

# Student Motivations in Choosing Bachelor of Science in Hospitality Management

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## Abstract

This study explores student motivations in choosing the Bachelor of Science in Hospitality Management. Utilizing a quantitative research design, data were gathered through an adapted structured survey questionnaire from the study of Ouano et al. (2019). The survey was encoded in Google Forms and distributed to 180 first-year students enrolled in the program at Northeastern College, Santiago City, Isabela, selected through purposive sampling. The findings reveal that the majority of respondents were teenagers aged 17-19, with 63% being female and mostly graduates of the HUMMS strand in Senior High School. Additionally, 68% of respondents come from low-income families. The study concludes that four main factors significantly influence students' motivation to choose the program: knowledge of future job opportunities in the hospitality and tourism industry, personal interest, passion, and the institution's reputation for producing proficient graduates. Although peer influence is present, it is the least motivator in the decision-making process.

**Keywords:** students' motivations, influence indicator, Bachelor of Science in Hospitality Management

## 1. Introduction

Education is a powerful tool that equips individuals with the knowledge, skills, and mindset needed to pursue successful and fulfilling careers. It is an investment in their future that can open doors to countless opportunities. Choosing a career track and the program is pivotal in students' life. Several factors are being considered making it the most crucial part in deciding what career to pursue. The common factors that influence the students in choosing education as their college course were parental discretion/ influences, external influences, affordability, practicality, personal preference and interest, and socio-economic problems.

The choices they make during this period often have a profound impact on their future careers and personal development. In recent years, there has been a growing interest in understanding how students' career choices align with industry trends, particularly in the hospitality and tourism sectors. These industries have seen significant growth, presenting numerous opportunities for graduates with the right skills and qualifications.

The hospitality and tourism industry are a dynamic and ever-evolving sector. Though, the tourism industry plummeted with the unforeseen COVID-19 global lockdown, it began to slowly recover in 2021 before surging in 2022 and 2023 as pent-up demand for travel drove

robust industry performance. The industry has performed well despite recent challenges, including inflation and economic uncertainty. Moreover, the market size is projected to grow over the next five years (ibisworld.com). The World Travel and Tourism Council (WTTC) 2024 Economic Impact Research (EIR) forecasts a record-breaking year for Travel & Tourism in the Philippines, with its economic contribution, job numbers, and visitor spending all set to reach new highs. This data underscores the need growing industry can justify the growth in demand of labor workforce and employment opportunities.

This significant effect of the industry cascaded and reflected as the Commission on Higher Education acknowledged the significant contribution of the Tourism Industry to the Philippine economy through the issuance of CHED Memorandum Order No. 62, Series of 2017. This order aims to enhance the quality of education and the course contents and outcomes of the Bachelor of Science in Hospitality Management program, previously known as the Bachelor of Science in Hotel and Restaurant Management. By doing so, it aligns with the global demand for a skilled labor force, ultimately producing a globally competitive workforce across various industries and ensuring the development of essential skills and values. The Bachelor of Science in Hospitality Program was first offered in the school 2018-2019.

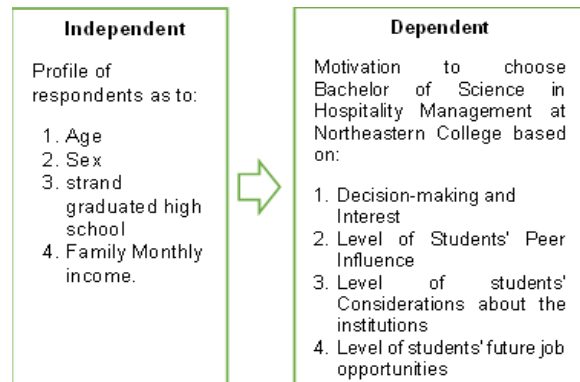
Based on the Commission on Higher Education, there are 70 Higher Education Institutions in Region II. 34 of which are operating in Isabela. There are (10) private schools in City of Santiago. Among the private schools in City of Santiago, six (6) are offering the program Bachelor of Science in Hospitality Management.

From the school year 2018-2019, the Bachelor of Science in Hospitality Management was offered for the first time at Northeastern College. The initial enrollment was 121 students, and it grew to 342 students in the school year 2023-2024, reflecting a 183% growth over the five-year period.

