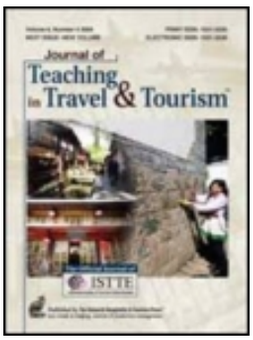

Journal of Teaching in Travel & Tourism

ISSN: 1531-3220 (Print) 1531-3239 (Online) Journal homepage: http://www.tandfonline.com/loi/wttt20

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To cite this article: Eddy Kurobuza Tukamushaba & Honggen Xiao (2012) Hospitality and Tourism Education in Uganda: An Integrative Analysis of Students' Motivations and Industry Perceptions, Journal of Teaching in Travel & Tourism, 12:4, 332-357, DOI: 10.1080/15313220.2012.729457

To link to this article: http://dx.doi.org/10.1080/15313220.2012.729457

Journal of Teaching in Travel & Tourism, 12:332–357, 2012

ISSN: 1531-3220 print/1531-3239 online
DOI: 10.1080/15313220.2012.729457

Routledge
Taylor & Francis Group

Hospitality and Tourism Education in Uganda: An Integrative Analysis of Students' Motivations and Industry Perceptions

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This article presents an integrative analysis of students' motivations in choosing hospitality and tourism programs as well as industry perceptions of graduates' qualifications for employment in Uganda. A mixed-method approach is used for data collection, analysis, and reporting. Quantitatively, the study replicates a motivational scale of choosing educational programs and identifies six factors that collectively explain about 60% of the variance in students choosing hospitality and tourism programs in this African developing economy. Industry perceptions of graduates' qualifications for employment are reported on the basis of qualitative interviews. Implications of the study are discussed in light of curriculum and program refinement to better prepare future graduates for the industry.

KEYWORDS hospitality and tourism education, study motivation, career choice, employer perception, Uganda

Received December 6, 2011; accepted April 3, 2012

The first author would like to acknowledge Mr. Aporu J. Paul and the students of Bachelor of Travel and Tourism Management from Makerere University Business School, who helped in data collection and participated in this study, respectively. The authors would also like to thank the anonymous reviewers and the editor; they provided valuable comments that made this publication possible.

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INTRODUCTION

Students' motivations in choosing hospitality and tourism as their specialization and subsequently career, as well as industry practitioners' expectations and perceptions of graduates' qualification, competence, and readiness for employment in this service-oriented industry, have long been areas of interest in hospitality and tourism education and research. Studies have shown that these two perceptual/attitudinal aspects have remained essential in jointly leveraging the success of hospitality and tourism education. Notably, centering around these aspects, a variety of factors such as personality, family, social networks or reference groups, industry experience, nature of the industry, as well as the culture or subculture within which the industry operates and is hence understood have been reported as having bearings on hospitality and tourism education.

In a recent study on why Chinese, Taiwanese, and Korean students choose hospitality and tourism management for their university education, Kim, Guo, Wang, and Agrusa (2007) reported that Taiwanese students showed the highest level of motivation among the three cultural groups, with hotel management, restaurant management, and cooking as their preferred areas of study, whereas the Chinese counterparts preferred tourism and hotel management. In a similar study of Australian students' views of tourism and hospitality as a career choice, Richardson (2009) conducted survey research with an undergraduate sample from eight institutions, in which the respondents were invited to rate the importance of a series of 20 factors (p. 385) in their choosing hospitality and tourism as a career in contrast to the extent to which these students believe hospitality and tourism as a career offers such attributes. Interestingly, it was noted that although Australian students choose to study tourism and hospitality, they do not necessarily believe that this industry will offer them those attributes they see as important in choosing a future career. The author cautioned that "skills shortage within the Australian tourism and hospitality industry will grow substantially over the next ten years if the identified problems are not addressed" (Richardson, p. 387).

In many ways, findings such as these highlight the need for hospitality/tourism educators as well as the industry to adopt an integrative approach to both addressing students' motivations and perceptions of the industry and tackling practical issues in the workplace or career development (e.g., concerns about pay, promotion opportunities, career prospects, job security, working environment). In view of their longstanding complementary perspectives (of educators and the industry), it has been asserted that many students entering hospitality and tourism programs do not have a real understanding of the types of work available for them in the industry, nor do they have a clear sense of the working environment in the industry (Johns & McKechnie, 1995; Raybould & Wilkins, 2005; Richardson, 2009). Indeed, as observed by Ladkin (2005), the very nature of the hospitality industry defines the sort of employees required and the attitudes, skills, or

competence expected of them to work in this industry. This means that the recruitment of individuals for training in tourism and hospitality must meet the minimum requirements of having the right attitudes toward serving customers in courtesy and generosity. Notably, a career in hospitality and tourism involves working closely with people (e.g., interactions with guests in public areas like restaurants and bars, or with colleagues and staff in canteens or change rooms). Hempshell (1997) argues that if an individual is not hospitable, it will be extremely difficult for him/her to serve or work within the hospitality industry.

Despite the centrality of students' motivations and industry perceptions to the success of education, more research needs to be done, particularly integrative studies undertaken in distinct sociocultural contexts, to validate what has been reported on (or to explore the unrevealed aspects of) the intrinsic roles of students and the external forces of the industry (or workplace) in charting and shaping the future of hospitality and tourism education. In this connection, the purpose of this study is therefore to examine university students' motivations in choosing leisure, hospitality, and tourism programs in Uganda in conjunction with industry perceptions of the competence or skills required of a graduate for the industry. As suggested by prior studies, such an integrative approach is essential to the success of hospitality and tourism education through program restructuring and curriculum refinement to better gauge educational efforts and resources against the perceptual/attitudinal attributes of the learners and potential employers.

Specifically, this study attempts to address the following questions: What are the primary reasons that make students choose hospitality and tourism for their university education in Uganda? What are the industry perceptions of the competence and qualification of hospitality/tourism graduates for employment in the industry? How could students' motivations and industry's perceptions be integrated as points of reference to jointly guide future efforts in hospitality and tourism education in Uganda? Notably, in addition to the lead author being autoethnographically embedded in the study context for many years as an academic and program administrator in a department of tourism at a Ugandan university, empirical observations on students' motivations largely relied on a survey, whereas accounts for industry perceptions are primarily derived from in-depth interviews.

