Mauldin, Crain, & Mounce, 2000).

High school students are faced with the choice of going to a college, finding a job, joining the military or entering a training program. Because high school students are not equipped with the capacity to select a suitable career path, personal and professional guidance is essential to assist these students in making fundamental decisions about their future (Wall et al., 1987). One study suggested that the teacher is one of the key influential people in the career decision-making process. The degree to which the teacher can be influential is often measured by their effectiveness in the classroom (Tang, Fouad, & Smith, 1999). Teachers have emerged in the literature as being influential in the student's decision to follow a specific career path; (Dick & Rallis, 1991; Farmer, 1985; Kotrlik & Harison, 1987).

Purcell and Quinn (1996) conducted a study that revealed students' interest in a career could be correlated to their attitude towards the topic and the instructor. Ross (1992) suggested that students want to learn more about topics in which an interest has been piqued by the teacher. Early studies have shown that high school is a period of career exploration for students. The attitudes they create towards careers, namely hospitality, become more important during this time (Super, 1990). Little research has been conducted to evaluate the attitudes and perceptions of hospitality students and their intent to select hospitality as a career (Airey & Frontistis, 1997).

Teacher effectiveness is defined as the degree to which a teacher positively connects with students, leading to positive student achievement (Ding & Sherman, 2006). An extensive review of the literature associated with teacher effectiveness is presented in Chapter 2. Factors most commonly associated with teacher effectiveness include: knowledge of subject matter, effective communication, ability to motivate, friendly and open, well organized course material, classroom control, and the ability to inspire interest (Demmon-Berger, 1986; Koutsoulis, 2003; B. Patrick, Hisley, & Kempler, 2000). In a previous study, Patrick and Smart (1998) reported

that teachers promote students' capacity to learn as well as encourage them to achieve their life expectations. Students look to teachers to inspire them to learn more about a subject (Money, 1992). Cothran and Combrink (1999) assert that students are more likely to form positive attitudes about topics of study and in turn develop a positive attitude towards that topic as a career.

Statement of the Problem

The problem examined in this study was the existing gap in the literature among high school students' attitude towards the hospitality industry as a career, the students' intent to select hospitality as a career or educational path, and the students' perception of teacher effectiveness. Highly effective and enthusiastic teachers often generate positive attitudes toward career areas in the classroom (Kusluvan & Kusluvan, 2000). The literature is extensive in terms of broad concepts of teacher effectiveness and enthusiasm. However, research focused on the impact of teacher effectiveness on the career choices of students is limited (Airey and Frontistist, 1997). This study was designed to fill this gap in the existing literature. Understanding how the student perceives their teacher's effectiveness and the relationship between that perception and the attitude students have towards hospitality could be valuable. The importance of the teacher in the career development process is further examined.

Purpose of the Study

The purpose of this study was to explore possible relationships between student perception of teacher effectiveness and student attitudes toward hospitality as a career path. The influence that perceived teaching effectiveness has on the students' intent to select hospitality as a career is examined. This study had three objectives. First, the study explored whether teachers attitude towards a career had a relationship with their effectiveness in teaching. Second, the

study explored if a student's attitude towards the career area related to their perception of the teacher's effectiveness in the classroom. Third, the study looked at students' intent to choose hospitality as a post secondary career choice.

Design of the Study

This study employs a quantitative-survey research design. This study answers the following research questions:

1. What relationship, if any, exists between teacher self-perception of teaching effectiveness and their attitude towards hospitality as a career area?
2. What relationship, if any, exists between student perception of teacher effectiveness and student attitudes toward hospitality as a career area?
3. What relationship, if any, exists between student attitude towards hospitality as a career area and student intent to select hospitality as a career area?
4. What relationship, if any, exists between student perception of teacher effectiveness and student intent to select hospitality as a career area?

The participants for this study were teachers and students involved with the Distributive Education Clubs of America (DECA). Distributive education is defined as a course of study on the high school level that is designed to deliver course materials in a co-curricular manner. DECA programs are designed to enhance the existing national and state curriculum guidelines by adding real life experience. Students are exposed to occupational on-the-job training outside of the classroom as well as classroom instruction. The sample was selected because of the unique mission of the organization. Membership in the high school division of DECA is restricted to students with a career interest in hospitality, finance, sales, service, management, and entrepreneurship (DECA, 2008). The instrument used in this study was compiled by the

researcher and consists of a hybrid of constructs from three instruments. The teacher effectiveness construct was measured using the Student Evaluation of Educational Quality (SEEQ) (Marsh, 1982a). Attitude towards hospitality as a career was measured using items from a survey developed by Airey and Fronstist (1997). Intent to select hospitality as a career area was measured adopting scale items developed by Grace and O’Cass (2005).

The study was conducted using two methods. The teachers were given access to the survey via an online survey tool. The students were accessed during the researcher’s attendance at the International Career Development Conference. A further explanation of the methods will be addressed in Chapter 3.

Limitations

The student sample was limited to the students in attendance at the International Career Development Conference (ICDC) held in Atlanta, April 29-31, 2008. Students in attendance at the ICDC had previously competed in local, state and regional events that tested proficiency in their selected career or occupational areas within DECA. The students who participated in the study were the winners of their state and regional competitions in their chosen occupational field.

Delimitations of the Study

The sample was restricted to those students and teachers involved with Distributive Education Clubs of America (DECA) and in attended the International Career Development Conference held in Atlanta, Georgia, April 28-30, 2008.

Operational Definitions

Each of the variables for this study utilizes the following definitions and measures:

Teacher effectiveness - Teacher effectiveness is defined as the degree to which a teacher positively connects with students, leading to positive student achievement (Ding &

Sherman, 2006). Teacher effectiveness was measured for this study utilizing five constructs from Marsh's *Student Evaluation of Educational Quality* (1982). Marsh's original instrument included nine constructs; however only five were adopted for this study. The four constructs that were not used addressed were not supported by the literature and therefore were not utilized for this study. The constructs used (a) learning and value, (b) enthusiasm, (c) organization, (d) group interaction, and (e) individual rapport. The constructs of enthusiasm, organization, group interaction and individual rapport reflected to concept of a positive connection between teachers and students. The learning and value construct reflected the positive student achievement portion of the operational definition. Nineteen items were used to measure perception of teacher effectiveness.

Attitude towards hospitality as a career – Attitude is defined as an individual's disposition to react with a certain degree of favorableness or unfavorableness to an object, behavior, person, institution, or event or to any other discernible aspect of the individual's world (Ajzen, 2001). To measure attitudes towards hospitality as a career, survey items were adopted from a 1997 instrument developed by Airey and Frontistis. Scale items related to issues such as pay, opportunity, and college opportunities. Six items were measured to determine attitude towards hospitality as a career.

Intent to select hospitality as a career – Intent to select hospitality as a career is defined as the likelihood that the student will choose hospitality as a post secondary career or college path. Employment in the industry or enrollment in a hospitality related program are examples of intent to select. Grace and O'Cass (2005) developed scales to measure

patronage intentions in consumers. Four survey items were used to measure student intention to select hospitality as a career.

Organization of the Study

This study is organized into five chapters. References and appendices are included at the end. Chapter 1 introduces the topic, the problem statement, and the purpose of the study, the research questions, the hypotheses, the delimitations, assumptions and operational definitions. Chapter 2 presents a review of the literature and the related research in the studied field. Chapter 3 presents the methodology used in the study. An explanation of the instruments, identification of the population and sample, the sampling frame, the method of data collected and the analysis used are presented in this chapter. Chapter 4 presents and examines the data collected in the study. Chapter 5 presents the implications of the research, opportunities for future research and conclusions. Tables and Figures are presented in the Appendices.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study was to determine if teachers' attitude towards a career area and their effectiveness in the classroom influence students' intention to select a specific field as a college or career path. This chapter reviews the literature including: (a) social cognitive theory of career development, (b) models of career choice, (c) attitudes towards hospitality as a career area, (d) teacher effectiveness, and (e) characteristics of effective teachers. Each of these concepts is explored in order to present the case that teacher effectiveness and student career choices are related. Bandura's social cognitive theory is based in the concept that people want to be involved in activities in which they feel confident they will succeed (Bandura, 1997). Models of career choice show the role of a variety of individuals in creating an interest in a topic and therefore heightening confidence and interest levels (Dick & Rallis, 1991; R. Lent, Brown, & Hackett, 2000; Paollilo & Estes, 1982). A review of the literature in these specific areas revealed a variety of factors contributing to the career decision-making process.

Aspects of the learning environment have the potential to be an important influence in the career decision-making process of students (Money, 1992). Teacher effectiveness was also a revealed as a component of student success (Teachout, 2001). However, the connection between teachers' effectiveness and student's career development exhibited a gap in the literature (Airey & Frontistis, 1997). The idea that teachers' effectiveness in the classroom can have a direct impact on a students' decision to choose a vocation, particularly hospitality, as a post secondary career path has not been thoroughly examined (Tang, Pan, & Newmeyer, 2008).

Career Development Theory

Social Cognitive Theory of Self-Efficacy

Bandura's (1997) social cognitive theory examined the role of self-efficacy in the decision-making process. Bandura defined self efficacy as a person's belief in his or her capability to perform at a level that has an effect on life events. Bandura argued that self-efficacy affects how people feel, think, and behave. A person with a strong sense of self is more successful and productive than a person with low self-efficacy. Therefore, a person with high self-efficacy is more apt to make confident and wise decisions about the future. Bandura's theory is the basis for a significant amount of the literature on career development.

Lent and Hackett (1987) expanded on Bandura's theory to include career development. The study reiterated the social cognitive theory and suggested that it provides a social framework for understanding three areas of career development such as interests, academic and career choice options, and performance and persistence in educational and occupational options. Students select a career path because he or she has a positive feeling about the career. The student believes he or she can be successful in that career. The confidence of success fosters a deeper interest in the career. That interest is further shaped by factors such as race, age, influential people, and the learning experiences associated with the career (R. W. Lent & Hackett, 1987).

Models of Career Choice

Dick and Rallis (1991) established a model for career choice based on social cognitive theory. Figure 2.1, located in the Appendices, identifies four constructs and how students select a specific career as a vocation including (a) cultural milieu: factors such as personal interests and expected salary, (b) socializers: expectations and attitudes of individuals such as parents, teachers, and counselors, (c) past experiences: grades, field trips, and classroom experiences, and (d) self concept and career values: the student's belief that they can be successful in the career.

Socializers such as teachers, parents, and counselors play a significant role in the model. These individuals influence students via their attitudes and expectations. They can also model and facilitate experiences for students and influence how students interpret those experiences. Students also influence the socializer's attitude and expectations of a career area via behaviors in the classroom and reactions to field experiences. The culture in which the career exists (gender division in the market, stereotypes, and opportunities) also influences the attitudes and expectations of the student and teacher towards the selection of a career (Dick & Rallis, 1991). Their study noted the importance of the role of the teacher in the students' career decision-making as being central to the process.

Farmer's (1985) model of career choice examined the relationship among the personal, background, motivation, and environmental factors associated with career development (Figure 2.2, located in Appendices). The background factors include gender, geographic location, race, age, and ability. The personal set reflects the personal self concept and the perception of the environment. The environment set includes the support people involved in the career decision. Farmer (1985) introduced three motivation factors that work together to create motivation to influence a career path selection. The motivation factors are: (a) the level of the chosen occupation (aspiration), (b) motivation to achieve a desired level (mastery), and (c) commitment to an outcome (career). Farmer's model is adopted from the social theories of Bandura (1986). However, the model was modified to reflect the influence of individuals on the career decision.

Woolnough (1994) identified six factors associated with student career choice: (a) extracurricular activities, (b) the teaching methods employed in the classroom, (c) aspirations, (d) external factors such as background, (e) difficulty, and (f) ease of entry into the course. Extracurricular activities involve guest speakers and interaction with local business

representatives. The quality of teaching and the amount of personal encouragement the student receives is also noted as an influential factor. Intellectual stimulation was identified as being important to students in the classroom environment. Aspirations and career goals are also identified as a factor in career choices. Factors such as the students' background in the area and familial connection can be strong contributors to the career choice (Woolnough, 1994).