Recognizing the significant increasing number of enrollees inspired the researcher to pursue the study to investigate the student motivations for choosing Bachelor of Science in Hospitality Management. The study can benefit the students as this may serve as their guide in choosing their

careers. On the part of the institution, for it to identify what attracts students and help in strategizing how to sustain students' retention rates. The hospitality and tourism industry, to plan and programs in the work place that will be more appealing for new graduates; and policy makers, as research findings can be a guide in recalibrating and revision of educational policies and practices towards alignment of the training provided towards the industry demands.

### Conceptual Framework



**Figure 1.** Conceptual Framework

Figure 1 shows the independent and dependent variables of the study on student motivations for choosing Bachelor of Science in Hospitality Management. Establishing the profile of respondents as to their age, sex, strand in high school and monthly income is the independent variables. The dependent variables are the identified motivations that may affect the students in pursuing their course in college particularly based on the decision-making and interest, level of students' peer influence, level of students' considerations about the institutions, level of students' future job opportunities.

## 2. Methods

### 2.1 Research Design

The researcher utilized the quantitative research design, which involves the systematic collection and analysis of numerical data to understand phenomena. Specifically, she employed a descriptive survey method. This method is chosen to gather detailed and accurate data about the respondents' characteristics, behaviors, and perceptions. By administering survey questionnaires to the selected participants, the researchers aim to obtain quantifiable information that can be used to make generalizations about the larger

population. This approach helped in identifying patterns, trends, and relationships within the data, providing valuable insights for the study.

### 2.2 Study Site and Participants

The respondents of the study were the first-year students taking up Bachelor of Science in Hospitality Management at Northeastern College on the first Semester of the school year 2024-2025. Using the Rao Soft Sample Size calculator (Sample Size Calculator, n.d.) with 95% level of confidence, and 5% margin of error, 182 out of 342 total number of first-year student were considered respondents; nonetheless, two (2) responses were invalid hence, only 180 respondents were considered for the study.

### 2.3 Instrument

Adapted structured survey questionnaire from the published research of Ouano, et. al. (2019); Factors Influencing on Grade 12 Students Chosen Courses in Jagobiao National High School — Senior High School Department was utilized to establish respondents' profile as to age, sex, strand in high school, family income and to identify the level of influence the level of influence of motivations for choosing course.

Table 1 below shows the Likert-scale interval and qualitative interpretation.

**Table 1.** Likert Scale Interpretation

Likert Interval	Scale	Qualitative Interpretation
1.00-1.80		Very Low
1.81-2.60		Low
2.61-3.40		Minor
3.41-4.20		High
4.21-5.00		Very High

### 2.4 Data Collection Procedure

To effectively identify suitable participants for the study, purposive sampling was employed, targeting first-year students enrolled in the Bachelor of Science in Hospitality Management program. This non-probability sampling method ensured that the selected respondents were relevant to the study's objectives. In analyzing the data gathered, several statistical tools were utilized, including frequency counts and percentage distributions to provide interpretative insights. Additionally, measures of

central tendency such as the mean were calculated to summarize the respondents' perceptions. The Likert scale, accompanied by descriptive interpretations, served as the foundation for quantifying attitudinal data and assessing the degree of agreement or disagreement among participants.

### 2.5 Data Analysis Procedure

The researchers established list of respondents from the NC Student Information and Accounting System — Learning Management System's list of first year for the school year 2024-2025. The primary data collection instrument used was the survey questionnaire encoded in an online Google Form sent through their class group chats in Meta Facebook with the assistance of the professional courses' adviser of the First Year Bachelor of Science in Hospitality Management students. Collected data was coded in Microsoft excel, analyzed and interpreted. Purposive sampling was used since respondents were identified to the first year enrolled in the program Bachelor of Science in Hospitality Management. Frequency count, percentages for interpretation, mean and Likert's scale with description was used to analyze the gather data.

## 3. Results and Discussion

This chapter presents the result of the quantitative analysis of the research questions. The results are presented on the questionnaire answered by the respondents.

**Table 2.** Age of the Respondents

Age	Frequency (f)	Percentage (%)
17-19 yrs. old	143	79.44 %
20-22 yrs. old	30	16.67 %
23 yrs. Old and above	7	3.89 %
<b>Total</b>	<b>180</b>	<b>100%</b>

As shown in Table 2, 143 respondents or 79.44% comprised the age bracket of 17-19 years old, 30 respondents or 16.67% were in the range of 20-22 years old, and 7 respondents or 3.89% were 23 years old and above. Result reveals that majority of students continued their schooling right after their graduation in Senior high school.