Unlike the instances of other countries, to date, no empirical study has been reported on why students in Uganda choose hospitality and tourism management as their major (Lee, Olds, & Lee, 2010; Scott, 2008). At the moment, potential employers in the industry continue to perceive university graduates as incompetent in skills or poorly prepared in service attitudes; inadequate attention has been paid to nurturing students' attitudes and developing their skills and competence required or expected by the Ugandan tourism industry (National Council for Higher Education, 2006). Results of the study will therefore have practical implications in informing educational

programs in their future undertakings of human resources development for leisure, tourism, and hospitality.

CAREER CHOICE MOTIVATIONS AND EMPLOYMENT PERCEPTIONS

The problem at hand pertains to examining the motivations of students who will eventually enter the industry (either as interns or full-time employees), the perceptions of the industry or potential employers who will ultimately recruit hospitality and tourism graduates at various levels of the workforce (Johns & McKechnie, 1995; Kusluvan & Kusluvan, 2000; Raybould & Wilkins, 2005; Richardson, 2009), as well as practical implications of such an integrative undertaking for hospitality and tourism education.

From the learners' perspective, as noted by O'Mahony, McWilliams, and Whitelaw (2001), information about students' motivations, perceptions, and career choice decisions to engage in hospitality encompasses their knowledge of and interest in the industry; the influence of their parents, career counselors, and peers; and even their own experiences as customers in hospitality service encounters. O'Mahony et al.'s study of Australian students revealed that 53% of their sample had decided to study at the university before selecting the hospitality program. In other words, more than half of the students sampled in their study have had an intent to acquire university education, while at the same time, they are uncertain (or not determined) about a program of specialization until they have been studying on a campus for some time. About one third of the students reported that they had decided to study at the university at the same time that they decided to embark on hospitality and tourism as a career. Only 10% of their student respondents had made their decision to pursue a career in hospitality before they chose a hospitality/tourism program (O'Mahony et al.). This Australian case study also reported that students have been influenced by positive perceptions of the hospitality industry resulting from personal observations, personal experience as casual or part-time employees (e.g., through internships or student placement), media reports on the projected growth or image of the industry, as well as discussions with (or learning from) other reference groups such as relatives, family members, or friends who work in the hospitality industry (O'Mahony et al.).

Another Australia-based study of relevance to this discussion is reported by Raybould and Wilkins (2005). From the industry's standpoint, these authors investigated hospitality managers' expectations of graduate skills and compared those expectations with students' perceptions of what hospitality managers value. They found that managers or potential employers rated skills associated with interpersonal, problem-solving, and self-management domains as most important. Although students appeared to have realistic

perceptions of the skills that managers value at job recruitments, they tended to develop conceptual and analytical skills through their program studies, a domain of skills or competence that is not immediately valued by employers of hospitality and tourism graduates (Raybould & Wilkins). As an implication for education, Raybould and Wilkins concluded that the gaps between industry expectations and student perceptions of skills and competence needed for a career in hospitality and tourism have called for strategies such as "re-focusing hospitality curriculum, and ensuring better learning outcomes for students of hospitality management to maximize retention of graduates once they are in the industry" (p. 214). Arguably, these strategies will need to rely on greater collaborations between education providers and the industry through the synergies of an integrative approach to the nurturing of a community of learning and practice (Xiao & Smith, 2006, 2007).

Hospitality industry and its related education in Uganda are rooted in the history of the country and in the meantime are shaped in the nexus of glocalization. Historically, it was the progressive ideas of former President Idi Amin (ruling Uganda from 1971–1979) that fostered the implementation of having women in the managerial workforce in the hospitality industry. This decision was made on the assumption that women were more "naturally skilled" as home keepers than are men and would therefore need less formal training to perform services or manage businesses in the hospitality sector. This evolved into a stereotypical perception that the hospitality profession is more suitable for women than for men. For a long time, educational programs such as catering and home economics have been taken exclusively by women (National Council for Higher Education, 2006).

Chuang (2010), in examining whether gender was associated with hospitality undergraduates' perceived career barriers and how this affected self-efficacy and tendency when considering internal or external barriers in career decisions, found that female and male students perceived career barriers differently. Females were more sensitive to gender barriers than were males in making career choice decisions, whereas males were less likely to explore their career options as fully as females. This largely speaks of the situation in Uganda about employment or career in the hospitality and tourism industry, which is dominated by females (National Council for Higher Education, 2006). However, males who choose a hospitality career tend to concentrate on food production (e.g., working as chefs) and on the travel and tour operation sector of the industry.

Despite hospitality and tourism being the fastest-growing sector in Uganda, it falls short of adequately prepared local professionals and well-trained manpower to manage hotel and tourism businesses. More than 80% of key managerial and high-paid jobs in hospitality are occupied by foreigners (Asiimwe, 2009; Kirumira & Bateganya, 2003). Moreover, Uganda's existing institutions produce about 1,000 graduates per year with more than 80% being unemployable due to lack of practical skills, knowledge, and/or

expertise required by the industry (Uganda Investment Authority, 2009). To close this gap requires developing skills and competencies of current and future graduates for successful recruitments in the hospitality and tourism industry.

To prepare the right people for the industry, an integrative hospitality and tourism education program will need to address a variety of issues pertinent to developing skills and competence. According to Fournier and Ineson (2010), the most important competence of a hospitality/tourism graduate has to do with personal qualities and interpersonal skills, which are to influence positive attitudes toward work colleagues and customers in general. Furthermore, Millar, Zhenxing, and Moreo (2010) attributed the absence of practical skills on the part of recent graduates to poor communication or lack of interactions between educators and industry practitioners. In Uganda, most hotel and tourism business owners and managers do not have a university degree. The minimum requirement for one to teach at the university is a bachelor's degree. To meaningfully tap into the skills, competence, and knowledge withheld or expected by industry executives, there is a need for universities to bring industry management on school boards to benefit students who have genuinely chosen hospitality and tourism as their career and are therefore keen on learning the necessary skills and competencies to work in this industry.