Earning potential, parental influence, social status, teacher influence, and availability of employment were revealed as influential factors in the career choice process for a professional (Paollilo & Estes, 1982). In order for students to make the most appropriate career choices, they must have knowledge of the industry, the opportunities the industry offers, and the potential they have to succeed in the desired profession.

Hospitality as a Career Choice

Hospitality and tourism is the second largest employer of high school graduates in the United States. Management jobs in foodservice and lodging topped 420,000 in 2004. The demand for workers in the hospitality industry continue to increase over the next decade, resulting in a growing need for an educated workforce ("2005-2006 Career Guide to Industries," 2005).

In an early study, Ross (1992) noted that a narrow body of research exists to examine the attitudes of high school students towards hospitality as a potential career area. His study on Australian early leavers (high school drop-outs) revealed that high school students had a great interest in careers in the hospitality industry, and they were prepared to undergo the vocational courses required to achieve the goal. Ross (1992) also revealed there were more positive attitudes towards hospitality as a career area from vocational students than those students enrolled in college preparatory classes. His study showed virtually all students were interested in

hospitality as a career. The implications for further research in this area have the potential for a great impact on recruitment and selection techniques of hospitality organizations (Barron et al., 2007).

Getz's (1994) longitudinal case study of Scottish high school students revealed attitudes towards careers in hospitality changed over time. Getz noted that students tend to enter the hospitality industry with unrealistic viewpoints, which lead to a change in attitudes over the span of their careers. Students were surveyed in 1978 and again in 1992. Over that time period, satisfaction with hospitality as a career choice dropped significantly. This fall can be attributed to the realities of the long work week and worsening economic conditions in the area. Combating the negative image of the hospitality industry is a priority to organizations needing a viable work force (Getz, 1994).

In an important contribution to the literature on student attitudes, Airey & Frontistis (1997) approached the topic of negative attitudes towards hospitality as a career choice and presented four important findings. First, support from the academic institution is critical in creating a hospitality program that best prepares students for the realities of a career in the industry. Second, there is a mentality that accompanies the perception of hospitality careers. The study suggested that educators create a more realistic viewpoint of the industry as it pertains to career expectations. Third, there is disparity between the perceptions of a job in tourism and the realism of a tourism job. Fourth, a need to create a more definitive set of parameters that explain the boundaries of the tourism sector is critical (Airey & Frontistis, 1997).

Airey and Frontistis (1997) stated that "there are so many questions which still need to be answered about the attitudes of young people to tourism careers" (p.157). Lefever and Withiam (1998) reiterated the concept that students need a more realistic view of the industry by noting

the desire of industry professional to see more academic programs focused on the realities of the hospitality and tourism industries. The role of the career and technical education teacher becomes more important.

Teacher Effectiveness

Teachers have a unique opportunity to influence students in the classroom. The perception of teachers is an area that has been extensively reviewed in the literature (Ehrenberg & Brewer, 1994; Lang, McKee, & Conner, 1993; Witcher et al., 2003). While a large body of research on teacher effectiveness does exist, research specific to the influence a teacher has on students' career choices is limited. A brief review of the literature on teacher effectiveness and the characteristics of effective teachers establish a theoretical foundation for this study.

Money (1992) defined effective teachers as those who possess a higher level of cognitive ability than their counterparts, strong interpersonal skills and a high level of motivation. She noted self-efficacy as a trait of an effective teacher. Her research focused on seven factors: (a) knowledge of subject matter, (b) effective communication, (c) ability to motivate, (d) friendly and open, (e) well-organized course material, (f) classroom control, and (g) the ability to inspire interest. These characteristics are consistent with other literature regarding effective teachers.

Money (1992) used a sample of 138 nursing faculty members and students to determine the factors that ranked significant when considering teaching effectiveness. First, the study revealed that students consider knowledge of subject matter as a critical factor in teacher effectiveness. Second, effective communication was ranked as an important factor in effective teaching. Third, a friendly and open teacher is considered more effective than those who are lofty and unapproachable. Money suggested that students perceive the personal characteristics of the teacher as a contributor to effective teaching.

Patrick and Smart (1998) suggested that teacher effectiveness is multi-dimensional in nature. Their research showed that teaching is a critical component in the instructional process. However, they reasoned that the phrase “effective teaching” may be ambiguous. They noted a lack of clarification in the literature in regards to pinpointing one dominant dimension of teaching. Their study suggested that effective teaching constitutes three factors: an ability to challenge students, a respect for students, and organizational and presentation skills.

In a study conducted for the Department for Education and Employment in Great Britain, McBer (2000) identified three factors that reflect teacher effectiveness: teaching skills, professionalism, and classroom climate. The study noted specific factors as those within teacher control. McBer suggested that professionalism and teaching skills exist before the teacher enters the classroom. These factors were identified as input measures, whereas the creation of a positive classroom climate was considered as an output.

Ding and Sherman (2006) reported that the strongest influence in the classroom is the teacher. Their study supported previous research on teacher effectiveness. However, they suggested that further research needs to be conducted in the area of specific characteristics of effective teachers.

Characteristics of Effective Teachers

The literature is extensive in the area of personal characteristics that effective teachers share. Teacher effectiveness can be attributed to a variety of factors, classroom management, knowledge of material, and instructional strategy (Demmon-Berger, 1986). Demmon-Berger (1986) identified fifteen characteristics common among effective teachers. They included a strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, willingness to tailor teaching to students’ needs, belief in their own

efficacy, use of varied teaching strategies, use of preventative discipline, caring, use of a democratic approach, task-oriented, concerned with perceptual meanings other than facts and events, comfortable interactions with others, good management skills, accessibility to students outside of class, flexibility, and imagination.

In a similar study, Brophy (1986) described effective teachers as those who set high goals, present information to students in an interesting manner, monitor student progress, and provide opportunities for application. Brophy's study supported giving teachers the opportunity to influence student achievement through active teaching strategies such as individualized instruction and applied learning concepts. A study of pre-service teachers at a university in southern Georgia was conducted to determine the characteristics perceived to be reflective of effective teaching (Onwuegbuzie, Witcher, James, & Minor, 2002). Seven themes emerge from the study: teaching that is student-centered, effective classroom management, competent instruction, ethical, enthusiastic teaching, knowledgeable about subject matter, and professionalism. These themes are reflective of findings from previous studies (Brophy, 1986; Demmon & Berger, 1986; Money, 1982).

In a follow-up study, further evidence shows students as an influential part of creating effective teaching (Witcher et al., 2003). One important goal identified was teacher preparation. Witcher et al.(2003) reported that students have a specific idea of what contributes to effective teaching. Their study identified nine characteristics students consider reflective of effective teaching: student-centeredness, knowledge of subject matter, communication effectiveness, professionalism, enthusiasm, competence, fairness and respectfulness, and adequate feedback. Koutsoulis (2003) focused on teacher characteristics from the students' perspective. Three factors emerged as relevant to effective teaching: (a) human characteristics such as

understanding, love, friendliness, fairness, humanism, and personal interest, (b) communication skills, and (c) teaching ability and (d) knowledge of the subject and grading.

Polk (2006) identified ten traits effective teachers possess: good prior academic performance, communication skills, creativity, professionalism, pedagogical knowledge, thorough and appropriate student evaluation and assessment, self-development or lifelong learning, personality, talent or content area knowledge, and the ability to model concepts in their content area. He reasoned that it is teachers' duty to develop their professional skills and be aware of new and current skills and trends in their field of expertise. The degree to which teachers embrace this duty has not been fully examined in the literature. However, the concept of teacher influence has been examined in a variety of existing literature (Brophy, 1986).

Teacher Influence

Adolescents find themselves faced with the having to determine the career path they will follow after high school (Fisher & Stafford, 1999). Students look to teachers for guidance in the area of career selection and choice. The influence the teacher has in the area of creating expectations and supporting the student and influencing career goals has been extensively researched. Teachers who express an interest in students' career goals have the opportunity to serve as a role model (Farmer, 1985). The manner in which teachers present the subject material can be associated with the career goals the teacher reinforces and either encourages or discourages a student's academic choices. Fisher & Stafford (1999) outlined five domains of influence: parental, teacher, peer, ethnic-gender expectations, and academic self-efficacy.

Kendall and Miller (1983) investigated student enrollment in vocational programs and the role of influential people in career decision-making. Administrators for educational programs are becoming increasingly interested in how students make career decisions. Factors

influencing enrollment were found to be (a) interest in the program area, (b) interest in the skills needed to be successful in the career, (c) availability of jobs, and (d) income. The authors suggested that students look at themselves as the most influential person in their career decisions with the vocational teacher as the next person of importance. Students also depend on teachers for job placement opportunities and industry connections.

Wall, Holt, Harrison & Kotrlik (1987) reported that career decisions are difficult for high school students to make. The choice becomes harder considering the variety of post secondary opportunities that exist from which students can choose. This study identified a person's background and social environment as important contributors to career choices. As career opportunities open up to students, identifying the influences on students and their career choices would become increasingly significant. The results showed that family members ranked the highest as having influence on student career choices. Vocational and business teachers also ranked as influential. Parents and teachers mostly encouraged students to go to college or to a vocational or trade school after high school (Wall et al., 1987).

Paa and McWhirter (2000) reported the importance of the high school experience in the development of career expectations and the selection of a post secondary path. The researchers utilized the model constructed by Farmer (1985) to further explore the influence of individuals on adolescents and their career decisions. Their research shows parents and peers of the same sex as the student as having the highest level of influence on students' career decisions. Teachers and counselors ranked low on the influence scale. The study noted the need to maximize the influence of those teachers that have the most career-related information to convey.

Chapter Summary

This chapter outlines the conceptual framework for this study. First, the literature on Bandura's self-efficacy theory was reviewed in relation to career development. His research provided the basis for the career development models of Farmer (1985) and Dick and Rallis (1991). These models suggest the important role of the teacher in career development. Other research reveals the relationship between the teacher and student achievement. The purpose of this study is to examine student perception of teacher effectiveness and the relationship between this perception and the students' career choice and to fill an existing gap in the current literature addressing these relationships.

CHAPTER 3

METHODOLOGY

The purpose of this study was to explore the relationships between student perception of teacher effectiveness, student attitude towards hospitality as a career choice and student intent to select hospitality as a career choice. The chapter includes a review of the research hypotheses, the population and sample of the study, a review of the survey instruments, the data collection process, and the statistical tests employed in this study.

Hypotheses for the Study

The study tested the following hypotheses:

H1: Teachers' self perception of their teaching effectiveness influences their attitude towards hospitality as a career area.

H2: Students' perception of teaching effectiveness influences their attitude towards hospitality as a career area.

H3: Students' attitude towards hospitality influences their intent to select hospitality as a career path.

H4: Students' perception of teaching effectiveness influences their intent to select hospitality as a career path.

Population

The population for this study consisted of all high school teachers and students in the United States participating in distributive education programs. Distributive education is defined as education that combines both classroom instruction and on-the-job training (DECA, 2008). The Distributive Education Clubs of America (DECA) is an international association of high school students studying marketing and entrepreneurship in business, finance, hospitality, and sales through distributive education classes and activities. DECA is recognized and endorsed by all 50 state departments of education and the US Department of Education. The mission of DECA is "to enhance the co-curricular education of students with interests in marketing,

management and entrepreneurship. DECA helps students develop career skills and competence, build self-esteem, experience leadership, and practice community service” (DECA, 2008).

Student membership consists of 185,000 students, representing 5,000 high schools in the United States, Canada, Puerto Rico, and Germany. DECA reports a profile of 83% of student membership achieving a grade point average of 3.7 or better. Teacher coordinators serve as club advisors and instructors in the curriculum courses. Responsibilities include delivering course material consistently by following state and national guidelines, maintaining the organization’s budget and coordinating activities with the state and national DECA organizations. Teacher coordinators number 2,000 to 3,000 worldwide.

Sample

There are two samples represented in this study. The samples were selected from the teacher and student populations of national list of DECA membership. These teachers made a commitment to providing students with quality instruction and occupational guidance when they were inducted into the DECA organization, according to the DECA website (DECA, 2008). Because this organization was viewed as an appropriate sample for this study, teachers were selected for inclusion in the sample based on a subscription to the National DECA list-serv. Teachers registered on the DECA listserv received monthly emails with information regarding upcoming events, articles of interest, and professional development opportunities.