**Table 3. Sex of the Respondents**

Sex	Frequency (f)	Percentage (%)
Female	113	62.78 %
Male	67	37.22 %
<b>Total</b>	<b>180</b>	<b>100 %</b>

Table 3 shows the sex of respondents, hence, 113 respondents or 62.78% were female and 67 respondents or 37.22% were male. The result conforms to the United Nations World Tourism Organization (UNWTO) that in most regions of the world, women make up the majority of the tourism workforce making up 54% of the tourism workforce, a manifestation that the tourism sector is brimming with empowered women and strong initiatives leading the way towards gender equality.

In relation, according to Mohammad and Alsaleh (2013), female students were found to be inspired to study Hospitality and Tourism Management (HTM) because of these two factors; job opportunity, and modern major, while male students were found to be driven because of ease in studying. Sikhwari, T.D. (2014) stated that female students are significantly more motivated than their male counterparts.

**Table 4. Respondents Senior High School Strands**

Strand / Track	Frequency (f)	Percentage (%)
ABM	26	14.44%
STEM	20	11.11%
HUMMS	80	44.44%
GAS	17	9.44%
TECH-VOC	37	20.56%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4 shows the strand in High School the respondents graduated in. 80 respondents or 44.44% were HUMMS Strand graduates, 37 respondents or 20% were TECH-VOC strand graduates, 26 respondents or 14.44% were ABM Strand graduates, 20 respondents comprising the 11.11% were STEMS Strand graduates and 17 respondents or 9.44% were GAS Strand graduates.

There are 62 private schools in Isabela offering high school strands. Meanwhile, in Santiago City, eight (8) out of ten (10) private schools are offering HUMMS strands (List of Senior High Schools | Department of Education, 2018). HUMMS strand and ABM strand are the most offered track in private schools in Santiago City that senior high school may take, regardless of the tracks, students may pursue any courses in college they wish to pursue.

**Table 5. Respondents' Family Income**

Family Income	PIDS Income Classification	Frequency (f)	Percentage %
below P21,193	Low Income but Not Poor	123	68.33%
P 21,194 – P 43,828	Lower Middle Class	38	21.11%
P 43,828 – P 76,669	Middle Class	7	3.89%
P 76,669 – P131, 484	Upper Middle Income	3	1.67%
P131,484 – P219,140	High Income	2	1.11%
P219,140 and above	Rich	7	3.89%
<b>Total</b>		<b>180</b>	<b>100%</b>

Table 5 shows the family income of respondents, 123 respondents or 68.33% classified as low income but not poor, have a family income below P 21,193 ranking first. 38 respondents or 21.11% belonging to the lower middle class have a family income ranging from P 21,194 – P 43,828 ranking second, seven (7) respondents or

3.89% are considered middle class with a family income ranging P 43,828 – P 76,669; the same number of respondent and percentage are classified as rich having family income of P219,140 and above ranking third. Three (3) respondents or 1.67% belong to the upper middle income with a family income ranging

from P 76,669 – P 131, 484 ranking fourth, and two (2) respondents or 1.11% were high income with a family income ranging from P 131, 484 – 219,140 ranking fifth. The results shows that

majority of the respondents were from the low income but not considered poor based from the income classification table from the Philippine Institute for Development Studies (PIDS).

**Table 6.** Decision-making and Interest

Indicators	Mean	Qualitative Description
I consider my desire of doing things	3.73	high
I look my ability such as knowledge and skills	3.86	high
I choose a course based on what I feel about it	3.96	high
I decide based on my preferences for instance, family background	3.17	minor
I prefer things to do what I like the most	4.05	high
I expect my potential in looking for a job	4.06	high
I am focused based on my interest	3.97	high
It is my passion that helps me to pursue the course or career to take	4.10	high
I rely on my abilities	3.83	high
I depend based on self-testing	3.62	high
<b>Overall Mean</b>	<b>3.83</b>	<b>High</b>

Table 6 shows the respondents motivation for choosing the Bachelor of Science in Hospitality Management program as to the decision-making and interest of respondents have an overall mean of 3.83 which is described to have high influence; however, the fourth statement “I decide based on my preferences for instance, family background” have the lowest mean of

3.17 with description of minor influence.