In fact, integrations of the industry to prepare qualified graduates have been intermittently discussed in hospitality and tourism education (Cho & Wong, 2001; Johns & McKechnie, 1995; Perdue, Woods, & Ninemeier, 2001). More recently, Jia, Ayres, and Huyton (2010) reiterate the importance of collaborations between universities and industry players in closing the gap currently in existence between hospitality and tourism curricula and the needs of the industry. Those involved in curriculum design should continue to work closely with industry representatives to ensure a strong connection between theory and practice. This will improve the chances for graduates of hospitality and tourism programs to obtain the knowledge and skills that will in turn enable them to easily obtain employment or to even create their own businesses.

Currently in Uganda, there is only one institute that offers certified travel training (International Air Transport Association Certificate). No institutions offer internationally recognized and certified tourism and hotel management programs. In addition, Uganda has no certifying institutes for tourism and hospitality programs being offered or on offer (National Council for Higher Education, 2006).

Nevertheless, despite the lack of accreditation, there has been a steady growth of demand for hospitality and tourism education at the university level in the last 10 years. For many decades, Uganda has had only one university, Makerere University, which was founded in 1922 with a maximum enrollment of 255 in the 1950s. There have been a few other colleges run by the government. However, by 2002, the number of institutions has

increased to 57 with enrollment ranging between 74,000 and 85,000 students on an annual basis. To date, there are 179 tertiary training institutions and 29 registered universities in Uganda. Out of all these, only 8 are specialized in hospitality and tourism education. Moreover, there are 34 business training institutions and 5 major universities that offer tourism programs. In addition, while there are 2 private universities and 1 public institution offering master's degrees in hospitality and tourism, no institutions in Uganda have so far offered Ph.D. programs in this subject area (National Council for Higher Education, 2006).

Nonetheless, an overall growth in the demand for university education has been evident in the area of leisure, hospitality, and tourism. However, there has been no study to date that has examined what motivates students to choose programs leading to the award of bachelor's degrees in Leisure and Hospitality Management, Travel and Tourism Management, and Catering and Hospitality Management. In addition, little is known of the perceptions withheld by industry employers of leisure, hospitality, and tourism graduates in Uganda.

In comparison, empirical observations in Hong Kong, the United States, and Australia could serve as useful experiences for hospitality and tourism education in Uganda. In a study to look at the determinants of hotel employments in Hong Kong, Cho and Wong (2001) found that the industry espoused the value of attitudes over knowledge and skills in hospitality and tourism employments. Further, it was noted that personal attributes such as service orientation, professional attitudes and performances, geniality, flexibility, and presentation or grooming are subject to departments or divisions of an employment and should preferably be defined or specified by the industry for hospitality education. In a similar study conducted in Hong Kong, Lee, Kim, and Lo (2008) reported that motivations to choose tourism and hospitality as a career are associated with self-actualization, job opportunity, field attractiveness, ease of study, and scholastic achievements. More recently, Lee et al. (2010) found that U.S. students were motivated by self-actualization, job opportunity, field attractiveness, foreign experience, and ease of study in choosing tourism and hospitality programs. In Australia, as discussed earlier, Raybould and Wilkins (2005) reported on research that investigated hospitality managers' expectations of graduate skills and compared those expectations with students' perceptions of what the industry values; they have identified a gap between academics and the industry in valuing the development of conceptual and analytical skills of their graduates and hence discussed its implications for hospitality and tourism education.

Despite these perceptual gaps, the importance of receiving education and/or training in tourism and hospitality should not be underestimated. As noted by Mohsin and Bhuphesh (2010), employees who have received adequate education/training in hospitality and tourism adapt better or much more effectively compared with those who have not (e.g., in the assumption of responsibilities and/or accountability toward achieving organizational

goals). By implication, if universities could instill skills and nurture attitudes that help graduates adapt to the industry, it would help enhance service quality and delivery through improving staff performances, which are currently absent among hospitality and tourism graduates working in the industry.

Further, with respect to the thresholds for faculty or academic staff to engage in hospitality and tourism education, Schmidgall, Woods, and Seonghee (2010) reported that having a Ph.D. or equivalent degree, having refereed journal publications, and having experience or expertise in teaching were the three most important criteria for recruitments and subsequently tenure or promotion at most tourism programs or institutions. However, in such alignments, hospitality and tourism programs at Uganda institutions have lagged behind. As noted earlier, it is uncommon to find academic staff with Ph.D. degrees teaching leisure, hospitality and tourism programs. This would mean that Uganda should train its own manpower or have proactive overseas recruitment schemes to run programs leading to graduate degrees. Without such arrangements, graduates from these programs will continue to get poor training, and as a consequence, the perceptual gaps between education and industry will worsen.

Situated in these conceptual and cultural contexts, this study attempts to address the complexity of students choosing hospitality and tourism as a career in conjunction with industry perceptions of the attributes, qualifications, skills, and competence required/expected of future employees working in this industry. With empirical observations derived from questionnaire survey and interviews, the study is hoped to lend to discussions on integrative approaches to university–industry collaboration in developing human resources for hospitality and tourism in Uganda. In addition, results of the study could enhance understanding of students choosing hospitality and tourism as their career pursuits.

METHOD

This study adopted a mixed-method approach to collecting and analyzing data and interpreting results in pertinence to the study questions. Notably, quantitative analysis is characteristic of the replication of a survey originally conducted by Lee et al. (2010) on the motivations or rationales of U.S. undergraduate students choosing hospitality and tourism programs for their education and career. In addition, statistical analyses were augmented by findings from a qualitative analysis of employer interviews, which aimed at grasping industry perceptions of hospitality and tourism graduates with respect to the latter's skills, competence, and performance in the workforce. For the qualitative data, a total of 10 in-depth interviews were conducted. Five of these were with human resource managers; 5 others were industry executives in Uganda from April 2010 to July 2010, covering hotel, catering,

travel trade, airlines, and attraction/park management sectors. Centering on industry perceptions of hospitality and tourism graduates in these workplaces, the following questions inform the thrust of the probes: What is your perception of graduates with qualifications related to hospitality, leisure, and tourism? What do you look for when recruiting employees for your organization? Overall, how do you rate Ugandan employees compared with foreign employees if they exist in your organization? What is your opinion on university training and skill requirements? The interviews lasted for about 30 to 40 minutes and were recorded with informant consent for analysis and report writing. Notably, in this mixed-method design, as these employer interviews are intended only as a complementary perspective to empirical observations from the main survey, thick descriptions of the inductive/sense-making process were not deemed necessary and hence are not included in this report. Lastly, personal observation and curriculum analysis of the programs discussed in this study of Bachelor's of Catering and Hotel Management, Bachelor's of Leisure and Hospitality Management, and Bachelor's of Travel and Tourism Management were utilized to identify students' perceptions and skill requirement gaps.