The second sample consisted of student members of DECA attending the International Career Development Conference (ICDC) in Atlanta, Georgia in April, 2008. Students voluntarily select to join in the DECA curriculum as part of the vocational education at their participating high school. Typically, these students take one to two courses per semester in their chosen career field. Classes include courses in marketing, tourism, sports management, and

entrepreneurship. Student participants were the winners of competitive events at the local, state and regional levels. These events focused on occupational proficiency in a variety of categories. To further emphasize the activities of the conference, a list of competitive events from the 2008 ICDC conference is presented in Figure 3.1.

Sample Size

Sample size was determined using the Sample Size Calculator available through Creative Research Designs (<http://www.surveysystem.com/sscalc.htm>, 2008). The teacher population was approximately 2,000 teachers. Using a 95% confidence level and confidence interval of 5, an appropriate sample would consist of 322 surveys. Fourteen thousand students were in attendance at the ICDC conference in Atlanta. Using a 95% confidence level and confidence interval of 5, it was determined that 341 surveys would represent the sample appropriately. Alreck and Settle (1995) suggested that sample sizes between 100 (minimum) and 1000 (maximum) are good reflections of the data and sampling errors tend to be low with samples falling within the targeting range.

Development of the Instruments

Two surveys were developed for this study. Each instrument contained the teacher effectiveness and the attitudes towards hospitality scale items. Simple modifications to the language of the student survey were made to accommodate differences in participants. An example of the modification is “I am enthusiastic about my subject matter” in the teacher survey and “My teacher is enthusiastic about the subject matter” in the student survey. The instruments utilized items from Marsh’s (1982b) study on scale development for teacher effectiveness measurement, a survey instrument designed to measure attitudes towards hospitality as a career and the intent to select hospitality as a career.

The Student Evaluation of Educational Quality (SEEQ) was designed to measure teacher effectiveness from the viewpoint of both the student and the teacher (Marsh, 1982b). The University of Saskatchewan, the University of California at Las Angeles, Penn State University, the University of Syracuse, and the University of Maryland currently use the SEEQ to evaluate teacher effectiveness (Marsh, 1982a). For the current study, items for the student survey have been reasonably modified for optimum readability of high school juniors and seniors, as noted above.

The SEEQ measures nine constructs (Marsh, 1982b). This study utilized five constructs: (a) learning value, (b) enthusiasm, (c) organization, (d) rapport, and (e) group interaction. Table 3.1, located in Appendix, outlines the variables and the reliabilities for the instructor's self-evaluation and the student assessment. The average alpha coefficient for the instructor response is .82 and the student response is .99, which indicates an acceptable degree of internal consistency (Alreck & Settle, 1995). Survey items and reliability scores are presented in Table 3.1. Reliability scores were calculated for the over instrument by the researcher. The Cronbach alpha for the instrument was .82, which indicates an acceptable level of reliability (Salant & Dillman, 1994).

Items measuring attitude of teachers and students towards hospitality as a career were adopted from a study conducted by Airey and Frontistist (1997). Scale items were related to issues such as pay, opportunity, and college opportunities. Internal reliability and consistency measures a Cronbach's alpha of .95, which indicates an acceptable degree of internal consistency (Alreck & Settle, 1995). Survey items and reliability scores of this study are presented in Table 3.2, located in Appendices.

Items measuring intent to select hospitality as a career were adopted from a study conducted by Grace and O’Cass in 2005. Their study employed methods to determine consumers’ intent to re-patronage. Internal reliability and consistency measures a Cronbach’s alpha of .90, which indicates an acceptable degree of internal consistency (Alreck & Settle, 1995). Survey items and reliability scores are presented in Table 3.3, located in Appendix.

The survey began with a screening question that differentiated the career areas offered by DECA. There were two differences between the teacher and student surveys. The student survey consisted of two additional sections. A section dedicated to perception of the hospitality and tourism industry as a career was added to obtain a broader range of information in regards to the hospitality industry. An additional section was included to measure the students’ intent to select the career area as a career path. The student demographic profile consisted of grade currently attending and grade point average. The demographic information solicited from teachers included age and level of education. Both instruments included gender, ethnicity and the state in which they live. Survey items were measured using a 5-point Likert scale where 1 was “strongly disagree” and 5 was “strongly agree”. Directions on how to take the survey were outlined clearly on both instruments. The teacher and student surveys are shown in the Appendices.

Pilot Test

The survey instruments were pilot tested on March 28, 2008 at Bearden High School, located in Knoxville, Tennessee, USA. The survey was distributed in a hospitality management course to five students. The respondents offered several suggestions for improvement. The comments included from “the survey is too long”, “I felt I was answering the same questions over and over”, and “this is redundant”. Five teachers completed the teacher survey on the same

day. Teacher responses were generally positive. The comments included, “results should be interesting”, “a little long”, and “good survey”. When informed the survey would be online, teachers responded that it should be easier to read in an online format.

Before data were collected, permission was granted to continue the research by the Internal Review Board (IRB) on Research Involving Human Subjects at The University of Tennessee. Permission to survey teachers was granted on March 17, 2008. Permission to survey students under the age of 18 was also granted by IRB. A waiver for the required disclosure form was granted by the IRB, as it was determined that the survey posed no threat to the student’s welfare.

Prior to the study, the researcher contacted the National DECA Office to obtain permission to administer a survey to teachers participating in the DECA organization. Ed Davis, National Director of DECA, responded to the request. Mr. Davis offered to distribute a link to an online survey to the 2,500 teachers subscribed to the DECA listserv. A copy of the email that was distributed via the listserv is presented in Figure 3.2, located in Appendix. Mr. Davis also suggested the researcher attend the International Career Development Conference in Atlanta, Georgia on April 27-28, 2008. He noted that there would be 11,000 DECA students and 2,000 DECA teachers in attendance. Permission for the author to attend the conference was approved on March 1, 2008 by the chair of the Retail, Hospitality and Tourism Management at The University of Tennessee.

Data Collection

Data from teachers and students were collected utilizing two collection methods. Although teachers and students were both in attendance at the International Career Development Conference in Atlanta, two separate data collection methods were executed. Teachers accessed

the instrument via an online self-administered survey. The survey was created via *mrInterview*, a product that utilizes SPSS (Statistical Package for Social Sciences) to build, manage, and execute surveys. Online surveys offer a variety of advantages including the ability to reach a large number of respondents, low costs and ease in data coding and analysis (Granello & Wheaton, 2004). Upon completion of the survey data were exported into an SPSS-compatible format for ease in analysis. A response rate of 20% ($n = 400$ approximately) is realistic in online surveys (Granello & Wheaton, 2004). One hundred thirty two accessed the site but for an unknown reason failed to complete the survey. Teachers subscribed to the DECA listserv received an email asking them to complete the survey. An “advertisement” was drafted by the author to solicit teachers to respond to the survey (Figure 3.2). Only seventy-one teachers completed the survey.

Students were sampled using a systematic sampling technique. This method employed the concept of selecting every 5th person in the sample (Salant & Dillman, 1994). High school students in attendance at the International Career Development Conference in Atlanta, Georgia on April 27-28, 2008 were sampled. Participants were systematically selected during the exhibition of career providers on Sunday and Monday during the conference. When selecting the location for the booth representing the Department of Retail, Hospitality and Tourism Management at the University of Tennessee, a schematic of the exhibit floor was analyzed for a potential heavier traffic flow. The researcher selected a booth beside the “Island Freeze” booth, where free “slushies” were distributed. Every fifth student in the line for free samples was invited to participate in the survey. At the end of the data collection period, a total of 451 useable surveys were collected. According to the sample size on page 22, this number exceeds the amount of surveys to obtain a useful sample.

Data Analysis

The data collected were analyzed to determine the relationship between teacher effectiveness and student career choices. SPSS 15 for Mac was used to enter data and perform statistical tests. Frequencies were performed in order to garner a demographic profile of the respondents. Correlations were conducted between the scale items associated with each of the mean variables. The Pearson product-moment correlation coefficient is commonly recognized as a measure of the degree to which two variables are linearly associated (Kahane, 2008). The hypotheses were tested using linear regression to measure the relationship between the variables and to assess the significance of the relationship. Alreck and Settle (1995) state that, “when one continuous variable is identified as the predictor variable and one continuous variable can be identified as the response variable, regression analysis is the appropriate technique” (p.299). For this study the level of significance is $p < .05$. The level of .05 for accepting or rejecting a hypothesis is widely recognized as satisfaction (Salant & Dillman, 1994). The procedure for each hypothesis is displayed in Table 3.4, located in the Appendices.

CHAPTER 4

DATA ANALYSIS

This chapter presents and analyzes the data for the four hypotheses addressing the relationship between student perceived effectiveness, student intent to select hospitality as a career and student attitude towards hospitality as a career area. Data are also presented for one hypothesis concerning the teacher's perceived teaching effectiveness and their attitude towards hospitality as a career area. Chapter 4 is divided into two sections: a description of the data and the testing of each hypothesis for the study. Related tables for Chapter 4 are located in the Appendices.

Description of the Data

Students

The data were drawn from 451 high school students, who were enrolled in a distributive education course in one of the career areas of hospitality, marketing, entrepreneurship or business. The students were in attendance at the International Career Development Conference in Atlanta, Georgia, April 28-30, 2008. The studied sample was involved in occupationally derived competitive events across a number of disciplines.

The gender of the students studied was predominantly female (59.2%). Table 4.1 displays the gender categories for the students in the study. Males represented a smaller percentage of the sample (40.8%). The majority of the ethnicity of the sample is Caucasian (72.1%). The ethnicity distribution is presented in Table 4.2. Other ethnic categories reported were African American (7.5%); Asian/Pacific Islander (9.1%), Native American (0.6%), Hispanic (6%), and the remaining participants (4.7%) reported another ethnicity other than those stated within the survey instrument.

Students were asked to indicate their last grade completed. Table 4.3 reports the last grade-completed distribution of the students surveyed. The majority of students were high school seniors (61.2%) and juniors (26.8%). The remaining participants were freshmen (2%), sophomores (7.3%), and non-reporting (2.7%).

Students being surveyed were asked to report their current grade point average. The grade point average range of the students studied was predominantly 3.5 to 4.0 (69.8%) on a 4.0 scale. A smaller percentage reported their grade point averages as 3.0 to 3.49 (28.8%), and 0.2% reported a grade point average of 2.5 to 2.99 and 1.1% reported a grade point average of 2.5 and below. The frequency distribution of grade point average is presented in Table 4.4.

The students attending the International Career Development Conference were representative of the 48 contiguous states, Puerto Rico and Guam. The largest percentage of students represented the state of Tennessee, with 10.6% of the respondents ($n = 48$) followed by Virginia (6.4%), Florida (5.1%), Minnesota (4.4%) and Washington (4.2%). The distribution of respondents from the top five states is represented in Table 4.5.

Teachers

The data were drawn from 71 distributive education teachers who teach high school juniors and seniors in the areas of hospitality, marketing, entrepreneurship and business.

The gender and ethnicity of the teachers studied was predominantly Caucasian (87.3%) female (84.5%), as reported in Table 4.6. The average age of the teacher was 45. The ethnicity distribution is presented in Table 4.7. Other ethnic categories reported were African American (1.4%), Asian/Pacific Islander (1.5%), Native American (2.8%), and Hispanic (7%).

Teachers were asked to indicate their highest level of education. Table 4.8 reports the education degree distribution of the teachers surveyed. Approximately one-third of the teachers

had obtained a Master's degree as well as additional coursework (36.6%). Others reported having a Master's degree (21.1%), while another third indicated they had a Bachelor's degree (32.4%). A smaller percentage of teacher respondents had earned a doctoral degree (5.6%). 4.6% of the respondents had not reported educational status.