Personal interest has a significant influence on career choice of students and teachers’ influence career choice of students. (Abaa, A.E., Iwowari. A. I. & Ihuoma, C. P. 2021) Careers linked with personal interests results to greater personal contentment, self-fulfillment and a sense of purpose, making work more enjoyable.

**Table 7.** Level of Peer Influence to Students

Indicators	Mean	Qualitative Description
1. My peers inspire me to choose what I like to take	3.36	minor
2. My peers encourage me to do things to achieve my goals	3.92	high
3. My peers’ advice to learn more about what I like to choose to do	3.70	high
4. My peers informal talk leads me of what I should plan to choose	3.46	minor
5. I prefer to my peer group in selecting a course	3.06	minor
<b>Overall Mean</b>	<b>3.50</b>	<b>High</b>

Table 7 shows the respondents level of students’ peer influence in choosing the Bachelor of Science in Hospitality Management program is high as reflected to its overall mean of 3.50. The statement “My peers encourage me to do things

to achieve my goals” have the highest mean of 3.92 which is interpreted with high influence ranking first. The statement “My peers’ advice to learn more about what I like to choose to do” have a mean of 3.70 interpreted as high ranking



second. The statement “My peers informal talk leads me of what I should plan to choose” have a mean of 3.46 with description as minor ranking third. The statement “My peers inspire me to choose what I like to take” with a mean of 3.36 and a description of minor ranking fourth and the statement “I prefer to my peer group in selecting a course” have a mean of 3.06 with a description as minor ranking fifth.

Parental, peers and sibling influence also affected students as they made their career

choice. Ouano, et. al, (2019) which is also the same with the study by Mtemeri, (2020) resulting that students are influenced by their peers in making career decisions in a number of ways. The chief among the predictors were peer advice, encouragement and peer education. Friends and classmates also impact career choices. Friends’ thoughts and involvements can impact students’ insights and ambition; hence can influence in building students’ interest on things and future plans and career options.

**Table 8.** Level of students’ Considerations about the Institutions

Indicators	Mean	Qualitative Description
I consider on a distance of travel from the house to school and home	3.62	high
I believe the stories of my acquaintances about the school	3.44	minor
I learn that the college institution offers affordable tuition fee	3.61	high
I rely on scholarship grants	3.26	minor
I look forward to fulfilling the job demands after studies, graduation or completion	4.06	high
I look for a low tuition fee in college or university	3.74	high
I consider on the location of the university	3.70	high
I am attracted to the facilities and amenities in looking for a job	3.79	high
<b>Overall Mean</b>	<b>3.65</b>	<b>High</b>

Table 8 presents the influence level of various factors on students’ decisions to enroll in the Bachelor of Science in Hospitality Management program at Northeastern College, with an overall mean score of 3.65, categorized as high. Notably, six out of eight factors are described as having a high influence. The statements “I look forward to fulfilling the job demands after studies, graduation or completion” has the highest mean of 4.06 ranking first, “I am attracted to the facilities and amenities in looking for a job” with a mean of 3.79 is second, “I look for a low tuition fee in college or university” with mean of 3.74 ranked third. The statement “I consider on the location of the university” with mean of 3.70 ranked fourth. The statement “I consider on a distance of travel from the house to school and home” with a mean of 3.62 ranked fifth and the statement “I learn the affordable tuition of the university in college institution” with a mean of 3.61 ranked sixth. However, the factor “I believe the stories

of my acquaintances about the school” received a mean score of 3.44, classified as minor, and “I rely on scholarship grants” received a mean score of 3.26, also classified as minor.

These results indicate that students place significant importance on the institution’s ability to fulfill job demands post-graduation, aligning with the findings of Wei, Wei, and Chen (2009) in their study on Hospitality Tourism Management Education. They identified that one of the top attributes influencing students’ choice of institution is the provision of excellent information on career opportunities.

Additionally, Hubert, Van Hoof, Laurie, Wu, and Zhang (2014) identified five major factors that hospitality graduate students consider when choosing a university and program: Program and Faculty Reputation, Living Conditions, Interaction with Faculty, Location, and the Quality and Speed of the Admission Process.