To establish the underlying reasons why students chose to apply for hospitality programs, a series of interviews with more than 60 students who had failed in their quantitative courses in the three programs were carried out. The interviews were conducted during June 2007 when the first author was chairman of the committee constituted by the Academic Board of Makerere University Business School to investigate high failure rates in selected programs, including those under this study.

With respect to the survey, the questionnaire developed by Lee et al. (2010) was adopted for this study with 20 items to measure undergraduate students' motivations to choose hospitality and tourism programs on a 7-point Likert scale, where 1 = strongly disagree and 7 = strongly agree (Table 1). A convenience sample was used for this study. Students enrolled in the 3-year programs of Bachelor's of Leisure and Hospitality Management, Bachelor's of Catering and Hospitality Management, and Bachelor's of Travel and Tourism Management in the business school at Makerere University were invited to participate in this study. Of these programs, Leisure and Hospitality Management had more student enrollments followed by Travel and Tourism Management and Catering and Hospitality Management, respectively. A total of 200 surveys were distributed, and 136 valid questionnaires were returned for analysis, with a response rate of 68%.

In terms of analysis, the measurement instrument was tested and a Cronbach's alpha of .82 was obtained as an indicator of good reliability for performing the intended analysis (Field, 2010). Descriptive statistics (means and frequencies) and cross-tabulations were performed to allude to the demographic characteristics of the respondents. Collected data were also factor-analyzed using the Statistical Package for the Social Sciences (Version 18). A principal component analysis was conducted on 20 items

TABLE 1 Items and Scales to Measure Students' Motivations in Choosing Hospitality as a Career

Items	Mean	*SD*	*N*
I feel that my skills match the demands and requirements of the hospitality and tourism industry.	5.35	2.067	136
Compared with other fields of study, it is easy to study hospitality and tourism.	4.65	2.155	136
I believe that this field is more practical than theoretical.	5.64	1.694	136
I feel that a career in hospitality and tourism will enable me to meet my personal goals.	5.78	1.533	136
I have more interest in this than in other fields.	5.39	1.835	136
I was influenced by others (e.g., parents, friends, teachers) to choose this field.	3.29	2.264	136
My scores on the entrance exam qualified me for this program.	5.46	1.962	136
I like to serve others.	5.74	1.656	136
I believe there are a variety of job opportunities in this field.	5.77	1.500	136
I believe the percentage of employment after graduation is higher in hospitality and tourism than in other fields.	5.07	1.836	136
I believe the level of salary is high in this field.	3.57	2.086	136
I believe this field has a growing potential.	6.06	1.246	136
I like to learn foreign languages.	6.00	1.430	136
After I graduate, I can have many opportunities to travel and work in foreign countries.	5.71	1.481	136
Compared with other fields, this field provides more opportunities for promotion.	4.55	1.881	136
Scenes or pictures of the hospitality industry appearing in movies or TV look attractive.	5.83	1.493	136
Jobs in this field look attractive.	5.49	1.717	136
Compared with other fields, it is easier to learn from foreign culture.	5.04	1.975	136
I would like to study more in this field.	5.57	1.771	136

Source. Lee et al. (2010).
Measurement scale: 1 = strongly disagree, 4 = neutral, 7 = strongly agree.

with orthogonal rotation (Varimax) to identify clusters of intercorrelated variables (or "factors") that explain what motivates students to choose hospitality and tourism programs. According to Kaiser (1974), only factors with an eigenvalue greater than 1 were accepted and only items with factor loading and communalities greater than .4 were included in the final factor structure.

Cluster analysis was conducted to identify groups of related variables in the motivation scale, and discriminant analysis was applied to verify the results obtained. This procedure was able to delineate the underlying dimensions of motivations to choose hospitality and tourism programs at Makerere University and to show whether the respondents were correctly classified. Lastly, an independent *t*-test was conducted to examine the statistically significant differences in motivations to choose their study programs between male and female respondents.

FINDINGS AND DISCUSSIONS

Survey Analysis and Statistical Results

Of the 136 valid responses, about 32% were from males and 68% from females. This is consistent with previous surveys reporting that females normally outnumber males in hospitality and tourism programs (Lee et al., 2010; Scott, 2008). The majority of the respondents (79%) were aged 20 to 29 years old, and 18% reported they were younger than 20 years old. In terms of source regions, 40% of the respondents were from Central Uganda, 24% were from Western Uganda, 18% were from Eastern Uganda, and 17% were from Northern Uganda.

In terms of motivations in choosing a hospitality and tourism program (Table 1), this survey revealed that the top reason was respondents' belief that the field has a growing potential ($M = 6.06$; $SD = 1.246$), followed by the opportunity to learn foreign languages ($M = 6.00$; $SD = 1.430$). Sequentially, the respondents' choice of programs was least influenced by social or reference groups such as parents, friends, and/or teachers ($M = 3.29$; $SD = 2.264$).

Before factor analysis was carried out, a procedure recommended by Kaiser (1974) on establishing sampling adequacy was followed. He made a recommendation that a bare minimum of .5 for the Kaiser-Meyer-Olkin (KMO) Test should be observed. Hutcheson and Sofroniou (1999), however, provide a clear guideline for determining the sampling adequacy asserting that values between .5 and .7 are mediocre, while values between .7 and .8 are good and values, and those between .8 and .9 are superb. Before the KMO Test could be conducted, an analysis of an anti-image correlation matrix was carried out and one item—"I believe the level of salary is high in this field"—had a value of .437, which is less than what is recommended of a bare minimum of .5 and was therefore deleted (Field, 2010; Kaiser). However, when factor analysis was conducted at this stage, the item, "I was influenced by others (parents, friends, teachers)," had a negative value of −.839. This was reverse-scored and gave the same positive value of .839 but loaded alone as a factor on its own. This was named "external influence."