Analysis of Data

Four hypotheses were developed in this study. In the first step of the analysis, correlations were conducted between the scale items associated with each of the mean variables. The Pearson product-moment correlation coefficient is a commonly recognized measure of the degree to which two variables are linearly associated (Kahane, 2008). In the Appendices, Tables 4.9 through 4.15 display the correlations performed between the scale items for the constructs of teacher effectiveness, attitudes toward hospitality as a career, and intent to select hospitality as a career.

The variables associated with teacher effectiveness were correlated according to the five factors Marsh developed in his original instrument the Student Evaluation of Effectiveness and Quality (Marsh, 1982a). As displayed in Table 4.9, the Pearson correlation was calculated to examine the relationship between the learning and value scale items of *current*, *prepared*, *value*, *challenge*, *interest*, *clear*, and *access*. Moderate positive correlations, that were significant at $p = .000$, were found among the variables.

Also within the teacher effectiveness construct are the items associated with enthusiasm; *enthus*, *humor*, *energy* and *style*. Table 4.10 displays the Pearson correlation calculated to examine the relationship between these items. Strong positive correlations, that were significant at $p = .000$, were found among the variables. Table 4.11 displays the Pearson correlation calculated to examine the relationship between the group interaction variables of *participate*,

share, welcome, and express. Strong correlations, that were significant at $p=.000$, were found among these variables. The individual rapport items of *friendly, welcome, genuine, and access* were examined. Table 4.12 displays the Pearson correlation. Strong positive correlations, that were significant at $p=.000$, were found.

Attitudes toward hospitality as a career were measured using scale items developed by Airey and Frontistis (1997). A Pearson correlation coefficient was calculated for the relationship between the items *attjobop* (*job opportunities*), *attexcite* (*exciting careers*), *attgenuine* (*genuinely interested*), *attgrowing* (*growing industry*), *attempt* (*important industry*), *attwellpd* (*well paid jobs*). Moderate and strong positive correlations, that were significant at $p=.000$, were found. Moderate correlation strength is considered .40 - .60 and strong correlation strength is considered .60 - .99 (Zou, Tuncali, & Silverman, 2003). Table 4.13 displays the results.

Grace and O'Cass (2005) developed scale items to measure a customer's intent to repatron a retail venue. These items were modified to measure a student's intent to select hospitality as a career. A Pearson correlation coefficient was calculated for the relationship between the items *intentlkly* (*likely choose hospitality*), *intentprob* (*probably choose hospitality*), *intentpos* (*possibly choose hospitlaty*), and *intentno* (*no intent to choose hospitality*). A low negative correlation was found ($r(439) = -.038$, $p = .416$) between *intentpos* and *intentno*. The variable representing no intent to select hospitality as a career is not related the variable representing the possibly of selecting hospitality as a career. Table 4.14 displays the results. The variable *intentno*, was removed from the analysis and a Pearson correlation was recalculated. The relationships between the remaining variables of *intentlkly*, *intentprob*, and *intentpos* were found to be moderate to strong correlations, that were significant at $p=.000$. Table 4.15 displays the results of this analysis.

The hypotheses were tested using linear regression to measure the relationship between the variables and to assess the significance of the relationship. Alreck and Settle (1995) state that, “when one continuous variable is identified as the predictor variable and one continuous variable can be identified as the response variable, regression analysis is the appropriate technique” (p. 299). Regression is a powerful analysis when there is an assumption of normality of the data, which is present in the dataset of this study. A widely-recognized interpretation of the Pearson correlation coefficient r is to square the value. R^2 is only calculated on the basis of Pearson’s r . Use of rank correlation coefficients is not appropriate (Zou et al., 2003)

Satisfactory performance of the regression model is often measured by the r-square statistic. R^2 is defined as “the percentage of the variance explained by the regression.” (Achen, 1982) Common theory summates that if the R^2 is low, the model is a good fit and if the R^2 is low, the model is less powerful. However, this conclusion is not supported by all statistical literature. Achen (1982) posits that R^2 notes the shape of the data around the regression line and not the strength and predictive value of the model. The subjective nature of the social sciences also does not lend itself to the confinements of the R^2 statistic. Dr. Mary Sue Younger, Department Chair of the Statistics Department at the University of Tennessee, suggests that the R^2 number is deceiving. Her research shows that an R^2 that is considered low may have a strong predictive value (Younger, 1985). The distance between the data points and the distance of the data points from the regression line must also be considered.

In order to measure the relationship between the variables of teacher effectiveness, attitudes toward hospitality as a career and the intent to select hospitality as a career, scale items for each construct on the survey instrument were compiled to obtain a mean score for each of the four variables. Formulating a composite score for use in linear regression is often the preferred

to using individual scale items based on the stability the composite variable lends the model (Li, 1997). Li also suggested that composite or mean scores are simpler to conceptualize in a regression model and less complicated to communicate to the reader. De Rey, Galindo and Velarde (2001) suggested that a mean score for use in regression improves the reliability of the produced model.

Data were analyzed using SPSS 16 for Mac. For each hypothesis, SPSS produced four tables. The descriptive statistics table included the mean and standard deviation of each variable. A model summary table displayed the r-squared value, and an ANOVA table presents the associated significance value. A coefficients table was created to display the regression equation for the model.

Each of the hypotheses is outlined and the results are listed below.

H1: Teachers' perception of their teaching effectiveness influences their attitude towards hospitality as a career area.

A linear regression analysis was performed to determine if the dependent variable of a teacher's attitude towards hospitality as a career area has a significant relationship with the independent variable of a teacher's perception of their teaching effectiveness. The regression model for this hypothesis is presented in Table 4.16 and the associated ANOVA table is presented in Table 4.17. The r^2 statistic is .889 and the model is significant at $p < .000$. The r^2 value suggests that 89% of the variance in teacher attitudes toward hospitality can be predicted by the teacher's perception of their teaching effectiveness. Therefore, we conclude that teacher's perception of teaching effectiveness is significantly related to their attitude towards hospitality as a career area.

A scatter plot for Hypothesis 1 is presented in Figure 4.1. The data is tightly clustered and lies close to the line of regression. This pattern indicates a high level of predictive validity for the dependent variables based on the independent variables (Alreck and Settle, 1995). An r^2 of .889 means the predictive value of this model is high.

Further analyses of the data reveal the following regression equation:

$$Y = \beta_0 + \beta_1(X_1)$$

$$\text{Dependent Variable} = \beta_0 + \beta_1(\text{Independent Variable})$$

$$\text{Attitude} = -.160 + 1.004(\text{effectiveness})$$

This means that when a teacher's perception of their effectiveness increases their attitude towards hospitality as a career decreases.

H2: Students' perception of teaching effectiveness influences their attitude towards hospitality as a career area.

A linear regression analysis was performed to determine if the dependent variable of attitude towards hospitality as a career area has a significant relationship to the independent variable of a student's perception of their teacher's effectiveness. The regression model for this hypothesis is presented in Table 4.18 and the associated ANOVA table is presented in Table 4.19. The r^2 statistic is .258 and the model is significant at $p < .000$. The r^2 value suggests that 26% of the variance student attitudes towards hospitality can be predicted by the students' perception of teacher effectiveness. Therefore, we concluded that a student's perception of teaching effectiveness is significantly related to a student's attitude towards hospitality as a career area.

A scatter plot for Hypothesis 2 is presented in Table Figure 4.2. The data is splayed widely away from the line of regression. This pattern indicates a low level of predictive value for the dependent variables based on the independent variables (Alreck and Settle, 1995).

The regression equation for this model is as follows:

$$Y = \beta_0 + \beta_1(X_1)$$

$$\text{Dependent Variable} = \beta_0 + \beta_1(\text{Independent Variable})$$

$$\text{Attitude} = 1.962 + .522 (\text{effectiveness})$$

This means that when student perception of teacher effectiveness goes up, the student's attitude towards hospitality as a career increases.

H3: Students' attitude towards hospitality influences their intent to select hospitality as a career path.

A linear regression analysis was performed to determine if the dependent variable of their intent to select hospitality as a career path is significantly related to the independent variable of a student's attitude towards hospitality as a career area. The regression model for this hypothesis is presented in Table 4.20 and the associated ANOVA table is presented in Table 4.21. The r^2 statistic is .210 and the model is significant at $p < .000$. The r^2 value suggests that 21% of the variance in student intent to select hospitality as a career can be predicted by student attitudes toward hospitality as a career. Therefore, we concluded that a student's attitude toward hospitality as a career area is significantly related to their intent to select hospitality as a career path.

A scatter plot for Hypothesis 3 is presented in Table Figure 4.3. The data is also splayed away from the line of regression. This pattern indicates a low level of predictive value for the

dependent variables based on the independent variables (Alreck and Settle, 1995). The regression equation for this model is as follows:

$$Y = \beta_0 + \beta_1(X_1)$$

$$\text{Dependent Variable} = \beta_0 + \beta_1(\text{Independent Variable})$$

$$\text{Intent} = 2.207 + 1.498(\text{attitude toward hospitality career})$$

This means that as a student's attitude towards hospitality as a career increases, their intent to select hospitality as a career increases.

H4: Students' perception of teaching effectiveness influences their intent to select hospitality as a career path.

A linear regression analysis was performed to determine if the independent variable of a student's perception of their teacher's effectiveness has a significant relationship with the dependent variable of intent to select hospitality as a career area. The regression model for this hypothesis is presented in Table 4.22 and the associated ANOVA table is presented in Table 4.23. The r^2 statistic is .099 and the model is significant at $p < .000$. The r^2 value suggests that 10% of the variance in intent to select hospitality as a career can be predicted by the students' perception of teaching effectiveness. Therefore, we conclude that a student's perception of their teacher's teaching effectiveness is significantly related to a student's attitude towards hospitality as a career area.

A scatter plot for Hypothesis 4 is presented in Figure 4.4. The data is loosely splayed away from the line of regression. This pattern indicates a low level of predictive value for the dependent variables based on the independent variables (Alreck and Settle, 1995). The regression model for the model is as follows:

$$Y = \beta_0 + \beta_1(X_1)$$

Dependent Variable = $\beta_0 + \beta_1(\text{Independent Variable})$

Intent = $4.025 + 1.056$ (student perception of teacher effectiveness)

This means that as a student's perception of teacher effectiveness increases, their intent to select hospitality as a career area increases.

Summary

A statistical analysis of the data supported the alternative hypotheses presented in the study. In summary:

Hypothesis 1: The alternative hypothesis is accepted and it is determined there is a statistically significant relationship between a teacher's self perception of teacher effectiveness and teacher attitude towards hospitality as a career area.

Hypothesis 2: The alternative hypothesis is accepted and it is determined there is a statistically significant relationship between a student's perception of teacher effectiveness and a student's attitude towards hospitality as a career.

Hypothesis 3: The alternative hypothesis is accepted and it is determined there is a statistically significant relationship between a student's attitude towards hospitality and their intent to select hospitality as a career.

Hypothesis 4: The alternative hypothesis is accepted and it is determined there is a statistically significant relationship between student perception of teacher effectiveness and their intent to select hospitality as a career.

A discussion of the results and the implications of the research follow in Chapter 5.

CHAPTER 5

DISCUSSION AND SUGGESTIONS

Chapter 5 offers a summary of the research study, a discussion of the findings and implications of those findings, and a conclusion that offers possible future research studies.

The importance of teacher effectiveness is a well-researched construct (McBer, 2000). Characteristics of effective teachers have been outlined and defined in numerous studies (Park & Lee, 2006; Witcher et al., 2003). Student attitudes towards a career have been the subject of limited studies while the intent to select hospitality as a career has received little attention in the recent decade (Kusluvan & Kusluvan, 2000). The purpose of this study was to investigate if relationships between the variables of perception of teacher effectiveness, attitude towards hospitality and the intent to select hospitality as a career exist, and whether the relationship was significant.

This study was designed to answer the following research questions:

- 1. What relationship, if any, exists between teacher self-perception of teaching effectiveness and teacher attitude towards hospitality as a career area?**
- 2. What relationship, if any, exists between student perception of teacher effectiveness and student attitudes toward hospitality as a career area?**
- 3. What relationship, if any, exists between student attitude towards hospitality as career area and student intent to select hospitality as a career area?**
- 4. What relationship, if any, exists between student perception of teacher effectiveness and student intent to select hospitality as a career area?**

Four hypotheses were developed to answer the research questions:

H1: Teachers' self-perception of their teaching effectiveness influences their attitude towards hospitality as a career area.