**Table 9.** Level of Students' Future Job Opportunities

Indicators	Mean	Description
I find the course convenient in looking for a job in the future	4.16	high
I can expect for the good salary	4.03	high
I prefer for the stability status for the job	4.01	high
I favor the tenureship of the job	3.71	high
I expect the availability of the job suits me	4.03	high
<b>Overall Mean</b>	<b>3.99</b>	<b>High</b>

Table 9 illustrates the motivation of respondents in choosing the Bachelor of Science in Hospitality Management (BSHM) at Northeastern College, particularly regarding their future job opportunities. The overall mean score is 3.99, categorized as high. This indicates that respondents are well aware of the future job opportunities in the hospitality industry. These findings align with the study by Ouanoa, Torre, Japitanc, and Monevad (2022), titled "Factors Influencing Grade 12 Students' Chosen Courses at Jagobiao National High School – Senior High School Department," which found that graduating students often base their course choices on future career opportunities and professional prospects.

Furthermore, the study by Orpia (2023) revealed that BSHM students are highly motivated to

pursue their degree due to the perceived attractiveness of the field for employment and the prospects for personal and work-related opportunities, despite uncertainties during the COVID-19 pandemic.

Similarly, having prior knowledge of a career is crucial in developing an interest in that field. Prior knowledge prepares individuals for what to expect, the necessary work habits, and potential earnings. It acts as a lens through which new information is viewed and absorbed, as highlighted by Kettlewell and Henry (2009).

In addition, the satisfaction, security and motivation were indicated highly ranked factors that influence the liking of a career, to include potential remuneration of the career and career growth entices students to pursue future careers (Josephine Nyamwange, 2016).

**Table 10.** Student Motivations in Choosing Bachelor of Science in Hospitality Management

Indicators	Mean	Description
Decision-making and Interest	3.83	high
Level of Students' Peer Influence	3.50	high
Level of students' Considerations about the institutions	3.65	high
Level of students' future job opportunities	3.99	high
<b>Overall Mean</b>	<b>3.99</b>	<b>High</b>

Table 10 shows that all the indicators have high influence to respondents' motivation in pursuing the Bachelor of Science in Hospitality Management program.

The level of students' future job opportunities has the highest mean of 3.99, ranking first, decision making and interest have a mean of 3.83, ranking second, considerations about the institution have a mean of 3.65, ranking third, and level of student's peer influences with a mean of 3.50 ranking fourth.

Respondents' awareness on future job opportunities is the major factor considered in choosing to enroll the Bachelor of Science in Hospitality Management program. It is evident that the respondents acknowledged growth potential in the hospitality and tourism industry is the main reason for students to opt for an BSHM program. This is consistent with Huyton (1997) who concluded that the rapid increase in HTM programs reflected the growth of the HTM industry and job opportunities for HTM

students.

#### 4. Conclusion

The study reveals majority of respondents choosing Bachelor of Science in Hospitality Management are teenagers aged 17-19 years old. Comprising the 63% respondents were female and mostly graduate of the HUMMS strand in Senior Highschool. Encompassing the 68% of respondents belong to the family with income below P 21,193 which is classified as low income but not poor in the table from the Philippine Institute for Development Studies (PIDS).

The result of the study shows that the four indicators have high influence to respondents' motivation in choosing the program Bachelor of Science in Hospitality Management, hence, most apparent reason is due to their prior knowledge on future job opportunities and profession in the hospitality and tourism industry. Moreover, respondents choose to pursue the BSHM program based on their own volition, interest, passion and own preferences. Their trust in the institutions' capability in producing proficient graduates is their main consideration in choosing the institution to enroll in, though level of students' peer influence is high it is the least priority of the respondents.

#### 5. Recommendation

Based on the result of the study, the researcher recommends the following:

- 1) For students to explore employment demand and requirements of the industry and to conduct self-assessment that will enable them to have a realistic perspective and to align their capabilities and develop essential skills and competencies in the industry.
- 2) For the school to develop strategies to attract and retain students by tracking their graduate's employability and publish testimonies of graduates to increase enrollees and align curriculum based on the demand of the industry.
- 3) For the hospitality and tourism industry to create a more attractive and supportive environment for new graduate by offering competitive wages and comprehensive benefits package, providing a healthy work-life balance, training development programs and growth and stability.
- 4) For policy makers, to strengthen the industry-academia partnership and

encourage collaboration among stakeholders in calibrating the policy, standards of the program and to revisit and align the curriculum based on the industry needs; likewise, promote lifelong learning which boosts the continuous professional growth and opportunities for graduates.

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