Overall, the remaining 19 items produced a KMO of .82, which falls in the recommended range of "superb" (Hutcheson & Sofroniou, 1999), an indication that the sample was good enough for conducting factor analysis. In addition, Bartlett's test of sphericity, $\chi^2(171) = 687.552$, $p < .001$, was obtained, which further indicated that factor analysis was appropriate for this set of data. The Cronbach's alpha coefficient for two factors, "field attractiveness" and "job opportunity," were .77 and .70, respectively. For the factors, "foreign experience" and "skill learning opportunities," Cronbach's alpha coefficients were .571 and .539, respectively. Though individual reliability coefficients for four factors were found to be lower than the minimum of .7 (Nunnally, 1978), the overall motivation scale was highly reliable.

A principal component analysis was conducted on the 19 items with orthogonal rotation (Varimax). An initial analysis was run to obtain eigenvalues for each component in the data. Six components had eigenvalues over Kaiser's criterion of 1, and in combination, they explained 61.3% of the variance. Table 2 shows the factor loadings after rotation. The items that cluster on the same components suggest that there are six factors that

TABLE 2 Principal Component Analysis of Students' Motivations to Choose Hospitality Programs

	Rotated Component Matrix[a]					
	F1	F2	F3	F4	F5	F6
Working in this field apparently looks good.	.780					
Compared with other fields, this field provides more opportunities for promotion.	.653					
I have more interest in this than in other fields.	.639					
I feel that a career in hospitality and tourism will enable me to meet my personal goals.	.546					
Jobs in this field look attractive.	.488					
I would like to study more in this field.			.470			
I believe that this field is more practical than theoretical.		.773				
I believe there are a variety of job opportunities in this field.		.675				
I believe this field has a growing potential.		.615				
After I graduate, I can have many opportunities to travel and work in foreign countries.		.501				
I like to serve others.		.467				
I like to learn foreign languages.			.716			
Compared with other fields, it is easier to learn from foreign culture.			.638			
My scores on the entrance exam qualified me for this program.			.600			
Compared with other fields of study, it is easier to study hospitality and tourism.				.815		
I believe the percentage of employment after graduation is higher in hospitality and tourism than in other fields.				.508		
Scenes or pictures of the hospitality industry appearing in movies or TV look attractive.					.741	
I feel that my skills match the demands and requirements of the hospitality and tourism industry.					.726	
I was influenced by others (e.g., parents, friends, teachers) to choose this field.						.839
Eigenvalues	5.36	1.54	1.36	1.19	1.13	1.06
% variance	14.47	13.40	10.78	8.10	7.49	7.04
Cronbach's alpha	.77	.70	.57	.34	.54	–
Total variance explained (61.3%)						

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

[a]Rotation converged in 13 iterations.

motivate Ugandan students; they were accordingly labeled as *field attractiveness (F1), job opportunity (F2), foreign experience (F3), ease of study (F4), internal locus of control (F5),* and *external influence (F6).*

Basing on the study by Lee et al. (2010), the items that loaded in each component differed greatly. There were two items categorized in the original factor components from the U.S. undergraduate sample. For example, in both U.S. and Ugandan samples, "Working in this field apparently looks good" and "Jobs in this field look attractive" were identified, while the rest of the items differed. For example, Ugandan students under this factor think the hospitality and tourism industry provides more opportunities for promotion and enables them to meet their personal goals, while in the United States, students think the salary is high in this field and scenes or pictures of the hospitality industry attract them more. On the contrary, these same factors had a negligible motivation effect on Ugandan students.

However, in the "job opportunity" factor, the item of "Compared to other fields, this field provides more opportunities for promotion" was rated similarly by both U.S. and Ugandan students. However, the item "Compared to other fields of study, it is easy to study hospitality and tourism" was classified differently, with Ugandan students perceiving hospitality and tourism programs as hard to study because of their curriculum requirements. This is a misperception among Ugandan students, which is brought about by the fact that applications for university programs are made without proper career guidance by their respective universities. Choices of programs are often made on the basis of hearsay. According to our interview with students, candidates who apply for hospitality and tourism programs have a general perception that these programs are easier to study than programs such as Bachelor's of Commerce which is often perceived to be hard. Generally, the Ugandan sample had a completely new set of factors like "internal locus of control" with two items—"Scenes or pictures of the hospitality industry appearing in movies or TV look attractive" and "I feel that my skills match the demands and requirements of the hospitality and tourism industry." Notably, they had no external influence in choosing a hospitality and tourism program when compared with their U.S. counterparts.

In addition, group comparisons using an independent-samples *t*-test were conducted to determine if there was a significant motivational difference between male and female students. Table 3 shows the results of the test indicating the composite mean score values of six factors that were extracted. In summary, the mean factor scores between the two groups were similar. Overall, students in Uganda showed relatively high motivation scores on field attractiveness and foreign experience compared with the U.S. students whose high motivational scores were for job opportunity and self-actualization (Lee et al., 2010). Table 3 further shows that there was no significant difference observed between male and female students on all the motivation factors because the *p*-values were all greater than .005.

TABLE 3 Differences in Motivations by Gender

Motivation Factors	Male (Composite means, $n = 43$)	Female (Composite means, $n = 93$)	t	p
F1. Field attractiveness	5.11	5.32	−0.898	.370
F2. Job opportunity	5.28	5.63	−1.605	.111
F3. Foreign experience	5.55	5.89	−1.829	.070
F4. Ease of study	4.81	4.89	−0.254	.800
F5. Internal locus of control	5.31	5.72	−1.484	.140
F6. External influence	3.42	3.23	0.460	.646

Measurement scale: 1= strongly disagree, 4 = neutral, 7 = strongly agree.

Costello and Osborne (2005) caution researchers not to use factor analysis to draw substantive conclusions based on exploratory analysis because by "design and nature it is supposed to be exploratory and not designed to test theories" (p. 8). To ascertain whether principal component analysis yields perceptual/motivational dimensions around which respondents in this study form homogeneous groups, a two-step cluster analysis was conducted and has accordingly yielded two clusters with a distribution of 68.4% for Cluster 1 and 31.6% for Cluster 2. The larger cluster represented females, while the smaller one represented males. This result agreed with the frequency distribution statistics. The Tests of Equality of Group Mean revealed strong statistically significant differences for the 19 motivational items as attributes to choose hospitality and tourism programs, with correspondingly low intercorrelations. Notably, in this process, one item—"I believe the level of salary is high in this field"—has failed the test, indicating that most respondents disagreed with this statement. Indeed, as is stereotypically perceived, most operational and entry-level jobs in hospitality and tourism are characteristic of long hours and low pay in comparison with other professions or other fields.