H2: Students' perception of teaching effectiveness influences their attitude towards hospitality as a career area.

H3: Students' attitude towards hospitality influences their intent to select hospitality as a career path.

H4: Students' perception of teaching effectiveness influences their intent to select hospitality as a career path.

Four hundred and fifty one high school students and seventy-one high school teachers participated in the study. The participants were members of the Distributive Education Clubs of America (DECA). The student participants completed a survey during their attendance at the International Career Development Conference held in Atlanta, Georgia, April 27-29, 2008. Teachers were surveyed online via *mrInterview* that allows teacher coordinators to access to the instrument.

Discussion

Research Question 1

What relationship, if any, exists between teacher self-perception of teaching effectiveness and their attitude towards hospitality as a career area? H1 was designed to answer the question as to the relationship between a teacher's perception of teaching effectiveness and their attitude towards hospitality as a career area. Regression analysis showed a statistically significant relationship between these two constructed variables. This finding is supported by the literature on teacher effectiveness and the characteristics of effective teachers (Koutsoulis, 2003).

Hospitality education has only been a part of the high school curriculum over the past ten years. The industry has played an important role in becoming more visible in the high schools as part of vocational training and career clustering. Teachers surveyed were asked to make comments about teaching hospitality and comments suggested they would be more effective

teaching hospitality if they had an academic background in the discipline. One teacher commented, “I would enjoy knowing more about the hospitality industry.” Another comment was, “I would like to know more about careers in hospitality.”

It is common that teachers are assigned hospitality classes with little or limited input towards the selection of ancillary materials, such as textbooks and workbooks. Working with the teacher to create a more positive attitude towards hospitality as a career could help to expand hospitality education in higher education as well. First, teachers would be able to maximize their effectiveness in the classroom by teaching areas in which they are familiar and have an expressed interest. Second, teachers’ attitude towards hospitality may increase the number of student interested in pursuing hospitality as a career. Third, according to the literature and the findings of this study, teachers influence students and teachers want to feel they are effective on their jobs. The high r^2 of .889 indicates that teachers who see themselves as effective also recognize the influence they have on student attitude.

Research Question 2

What relationship, if any, exists between student perception of teacher effectiveness and student attitudes toward hospitality as a career area? H2 was designed to address the relationship between student perception of teacher effectiveness and student attitudes towards hospitality. Regression analysis revealed a statistically significant relationship between the two constructed variables. The analysis showed that students were influenced by their teachers’ attitude towards hospitality. The more effective a teacher was perceived to be, the more positive an attitude the student had towards the career area. What does this mean? Characteristics of effective teachers are important indicators of student attitude and perception. The degree to which a teacher is perceived to be enthusiastic and knowledgeable about a subject area can parlay into an increased

enjoyment and satisfaction from the student in the classroom. Teachers teach best when they feel a connection to their subject. For example, a science teacher can make science seem like the most exciting topic in a curriculum simply by their enthusiasm and positive attitude towards science, therefore inciting a passion for science and an interest to learn more. Hospitality educators have the same opportunity to inspire and affect their student's perceptions and attitudes towards hospitality as a career.

However, we must not assume that every effective teacher will inspire every student. One teacher commented, "No matter how exciting I make my classes, I can not keep the interest of all students because they do not need this class to graduate. No amount of teacher prep, knowledge, and presentation will reach these students and it is very frustrating."

Research Question 3

What relationship, if any, exists between student attitude towards hospitality as career area and student intent to select hospitality as a career area? H3 was designed to address the relationship between student attitude towards hospitality as career and student intent to select hospitality as a career. Regression analysis revealed a statistically significant relationship between the two constructed variables. The analysis showed that student attitude did influence their intent to pursue hospitality as career. While this statement is not a revelation of magnitude, it does bring the study back to the basic assumptions. If students are excited and interested in a topic or subject matter, they are more likely influenced to pursue a career path or college career in that area.

Enrollment in courses in forensic science has skyrocketed since the beginning of television shows such as *The X-Files* and *CSI*. Vocations in the medical and legal fields enjoyed jumps in enrollment when the mainstream media showcased shows such as *ER* and *Boston Legal*

(Smallwood, 2002). These courses of study may see moderate growth for a period of time but do students continue a long-term pursuit of these careers when they understand the realities of the field. A main concern of hospitality educators and industry professionals is the unrealistic expectation of the employee (Overland, 2005). The hospitality industry benefits from having students come into the field with a realistic view of the scope of the profession and reasonable expectations in regard to pay and work schedules.

The challenge of the hospitality industry is to create an interest regarding the myriad of career opportunities and the wealth of the industry. The hospitality industry employs engineers, marine biologists, gaming professionals, forest rangers, logistic specialists, and many other high-paying professional jobs. The perception of the low-paying menial laborer must be mitigated and the first line of defense is in the classroom. By generating an interest in the industry, we create a potential workforce. We know there is a relationship between attitude and selection of a career. The bigger question is how do we influence those attitudes to a point where the intent to select is based on fact, not cultural stereotypes.

Research Question 4

What relationship, if any, exists between student perception of teacher effectiveness and student intent to select hospitality as a career area? H4 was designed to address the relationship between student perception of teacher effectiveness and student intent to select hospitality as a career. Regression analysis revealed a statistically significant relationship between the two constructed variables. The analysis showed that students intent to select hospitality as a career path was influenced by their perception of teachers effectiveness.

Teachers have the power to change student's lives. Teachers hold a great deal of power in their hands during the fifty to seventy-five minutes a day they interact with students. While a

percentage of students have no interest in furthering their knowledge, every teacher has the opportunity to touch a student's life in their teaching career. Performance in the classroom and the enthusiasm a teacher shows for the subject and for the learning process may be a turning point for the student who is uncertain about their future plans. The hospitality industry and in particular, hospitality education programs in the post secondary setting, have a significant opportunity to increase interest in the industry and enrollment in hospitality programs.

In the comment section of the teacher instrument, statements addressed the need for teachers to develop relationships with faculty and counselors from area colleges and universities. One teacher stated, "I would like to see more cooperation from local universities in accepting credits from our students." Issues such as dual enrollment, university transfer opportunities and articulation agreements were also mentioned. While these issues are negotiated at the state level with each college and university separately, the implications are far-reaching. Marketing hospitality courses to students as a college preparatory course instead of a vocational elective may generate a greater appreciation for the courses. Also, high school teachers who teach hospitality courses may develop more effective classroom strategies when presented with a course that is supported by institutions of higher education that offer majors and minors in the fields of hospitality and tourism.

Suggestions

Growing demand for labor in the hospitality industry will continue to be a concern for human resource recruiters. Studies suggest that students with positive attitudes towards an industry are more likely to select that industry as a profession (Cothran & Combrink, 1999). Education research notes that students interpret their teacher's enthusiasm for a topic as an indicator that the topic is important or significant in some way. As hospitality educators and

professionals, we must build a bridge between the high school teachers in the occupational disciplines, specifically the hospitality industry, and the industry professionals in need of a viable workforce.

Based on the findings of this study, a number of suggested are listed below. These conclusions are stated as follows:

1. Teacher effectiveness is an important construct that has been sufficiently researched and documented. However, the effectiveness of teachers in hospitality curricula has not been extensively engaged. Given the significant relationship between teacher effectiveness, student attitudes and the intent to select hospitality as a career, further research in the hospitality field would be beneficial.
2. While the data revealed statistically significant relationships between the student variables, the low r-square values present a challenge when analyzing Hypotheses 2 through Hypotheses 4. Visually, the scatter plots show the data to be splayed away from the regression line. This pattern indicates a weakness in the predictive value of the data. Assumptions can be made about the reasons for the low r-square. Students are impressionable and lack maturity. While they may appear confident and self-assured to their peers, the ability to make competent and well-informed career decisions is questionable. We cannot assume that teachers are the only influence in student's decision-making processes. Variables such as self-esteem, perceptions of peer groups, gender, and parental guidance are among those for possible study.
3. Career development models show parents and peers to be importance influencers (Dick & Rallis, 1991). An implication for a future study would be to determine the attitudes of parents of hospitality students towards the industry as a career.

4. A limitation to this study is the sampling of students only involved in DECA. While these students were eager to participate and served as a wonderful resource to the researcher, they are not characteristic of typical high school vocational students and therefore cannot be generalized to the population of all high school students.
5. Future studies stemming from this research could include; (a) attitudes of parents towards hospitality as a career path, (b) the relationship between high school vocational teachers and faculty from institutions of higher education with hospitality departments, and (c) professional development needs of secondary teachers teaching hospitality.
6. Future studies to include a factor analysis may assist in determining how many factors are needed to explain the patterns among the listed variables. Factor analysis is a more complex version of a correlation. Instead of looking at the correlation between just two variables, factor analysis uses a large number of correlations among a large number of variables. The factor structure consists of numerical figures known as factor loadings. Variables that correlate highly with the factor are said to "load on" that factor. Variables that do not correlate with the factor are said not to load on it. The variables that load on the factor allow us to figure out what do all of the variables loading on that factor have in common. Understanding the nature of the factors will provide a deeper dimension to this study. By performing a factor analysis we can better determine if two or more characteristics among the variables share an underlying trait.