Box's M tests the null hypothesis that the covariance matrices do not differ between groups formed by the dependent variable. This test is expected not to be significant so that the null hypothesis that the groups do not differ can be retained. In this case, the log determinants appear similar and Box's M was 208.34 with $F = 6.75$, which is significant at $p < .000$. However, with a large sample, a significant result is not regarded as being of any importance.

Further analysis of the motivation factors produced eigenvalues with a canonical correlation of .833, which is interpreted as the proportion of variance explained (R^2). This value suggests that the model explains 69.4% of the variance in this iterative grouping of the respondents who are likely to choose to study at a hospitality and tourism program at Makerere University. Wilks's lambda confirms the significance of the discriminant function. This test was significant ($p < .000$) and indicated that 30.6% of the total variance remained unexplained (Table 4).

TABLE 4 Summary of Discriminant Analysis Results

Discriminant Function	Eigen-value	Variance Explained	Canonical Correlation	Wilks's Lambda	X^2	*df*	*p*
1	2.271[a]	100.0	.833	.306	109.635	7	.000

[a]One (1) canonical discriminant function was used in the analysis.

TABLE 5 Discriminant Function Loadings: Functions at Group Centroids

Two-Step Cluster Number	Functions at Group Centroids
1	1.039
2	−2.142

Note. Unstandardized canonical discriminant functions evaluated at group means.

The standardized canonical discriminant functions coefficients (Table 5) provide an index of importance of predictors. However, the structure matrix provides a better indication of issues of influence with a value above .3 seen as the cutoff between important and less important variables. Accordingly, the structure matrix produced only seven items ranked in order of importance. Namely, they are: "Working in this field apparently looks good"; "Jobs in this field look attractive"; "I would like to study more in this field"; "After I graduate, I can have many opportunities to travel and work in foreign countries"; "I like to learn foreign languages"; "I feel that a career in hospitality and tourism will enable me to meet my personal goals"; and "Scenes or pictures of the hospitality industry appearing in movies or TV look attractive." Most of these items fall under the factorial categorization of career opportunities provided by the hospitality and tourism industry, which seems to be the main motivator for Ugandan students.

The canonical discriminant function coefficients provide the unstandardized coefficients (*b*), which are used to create the discriminant equation. In the case of this sample, the discriminant equation that would be used to classify the students with intention to choose hospitality and tourism programs is:

$$D = (.223 \times mot1) + (.208 \times mot2) + (.254 \times mot3) + (.374 \times mot4)$$
$$+ (.253 \times mot5) + (.185 \times mot6) + (.200 \times mot7) - 9.316$$

mot1 represents, "I feel that a career in hospitality and tourism will enable me to meet my personal goals"; mot2 represents, "I like to learn

foreign languages"; mot3 represents, "After I graduate, I can have many opportunities to travel and work in foreign countries"; mot4 represents, "Working in this field apparently looks good"; mot5 represents, "Scenes or pictures of the hospitality industry appearing in movies or TV look attractive"; mot6 represents, "Jobs in this field look attractive"; and mot7 represents, "I would like to study more in this field."

A further interpretation of discriminant analysis using functions at group centroid results (Table 5) indicates that those who were motivated to choose hospitality and tourism as a program of study and were males had a mean score of 1.039, while those who were females produced a mean of −2.142. Under this test, all cases with scores near a centroid are predicted as belonging to that group.

The Prior Probabilities for Groups Test (Table 6) shows the proportional by-chance accuracy rate, which is computed by squaring and summing the proportion of cases in each group from the table of prior probabilities for groups. The proportional by-chance accuracy rate for this sample is $(.673^2 + .327^2) = .560$.

This means that a 25% increase over this would require our cross-validated accuracy to be 1.25 × 0.560 (or 70%). The classification function coefficient using Fisher's linear discriminant function revealed that 95.5% of respondents were classified correctly into those who were motivated to choose a hospitality and tourism program and were males and those who would choose the programs and were females at 93.8%. In view of the overall predictive accuracy of the discriminant function (also known as the "hit ratio"), 94.9% of cases selected and validated were originally grouped and correctly classified into gender-based clusters of those who were likely to choose a hospitality and tourism program, given the availability of choices. Table 7 gives a summary of the classification.

Consistent with the findings of Jia et al. (2010), there seem to be discrepancies between the skills acquired by graduates from Makerere University and those required by the industry, which is consistent with observations from Interview Participants 1, 2, and 3 reported in the "Curriculum Analysis and Interview Results" section. This was particularly true with the graduates of the Bachelor's of Leisure and Hospitality Management program.

TABLE 6 Prior Probabilities for Groups

Two-Step Cluster Number	Prior Probability	Cases Used in Analysis	
		Unweighted	Weighted
1	.673	66	66
2	.327	32	32
Total	1.000	98	98

TABLE 7 Classification Results[a,b]

		Predicted Group Membership		
		1	2	Total
Cases Selected	1	**63**	3	66
Original Count (%)	2	2	**30**	32
	1	**95.5**	4.5	100
	2	6.3	**93.8**	100
Cases Not Selected	1	26	1	27
Original Count (%)	2	2	9	11
	1	96.3	3.7	100
	2	18.2	81.8	100

[a]94.9% of selected original grouped cases correctly classified.
[b]92.1% of unselected original grouped cases correctly classified.

The curriculum for these graduates does not prepare them to work in the mainstream hotel industry and the tourism sector. These students were originally not required to conduct research and carry out industrial training. They graduated from the program with no exposure to the industry from which they would be seeking employment.

However, students from Bachelor's of Catering and Hotel Management program seem to be getting practical skills despite poor facilities available for them. Figures 1 and 2 show the table setup and food production for a three-course menu by students of catering learning how to operate a restaurant at Makerere University's catering unit.

FIGURE 1 Restaurant setup skills training at Makerere University (color figure available online).

FIGURE 2 Students carrying out practicum in food production (color figure available online).