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APPENDICES

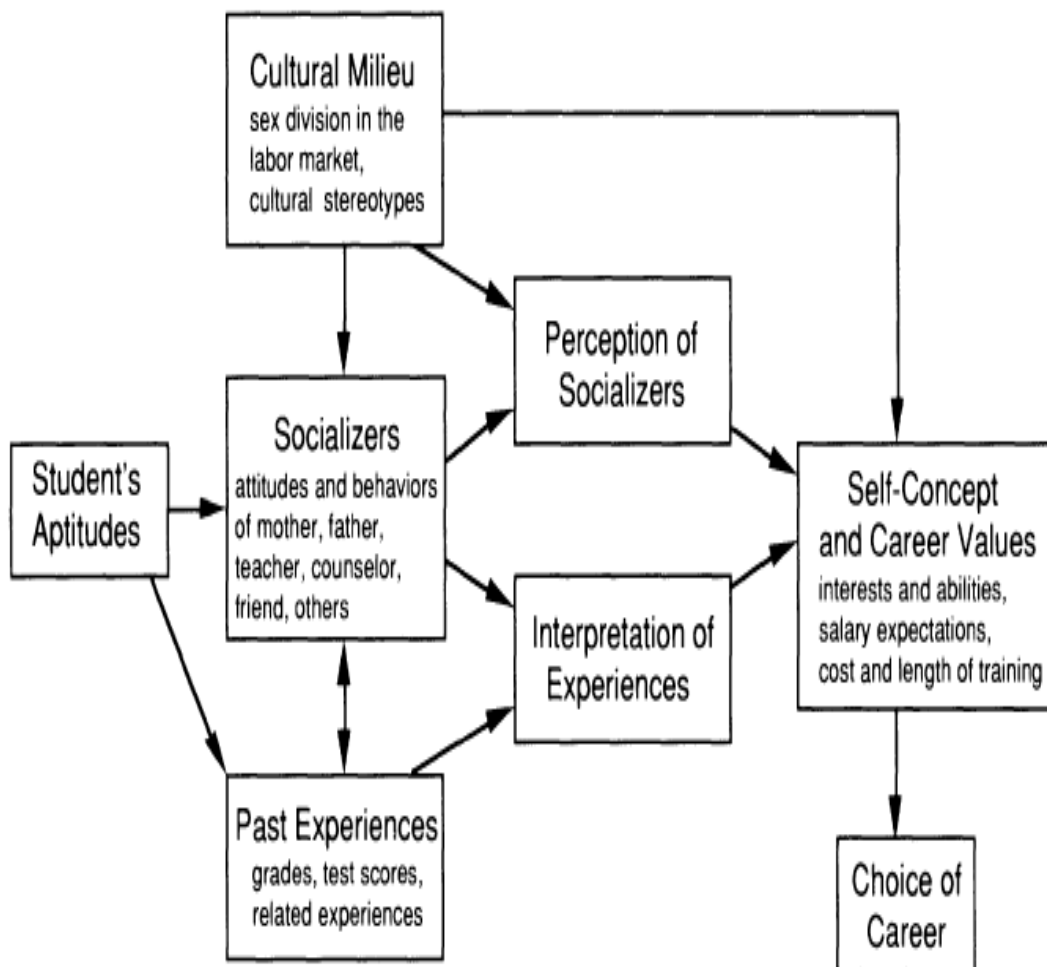


Figure 2-1 Dick and Rallis's Model of Career Choice

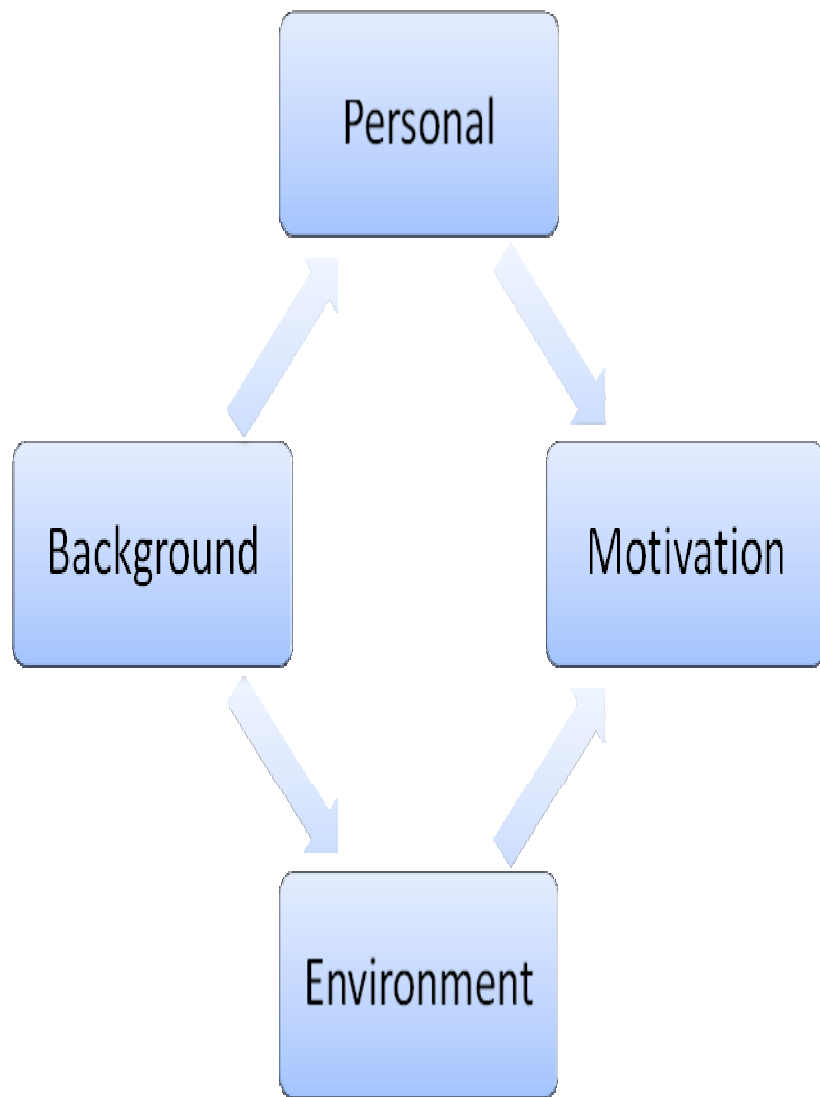


Figure 2-2 Farmer's Model of Career Choice

DECA's International Career Development Conference Competitive Events List High School Division

Individual Series Events

1. Accounting Applications Series—ACT
2. Apparel and Accessories Marketing Series—AAM
3. Automotive Services Marketing Series—ASM
4. Business Services Marketing Series—BSM
5. Food Marketing Series—FMS
6. Hotel and Lodging Management Series—HLM
7. Marketing Management Series—MMS
8. Quick Serve Restaurant Management Series—QSRM
9. Restaurant and Food Service Management Series—RFSM
10. Retail Merchandising Series—RMS
11. Sports and Entertainment Marketing Series—SEM

Management Team Decision Making Events

1. Business Law and Ethics Management Team Decision Making Event—BLMDM
2. Buying and Merchandising Management Team Decision Making Event—BMDM
3. Financial Analysis Management Team Decision Making Event—FMDM
4. Hospitality Services Management Team Decision Making Event—HMDM
5. Internet Marketing Management Team Decision Making Event—IMDM
6. Sports and Entertainment Marketing Management Team Decision Making Event—SMDM
7. Travel and Tourism Marketing Management Team Decision Making Event—TMDM

Marketing Research Events

1. Business and Financial Services Marketing Research Event—BFR
2. General Marketing Research Event—GMR
3. Hospitality and Recreation Marketing Research Event—HRR
4. Retail Marketing Research Event—RMR

Chapter Team Events

1. Community Service Project—CSP
2. Creative Marketing Project—CMP
3. Entrepreneurship Promotion Project—EPP
4. Financial Literacy Promotion Project—FLPP
5. Learn and Earn Project—LEP
6. Public Relations Project—PRP

Business Management and Entrepreneurship Events

1. Entrepreneurship Written Event—ENW
2. International Business Plan Event—IBP
3. Internet Marketing Plan—IMP
4. Entrepreneurship Participating Event (Creating an Independent Business—ENPI or Franchising Business—ENPF)

Marketing Representative Events

1. Advertising Campaign Event—ADC
2. Fashion Merchandising Promotion Plan Event—FMP
3. Technical Sales Event—TSE

Online Events

1. Stock Market Game—SMG
2. Virtual Business Challenge Retail—VBCR
3. Virtual Business Challenge Sports—VBCS

Special Event

1. DECA Quiz Bowl—DQB

Figure 3.1 List of DECA Competitive Events

Table 3.1

Constructs from Student Evaluation of Educational Quality utilized on survey teacher and student survey instruments and associated reliabilities for teachers and students. (Marsh, 1982)

Variables	Items	Alpha Coefficients of Reliability
Learning	• Course was challenging and stimulating	Instructor
	• Learned something considered valuable	.83
	• Increased interest in subject as consequence of course	Student
	• Learned and understood the subject materials	.95
Enthusiasm	• Instructor was enthusiastic about teaching the course	Instructor
		.82
	• Instructor was dynamic and energetic teaching the course	Student
		.96
Organization	• Instructor enhanced presentation with humor	
	• Instructor style of presentation held interest	
	• Instructors' explanations were clear.	Instructor
	• Course materials were well prepared and explained.	.74
Group interaction	• Proposed objectives agreed with those actually taught.	Student
		.93
	• Students encouraged to participate in class discussion	Instructor
		.90
	• Students invited to share ideas and knowledge	Student
	• Students encouraged to ask questions and give answers	.98
	• Students encouraged to express own ideas	

Individual rapport	• Instructor was friendly towards individual students	Instructor .82
	• Instructor welcomed students to seek advice/help.	Student .96
	• Instructor had genuine interest in individual students	
	• Instructor was accessible during office hours/after class.	

Table 3.2

Scale items used to measure intent to select hospitality as a career area (Grace and O'Cass, 2005)

Variables	Items	Alpha coefficients of reliability
Intent to select or patronize a particular product or service	I am likely to select (use) in the future	.93
	I will probably select (use) in the future.	.94
	I will possibly select (use) in the future.	.94
	I have no intention to select (use) in the future	Not reported

Table 3.3

Scale items used to measure student and teacher attitude towards hospitality as a career area (Airey and Frontistis, 1997)

Variables	Items	Alpha coefficients of reliability
Attitude towards hospitality as a career area	Hospitality offers interesting job opportunities	.95
	Hospitality can be studied at the university level.	
	Hospitality offers well-paid, managerial opportunities early in career.	
	Hospitality offers chances for travel.	
	Hospitality is a most important sector of the economy.	
	Hospitality is a growing sector of the economy.	

April 2008

Vol 1, Issue 1

WHAT'S NEW AT DECA

Brought to you by your friends at DECA Images.

Greetings!

Welcome to DECA's latest communication tool for chapter advisors. We think this is one you will really like. It will enable us to provide you with the latest information and resources without cluttering your mailbox. The content will be brief and relevant, the keys to today's communication. Thanks for allowing us to serve you in this way.



Ed Davis
Executive Director

ICDC CONFERENCE ALERT!

Because of recent weather-related events in Atlanta, some of the ICDC conference venues have changed. Also recently updated for the 2008 International Career Development Conference is the conference Dress Code. Conference attendees can check out the updated information [here](#). Look for links titled "Conference Program" and "Dress Code."

ICDC Tours - ACT FAST!

Tickets are going fast for 2 exciting ICDC tours. Act now so your group is not left out. The DECA **Six Flags Over Georgia** tour for Saturday, April 26, includes transportation to this park filled with thrilling rides, water adventures and shows (\$33). See nature at its best in galleries that let you get up close and personal at the **Georgia Aquarium** on Sunday, April 27 (\$19). To access the tour order form and other important ICDC information click [here](#).

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McGraw-Hill Update

Glencoe McGraw-Hill invites you to participate in this brief survey on marketing education:

<http://www.zoomerang.com/survey.zqi?p=U28UG4BTMGZG>

When you complete the survey, you will be entered in a drawing to win *Annual Editions: Marketing* © 2009! This up-to-date anthology provides convenient access to current articles highlighting top marketing trends and issues, selected from the best of the public press, such as *BusinessWeek*, *Harvard Business Review*, *Fortune*, *Marketing News*, *The Advertiser*, *Entrepreneur*, *American Demographics*, *Marketing Management*, and others.

Please send any correspondence to: marketing_editor@mcgraw-hill.com

Glencoe McGraw-Hill is planning for a major revision of *Marketing Essentials* for 2011! Any teachers interested in reviewing *Marketing Essentials* for the revision should contact [Julie G Koerner@McGraw-Hill.com](mailto:Julie_G_Koerner@McGraw-Hill.com). Your opinion is appreciated.

Visit the online newsletter at <http://www.glencoe-e-zine.com/>.

Other News:

Congratulations to Deb Moore from Glendale, Arizona. She has been elected the Marketing Education Division Vice-President for ACTE. She is a marketing educator and DECA advisor with the Peoria Unified School District.

Does teacher effectiveness matter? Play an important role in research that is being conducted at the University of Tennessee!

Eva Smith, a doctoral student in the Retail, Hospitality and Tourism Department at the University of Tennessee, is conducting a research study on the relationship between teacher effectiveness and students' choice of career path. Please click on the link below and take the attached survey. There are 25 short questions and the survey can be completed in 5-6 minutes.

<http://survey.utk.edu/mrlWeb/mrlWeb.dll?l.Project=DECA>

Thank you so much for your participation! Eva will also be at the International Career Development Conference in Atlanta. She will be at the University of Tennessee exhibit. Please stop by and register to win a Vera Bradley duffle bag and cosmetic bag in the new summer pattern, Yellow Bird!

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Figure 3.2 Email sent to DECA teachers

This survey is an attempt to determine the relationship between teacher effectiveness and a student's attitude towards a career area. Your participation in this survey is voluntary. There are no penalties for not answering some or all of the questions. Only small samples of people are being surveyed, so your answers are very important. **All of your responses will be kept strictly confidential, only group averages will be reported for this study.** Your assistance in this survey will be helpful in determining important relationships between teachers and students. Completion of the survey constitutes your consent to participate.

Project Coordinator: Eva Smith, Doctoral Student
Project Supervisor: Dr. Rachel JC Chen
Department of Retail, Hospitality, and Tourism Management
The University of Tennessee at Knoxville (865) 974-0505
Email: esmith54@utk.edu & rchen@utk.edu

Select the career area you are currently enrolled in: CAREER

- ☐ **Entrepreneurship** 1
- ☐ **Marketing** 2
- ☐ **Management** 3
- ☐ **Finance** 4
- ☐ **Hospitality** 5
- ☐ **Other** 6

Section 1: This section is designed to determine your intent to select the career area as a career choice after high school.

	Strongly disagree		Neutral		Strongly agree
I am likely to choose the career area as a college or career path.	1	2	3	4	5
I will probably choose the career area as a college or career path.	1	2	3	4	5
I will possibly choose the career area as a college or career path.	1	2	3	4	5
I have no intention of choosing the career area as a college or career path.	1	2	3	4	5

Section 2: This section is designed to determine your attitude towards the career area you selected at the beginning of the survey

	Strongly disagree		Neutral		Strongly agree
My selected career area offers interesting job opportunities for students.	1	2	3	4	5
My selected career area will be an exciting career for students.	1	2	3	4	5
I am genuinely interested in the selected career area.	1	2	3	4	5
My selected career area represents a growing sector of the job market.	1	2	3	4	5
My selected career area is an important sector of the international, national and state economies.	1	2	3	4	5
My selected career area offers well-paid jobs for students.	1	2	3	4	5

Section 3: This section is designed to measure your perception of your teachers' effectiveness in the classroom.

	Strongly disagree		Neutral		Strongly agree
The teacher makes this course challenging and stimulating.	1	2	3	4	5
I have an increased interest in the subject as a consequence of taking this course.	1	2	3	4	5

My teacher is enthusiastic when teaching the course.	1	2	3	4	5
My teacher enhances the presentation of course material with humor.	1	2	3	4	5
My teacher delivers the course material in a clear and concise manner.	1	2	3	4	5
My teacher invites students to share ideas and knowledge.	1	2	3	4	5
I consider this course valuable.	1	2	3	4	5
	Strongly disagree		Neutral		Strongly agree
I learn and understand the subject materials.	1	2	3	4	5
My teacher is dynamic and energetic when teaching the career area course.	1	2	3	4	5
My teacher uses a style of presentation that holds my interest.	1	2	3	4	5
The course materials are well-prepared.	1	2	3	4	5
My teacher encourages students to participate in class discussion.	1	2	3	4	5
My teacher invites students to share ideas and knowledge.	1	2	3	4	5
My teacher encourages students to express their own ideas.	1	2	3	4	5
My teacher is friendly towards individual students.	1	2	3	4	5
My teacher welcomes students seeking advice or help.	1	2	3	4	5
My teacher has a genuine interest in individual students.	1	2	3	4	5
My teacher is accessible during office hours/after class.	1	2	3	4	5
My teacher discusses current developments in career area.	1	2	3	4	5
My teacher has a big influence on my career choices	1	2	3	4	5
My parents have a big influence on my career choices.	1	2	3	4	5
My friends have a big influence on my career choices.	1	2	3	4	5
I am influenced by displays (brochures, booklets, etc.) from colleges representing programs in my interest area.	1	2	3	4	5

COMPLETE SECTION 4 ONLY IF YOU DID NOT SELECT HOSPITALITY AS YOUR CAREER AREA

Section 4: This section is designed to determine your attitude towards *hospitality* as a career area.

	Strongly disagree		Neutral		Strongly agree
The hospitality industry offers interesting job opportunities.	1	2	3	4	5
The hospitality industry offers exciting careers and the opportunity to travel.	1	2	3	4	5
I am genuinely interested in hospitality as a potential career.	1	2	3	4	5
The hospitality industry represents a growing sector of the job market.	1	2	3	4	5
The hospitality industry is an important sector of international, national, state and local economies.	1	2	3	4	5
The hospitality and tourism industry offers well-paid jobs for	1	2	3	4	5

students.					
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Section 5: Demographic Information – Please select the best answer.

Gender: ☐ Male ☐ Female

Ethnicity: ☐ Caucasian ☐ African-American ☐ Asian/Pacific Islander
 ☐ American Indian ☐ Hispanic ☐ Other _____

Grade Point Average
☐ 3.5-4.0 ☐ 3.49-3.0 ☐ 2.99-2.5 ☐ 2.5 and below

Grade currently enrolled
☐ Freshmen ☐ Sophomore ☐ Junior ☐ Senior

State represented _____

Figure 3.4 Survey instrument administered to student sample of DECA students attending the International Career Development Conference in Atlanta, GA April 27-29, 2008

THE UNIVERSITY of TENNESSEE

Attitudes and Perceptions: Is there a relationship between teacher effectiveness and student attitudes towards a career area?

Teacher survey

This survey is an attempt to determine the relationship between teacher effectiveness and a student's attitude towards a career area. Your participation in this survey is voluntary. There are no penalties for not answering some or all of the questions. Only small samples of people are being surveyed, so your answers are very important. **All of your responses will be kept strictly confidential, only group averages will be reported for this study.** Your assistance in this survey will be helpful in determining important relationships between teachers and students. Completion of the survey constitutes your consent to participate.

Project Coordinator: Eva Smith, Doctoral Student
Project Supervisor: Dr. Rachel JC Chen
Department of Retail, Hospitality, and Tourism Management
The University of Tennessee at Knoxville (865) 974-0505
Email: esmith54@utk.edu & rchen@utk.edu

Select the career area you currently teach:

- ☐ Entrepreneurship
- ☐ Marketing
- ☐ Management
- ☐ Finance
- ☐ Hospitality
- ☐ Other _____

Section 1: This section is designed to measure your attitude towards your career area. Using the scale 1 to 5 provided, where 1= "strongly disagree" to 5= "strongly agree", circle the number that best matches your agreement with the following statements.

Attitude toward career area	Strongly disagree		Neutral		Strongly agree
My selected career area offers interesting job opportunities for students.	1	2	3	4	5
My selected career area will be an exciting career for students.	1	2	3	4	5
I am genuinely interest in the selected career area.	1	2	3	4	5
My selected career area represents a growing sector of the job market.	1	2	3	4	5
My selected career area is an important sector of the international, national and state economies.	1	2	3	4	5
My selected career area offers well-paid jobs for students.	1	2	3	4	5

Section 2: This section is designed to measure your perception of yourself as an effective teacher. Using the scale 1 to 5 provided, where 1= "strongly disagree" to 5= "strongly agree", circle the number that best matches your agreement with the following statements.

Perception of Teacher Effectiveness	Strongly disagree		Neutral		Strongly agree
Teaching the career area course is challenging and stimulating.	1	2	3	4	5
I have an increased interest in the subject as a consequence of teaching this course.	1	2	3	4	5
I am enthusiastic about teaching the course.	1	2	3	4	5
I attempt to enhance the presentation of course material with humor.	1	2	3	4	5
I deliver course material in a clear concise manner.	1	2	3	4	5
I invite students to share ideas and knowledge.	1	2	3	4	5
I am teaching a course I consider valuable.	1	2	3	4	5
My students learned and understood the subject materials.	1	2	3	4	5
I am dynamic and energetic when teaching the career area course.	1	2	3	4	5
I use a style of presentation that holds students' interest.	1	2	3	4	5
My course materials are well-prepared.	1	2	3	4	5
I encourage students to participate in class discussion.	1	2	3	4	5
I invite students to share ideas and knowledge.	1	2	3	4	5
I encourage students to express their own ideas.	1	2	3	4	5
I am friendly towards individual students.	1	2	3	4	5
I welcome students seeking advice or help.	1	2	3	4	5
I have a genuine interest in individual students.	1	2	3	4	5
I am accessible during office hours/after class.	1	2	3	4	5
I discuss current developments in career area.	1	2	3	4	5

Section 3: Demographic Information – Please select the best answer.

Age Range: ☐ 18-35 ☐ 36-53 ☐ 54-65 ☐ 65+

Gender: ☐ Male ☐ Female

Ethnicity: ☐ Caucasian ☐ African-American ☐ Asian/Pacific Islander
 ☐ American Indian ☐ Hispanic ☐ Other _____

Highest level of education completed:

☐ Bachelor's degree ☐ Master's degree ☐ Master's plus additional coursework
☐ PhD ☐ EdD ☐ Other _____

State represented _____

Figure 3.5 Survey administered to teacher sample via mrInterview online survey tool

Table 3.4

Hypotheses, Variables and Analysis Methods

Hypothesis	Dependent Variables	Independent Variables	Analysis Method
H1: Teachers' perception of their teaching effectiveness influences their attitude towards hospitality as a career area.	Teacher attitude towards hospitality as a career area	Perception of teacher effectiveness	Regression
H2: Students' perception of teaching effectiveness influences their attitude towards hospitality as a career area.	Student attitude towards hospitality as a career area	Perception of teacher effectiveness	Regression
H3: Students' attitude towards hospitality influences their intent to select hospitality as a career path.	Intention to select hospitality as a career area	Student attitude towards hospitality as a career	Regression
H4: Students' perception of teaching effectiveness influences their intent to select hospitality as a career path.	Intention to select hospitality as a career path	Student perception of teaching effectiveness	Regression

Table 4.1

Gender of student participants

	Frequency	Percent
	(n = 451)	
Male	184	40.8%
Female	267	59.2%

Table 4.2

Ethnicity of student participants

	Frequency	Percent
	(n = 451)	
Caucasian	325	72.1%
African American	34	7.5%
Asian/Pacific Islander	41	9.1%
Native American	3	.6%
Hispanic	21	6.0
Other	27	4.7%

Table 4.3

Last Grade Reported by Student Participants

	Frequency	Percent
	(n = 451)	
Freshman	9	2.0%
Sophomore	33	7.3%
Junior	121	26.8%
Senior	276	61.2%
No response	12	2.7%

Table 4.4

Grade Point Average Reported by Student Participants

	Frequency	Percent
	(n = 451)	
3.5 - 4.0	315	69.8%
3.49 - 3.0	130	28.8%
2.50 - 2.99	1	.2%
Below 2.49	5	1.1%

Table 4.5

Top 5 States Represented at ICDC by Student Participants

	Percentage
Tennessee	10.6%
Virginia	6.4%
Florida	5.1%
Minnesota	4.4%
Washington	4.2%

Table 4.6

Gender of teacher participants

	Frequency	Percent
	(n = 71)	
Male	11	15.5%
Female	60	84.5%

Table 4.7

Ethnicity of teacher participants

	Frequency (n=71)	Percent
Caucasian	62	87.3%
African American	1	1.4%
Asian/Pacific Islander	1	1.4%
Indian American	2	2.8%
Hispanic	5	7.0%

Table 4.8

Highest degree earned by teachers.

	Frequency (n=71)	Percent
Bachelor's degree	23	32.4%
Master's degree	15	21.1%
Master's plus additional coursework	26	36.6%
Doctoral degree	4	5.6%
Non-reporting	3	4.3%

Table 4.10

Correlation table representing enthusiasm construct from Student Evaluation of Effectiveness and Quality

		ENTHUS	HUMOR	ENERGY	STYLE
ENTHUS	Pearson				
	Correlation	1.000	.707**	.530**	.551**
HUMOR	Pearson				
	Correlation	.707**	1.000	.491**	.530**
ENERGY	Pearson				
	Correlation	.530**	.491**	1.000	.449**
STYLE	Pearson				
	Correlation	.551**	.530**	.449**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11

Correlation table representing group interaction construct from Student Evaluation of Effectiveness and Quality

		PARTICIPATE	SHARE	WELCOME	EXPRESS
PARTICIPATE	Pearson				
	Correlation	1.000	.626**	.542**	.587**
SHARE	Pearson				
	Correlation	.626**	1.000	.577**	.575**
WELCOME	Pearson				
	Correlation	.542**	.577**	1.000	.573**
EXPRESS	Pearson				
	Correlation	.587**	.575**	.573**	1.000
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.12

Correlation table representing individual rapport construct from Student Evaluation of Effectiveness and Quality

		FRIENDLY	WELCOME	GENUINE	ACCESS
FRIENDLY	Pearson				
	Correlation	1.000	.679**	.524**	.471**
WELCOME	Pearson				
	Correlation	.679**	1.000	.603**	.517**
GENUINE	Pearson				
	Correlation	.524**	.603**	1.000	.530**
ACCESS	Pearson				
	Correlation	.471**	.517**	.530**	1.000
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.13