Notably, the facilities being used are substandard and very old, and they do not match industry expectations. This has caused confusion for fresh graduates when they find new equipment in the industry that they have never used or operated before. Despite this challenge, most students enrolled in a practical program like the Bachelor's of Catering and Hotel Management have had work experience before. This being the case, Mohsin and Bhuphesh (2010) note in their study that students who have had work experience are able to cope with university academic requirements, while at the same time, they are able to apply university knowledge to their future work, which in a way is a win–win situation in an effort to train manpower for the hospitality and tourism industry.

An interview with students who were asked the reasons why they opted for hospitality as a major revealed that most students thought that choosing a hospitality program meant they would not need to take quantitative subjects. This finding is partly consistent with the report by Lee et al. (2010, p. 24) on U.S. undergraduates, which identified "ease of study" among the six major reasons for such a choice (others were "self-actualization," "job opportunities," "field attractiveness," "foreign experience," and "external influences").

However, in the Ugandan case, the fact that a program is perceived as "easy" by students before joining the university has caused many failures in the Leisure and Hospitality Management program. This has been attributed to curriculum design aimed at reducing costs at universities without incorporating practical skills required in the industry. For example, to reduce costs, the program is based on a curriculum designed in such a way that common courses like Accounting, Business Mathematics, and Cost Accounting are offered to every student who joins the university. This leaves the student with no option to choose courses he or she would like to take in a given program.

Curriculum Analysis and Interview Results

At Makerere University, for a student to successfully complete a Bachelor's in Travel and Tourism Management, he or she has to have taken and passed a total of 34 courses. In the Department of Leisure and Hospitality, for example, it is common to find more than 50% of the courses offered in one program are taught by staff outside the department. This kind of arrangement leads to program failure, and skills specifically required by students to enable them to work in the hospitality industry are ignored, thus leading to negative perceptions held by potential employers on the university's graduates.

To ensure that the negative perceptions held by industry practitioners about university graduates are minimized, programs in leisure, hospitality, and tourism are now developed in collaboration with stakeholders in the industry. The inclusion of the Chinese language, for example, in all programs offered in the Department of Leisure and Hospitality was the result of a realization of China's continued economic development. Industry players position China as one of the major tourist-generating countries for Uganda, and therefore, there is a need to incorporate this source market in its hospitality and tourism education programs.

Traditionally, foreign languages in the curricula of tertiary institutions in Uganda include French, German, and Kiswahili. Kiswahili is emphasized because of the creation of a proposed East African community where Kiswahili is widely spoken and used as business language in Tanzania, Kenya, and partly Burundi. In Uganda, Kiswahili was historically considered a language only for the army, which partly accounts for the reason why Kenyans are easily employed in the tourism and hospitality industry compared with Ugandans. Kenyans are able to speak more than two international languages.

It is now a common practice and a requirement by the National Council for Higher Education that a program designed to develop student skills for a career in hospitality, particularly the hotel industry, should incorporate more practical courses. For example, the core courses that differentiate graduates from such a program would be food production and food and beverage service. Compared with Travel and Tourism Management graduates, Bachelor's of Catering and Hospitality graduates are more practice-oriented and they find jobs more easily. In addition, with the practical skills they acquire, they are likely to create their own businesses in food and beverage service and production in the hospitality industry.

The two programs have clear demarcations in where the graduates can find employment. For example, Bachelor's of Catering graduates can work in restaurants as waiters/waitresses, the front office of hotels, housekeeping, and the marketing department, while graduates of Travel and Tourism Management tend to find employment in tours and travel companies,

ministries of commerce and trade, tourism destinations and attractions, wildlife organizations, airlines, and coach and car rental businesses.

Furthermore, there is concern about a potential mismatch between the name of a program and the actual courses it offers. For example, the Bachelor's of Leisure and Hospitality Management program is more attractive to applicants compared with the Bachelor's of Travel and Tourism Management and the Bachelor's of Catering and Hotel Management. Most students who apply for this program were originally motivated by the perception of it being an easy program (as its name implies), which may give them a lot of leisure time and chances for touring or merrymaking.

When students join the program, they find they have to take courses such as accounting and statistics, which are subject areas that they have difficulty passing in the program study. Their resultant reluctance, resistance, and lack of interest typically lead to poor performance and at the same time increase the cost of program operation in the instances of many students having to retake these courses to complete their program study. This situation has been further compounded by the growing numbers of students who wish to join the university.

In addition, there is also an increasing demand for evening programs, which is due to the number of students who have to work to pay tuition fees and consequently cannot concentrate on daytime studies. The purpose of imparting skills to students cannot therefore be effectively achieved with this kind of situation. Skill disparities with the industry have eventually led to graduates not being readily employed after they complete their program. Practical training is limited due to lack of training facilities in addition to lack of qualified lecturers. As a result, employers now prefer to hire internationally trained graduates who require little in-house training.

Also, it is not uncommon to find a class of 300 students attending one lecture. Tutorials cannot be arranged due to inadequate facilities, which impairs student learning. The graduates from this program, due to the nature of the courses they take, do not fit well in the mainstream hospitality and tourism industry because they lack practical skills and exposure to practice. The positioning of the graduates of the Leisure and Hospitality program, was to work in leisure and recreation centers, amusement parks, spas, and fitness centers, which unfortunately are not well developed in Uganda.

Those who finally are employed in the hotel industry cannot perform as expected because they were not trained to work as waiters or waitresses. This has in turn reinforced employers' perceptions of the poor capacity of hospitality and tourism programs in preparing their graduates for employment in the industry. Such a negative perception has consequently resulted in poor ratings from the graduates of the Leisure and Hospitality Management program.