Correlation table representing attitudes toward hospitality as a career

		ATTJOBOP	ATTEXCIT	ATTGENUINE	ATTGRWG	ATTIMPT	ATTWELLPD
ATTJOBOP	Pearson						
	Correlation	1.000	.531**	.386**	.327**	.256**	.311**
ATTEXCIT	Pearson						
	Correlation	.531**	1.000	.606**	.430**	.398**	.397**
ATTGENUINE	Pearson						
	Correlation	.386**	.606**	1.000	.471**	.407**	.349**
ATTGRWG	Pearson						
	Correlation	.327**	.430**	.471**	1.000	.511**	.587**
ATTIMPT	Pearson						
	Correlation	.256**	.398**	.407**	.511**	1.000	.594**
ATTWELLPD	Pearson						
	Correlation	.311**	.397**	.349**	.587**	.594**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.14

Correlation table representing intent to select hospitality as a career construct

		INTENTLKY	INTENTPROB	INTENTPOS	INTENTNO
INTENTLKY	Pearson				
	Correlation	1.000	.641**	.259**	-.385**
INTENTPROB	Pearson				
	Correlation	.641**	1.000	.584**	-.214**
INTENTPOS	Pearson				
	Correlation	.259**	.584**	1.000	-.038
INTENTNO	Pearson				
	Correlation	-.385**	-.214**	-.038	1.000
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.15

Correlation table representing intent to select hospitality as a career with intentno removed

		INTENTLKY	INTENTPROB	INTENTPOS
INTENTLKY	Pearson Correlation	1.000	.641**	.259**
INTENTPROB	Pearson Correlation	.641**	1.000	.584**
INTENTPOS	Pearson Correlation	.259**	.584**	1.000
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 4.16

Model Summary for Hypothesis 1

Model	r	r Square	Adjusted r Square	Std. Error of this Estimate
1	.943	.889	.887	.45237

Table 4.17

ANOVA table for Hypothesis 1

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	112.517	1	112.517	549.845	.000
Residual	14.120	69	.205		
Total	126.637	70			

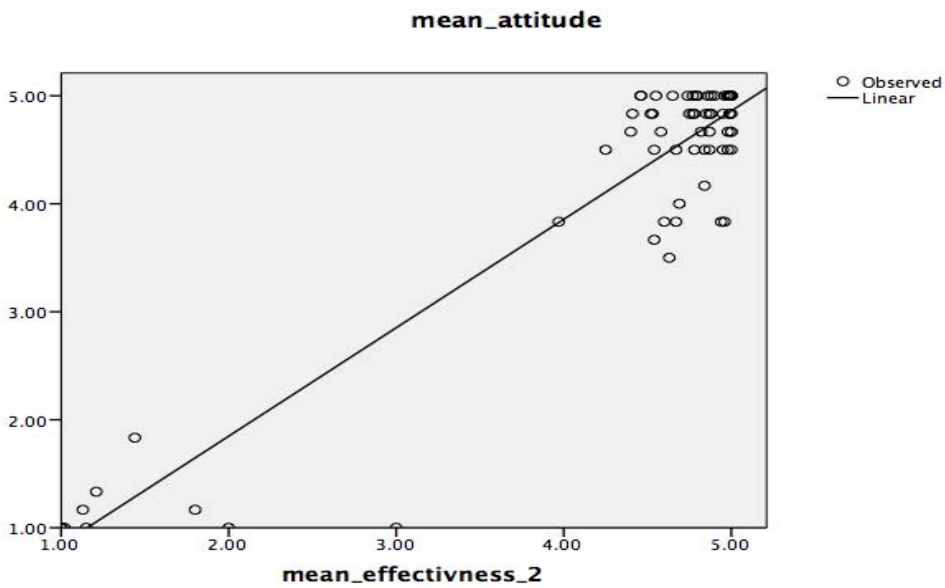


Figure 4.1 Scatter plot for Hypothesis 1

Table 4.18

Model Summary for Hypothesis 2

Model	r	r Square	Adjusted r Square	Std. Error of this Estimate
1	.510	.260	.258	.64747

Table 4.19

ANOVA table for Hypothesis 2

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	66.013	1	66.013	157.469	.000
Residual	188.227	449	.419		
Total	254.240	450			

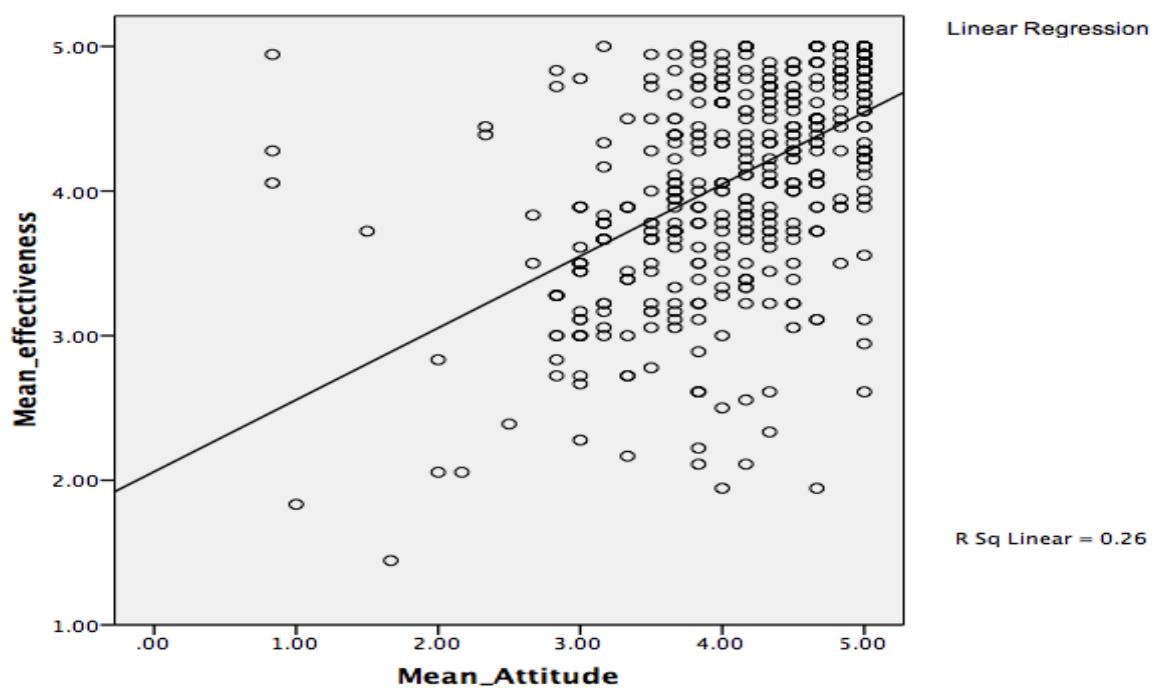


Figure 4.2 Scatter plot for Hypothesis 2

Table 4.20

Model Summary for Hypothesis 3

Model	r	r Square	Adjusted r Square	Std. Error of this Estimate
1	.458	.210	.208	.66878

Table 4.21

ANOVA table for Hypothesis 3

Model	Sum of Squares		Mean Square	F	Sig.
		df			
1 Regression	570.521	1	570.521	119.438	.000
Residual	2144.744	449	4.777		
Total	2715.265	450			

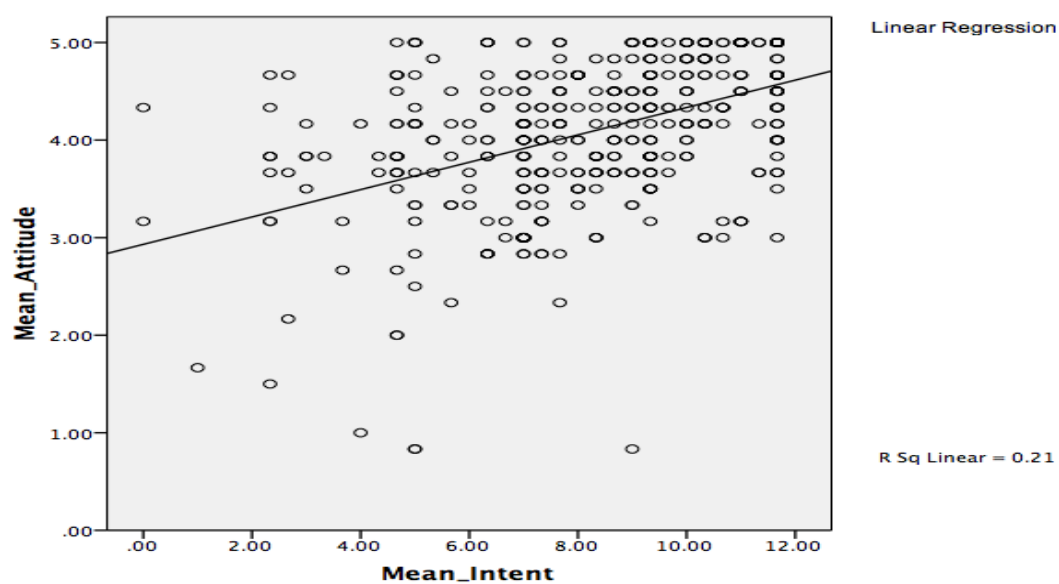


Figure 4.3 Scatter plot for Hypothesis 3

Table 4.22

Model Summary for Hypothesis 4

Model	r	r Square	Adjusted r Square	Std. Error of this Estimate
1	.315	.099	.097	2.33378

Table 4.23

ANOVA table for Hypothesis 4

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	269.772	1	269.772	49.531	.000
Residual	2445.493	449	5.447		
Total	2715.265	450			

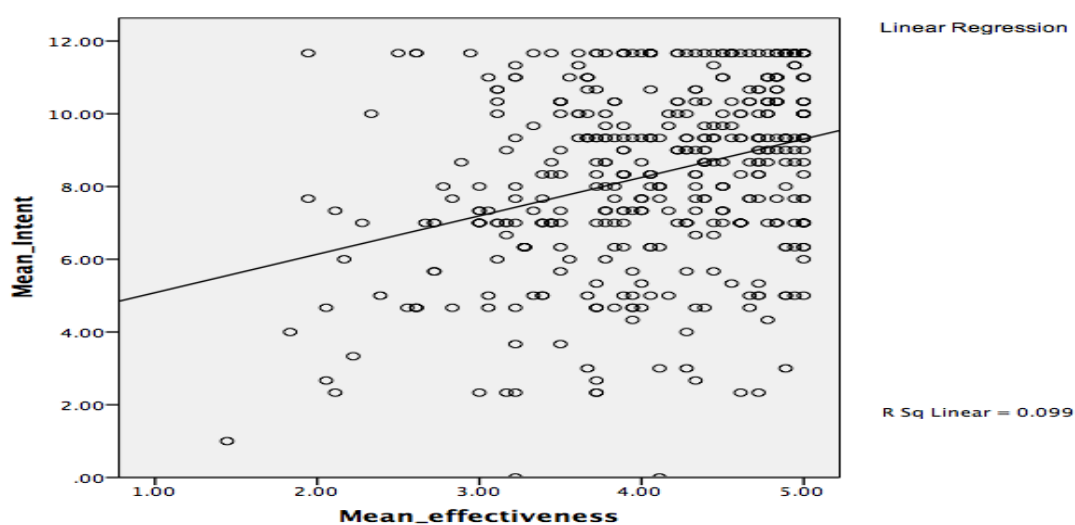


Figure 4.4 Scatter plot for Hypothesis 4

VITA

Eva Marie Smith was born in Spartanburg, SC on May 7, 1967. She was raised in Spartanburg and graduated from Dorman High School in 1985. From there, she went to Wofford College in Spartanburg, SC and received a Bachelor of Arts degree in Political Science in May 1989. She worked for Marriott Management Services as a catering manager until she returned to school in 1996. She attended the University of South Carolina and received a Master's degree in Hotel, Restaurant and Tourism Administration in 1999.

Eva taught hospitality, tourism and general business courses at Spartanburg Community College from 1996-2006. She served as program coordinator for the culinary arts program from 2002 to 2006. Eva enrolled at The University of Tennessee in 2006 and is currently pursuing her doctorate in Retail, Hospitality and Tourism Management.

Eva accepted an appointment as an Assistant Professor of Business and Organizational Leadership at Brevard College in Brevard, NC, beginning January 2009.