As noted earlier, as a complement to achieve an integrative understanding of hospitality and tourism education in Uganda from both students'

and industry's perspectives, this study involved interviews with a number of potential employers or industry executives to grasp their perceptions of hospitality and tourism graduates and to lend to discussions on reorienting/restructuring educational programs. Notably, the majority of the industry representatives attributed the graduates' poor competence and performance to the absence of a right attitude toward working in hospitality and tourism. One industry executive, a Ugandan indigenous investor in the hotel industry, aged 50, was quoted as saying:

> I happily employ foreigners in my hotel. My head chef, my general manager, and accountant are foreigners because I use a world-class system. Uganda has a big skills gap, and to correct the problem, we need to acknowledge it. Ugandans can do it, but we need people who are committed, disciplined, and are going to be there Monday to Monday, but Ugandans will tell you they have a 'lumbe' (funeral rites ceremony) and have to go away. (Participant 1)

This interview participant further affirmed that he is not bothered by the fact that some five-star hotels in Uganda are owned by foreigners and that 98% of their management positions are hired from outside the country, including general managers, chief group accountants, health club managers, laundry managers, senior executive housekeepers, reservation managers, front-office managers, room division managers, food and beverage managers, and restaurant managers. This clearly shows that internally trained graduates have lost out in the hospitality industry because of their poor attitude, inadequate competence, and poorly developed skills. Another participant echoed the same sentiments:

> There is a simple explanation why Ugandans are losing their jobs to foreigners and why employers are giving their jobs to these foreigners. Ugandans have such a bad attitude when it comes to serving others. There are other factors that will impact how successful an employee is going to be, but a good place to start is to know how to create a positive relationship between patrons and businesses. You can't complain about how others are taking jobs away from you when there is no real effort on the part of the Ugandans to recognize and fight for something as valuable as employment. For example, you go to a restaurant and the waitress approaches you with an attitude like you're forcing them to be there. (Participant 2)

This informant mentions the importance of skills like customer service that will help in building positive attitudes. Despite such a course being offered in the hospitality and tourism programs, the poor attitudes toward work in general continue to challenge and disadvantage Ugandan graduates

for employment in the hospitality industry when compared with Kenyans. Another respondent was quoted on attitude:

> The Ugandan work ethics are to be blamed. Unless there's a hefty payout at the other end, most Ugandans don't want to make the effort and have no motivation to really work. As for me, I can see how we compare to other countries. I have traveled and, compared to Ugandans, I have come to notice that the hospitality industry has a lot to learn from foreigners. While there might be employees who are burnt out or lack motivation, more often than not, people want to assist you. They want you to be happy and satisfied with the services that they provide. (Participant 3)

To address this informant's concern, hospitality and tourism programs offered at Makerere University include a course of business ethics, which addresses the issue of professionalism. Hopefully, such efforts will yield better results toward changing the work attitudes of Ugandan graduates.

According to the Government of Uganda's white paper on education (1992), the Uganda Ministry of Education reports that there is an apparent disparity of labor productivity between Uganda's firms and those in other countries. For example, one report on sector performance in Uganda emphasizes that value added per worker in Uganda has been 68% lower than that in India and 96% lower than that in China (Government of Uganda). Available indicators show that the current business and technical system is not meeting the requirements of the economy.

The Uganda National Bureau of Statistics (2006) survey on employment indicated that a majority of individuals entering the labor market do not have the necessary skills and knowledge for which they could be employed. Unemployment in Uganda is highest among graduates compared with other categories of the workforce. The report further indicated that the unemployment rate was lowest among those without education (2%), followed by those with primary education (3%). The graduates' unemployment rate was at 7.4% in 2005, prompting the adoption of policies geared toward orienting graduates to take up jobs. To address these challenges, universities perhaps will need to change the ways of teaching and content delivery. It appears students are being loaded with many courses, which reduces deep content coverage of the subject to have a positive impact on the learner. This in turn increases the cost of educating a university student, who in most cases pays less than what is required to have a meaningful impact on the learner.

CONCLUSION AND IMPLICATIONS

This study presents an integrative approach to the scrutiny of hospitality and tourism education in Uganda through incorporating the perspectives of students' motivations for career choice and industry perceptions of graduates'

skills, knowledge, and competence needed for employment in the hospitality industry. To locate findings in the context of literature, empirical observations from this Uganda study complement discussions on study motivations, career choice decisions, and industry perceptions of hospitality and tourism graduates in the workforce (Johns & McKechnie, 1995; Kusluvan & Kusluvan, 2000; O'Mahony et al., 2001; Raybould & Wilkins, 2005; Richardson, 2009). While the quantitative analysis validates findings reported in prior studies (Lee et al., 2010), industry perceptions of graduates triangulated through qualitative interviews and curriculum analysis add to the integrative perspective on hospitality and tourism education in this African developing economy. As was noted by Raybould and Wilkins, the success of an applied education such as hospitality and tourism will need to rely on greater integration and cooperation between education providers and industry to design curricula and industry placement or internship programs to maximize the learning experience. Findings from this research have practical implications for improving and/or reorienting educational programs at Ugandan universities to better prepare graduates for its hospitality and tourism industry.

Notably, the inherent perceptions by students who have not yet joined the universities when choosing their fields of studies need to be addressed. This could be carried out by offering comprehensive career guidance where universities could showcase programs with detailed curricula with a clear indication of possible positions that graduates of a particular program are likely to occupy.

However, there are indicators to the fact that some students deliberately choose a career in hospitality and tourism, but the training they receive at the university does not provide them with the necessary skills required by the industry. This, coupled with negative perceptions of hospitality/tourism employment, such as long hours and low pay, makes the graduates lose out in the limited number of available jobs. This observation is common in the graduates of Bachelor's of Leisure and Hospitality Management program. The curricula for this program must be changed to include practical skills required to enable graduates to compete favorably with graduates of the Bachelor's of Catering and Hotel Management and Bachelor's of Travel and Tourism Management programs.

In addition, hospitality and tourism programs should be creatively positioned to enable students to develop positive attitudes toward the career they are prepared to pursue when they graduate. For example, most Bachelor's of Leisure and Hospitality Management students propose that the word "leisure" should be dropped in the program name. They indicate that prospective employers do not readily link leisure to their predominant operations of hotel and tourism-related businesses in Uganda. Leisure and recreation facilities are not well developed, and they are still in their nascent stages of development.

Notably, a corresponding shift of education toward a labor market orientation is imperative in the new/emerging social economic context of the country. During the years, Uganda has adopted a policy of liberal economy. This change has dramatically led to the growth of private businesses in the hospitality and tourism sectors. In addition to their preference for cheap labor, employers have the power to hire or fire people at any time, especially in an industry where knowledge and conceptual/analytical skills "do not appear essential" in employers' perceptions. In light of the presented findings, there is therefore a high need for an integrative/collaborative undertaking between education and the industry.

Technically, to the end of preparing graduates to be preferred by the industry, reducing the number of concept/content-based subjects offered in a 3-year program could arguably enable the coverage of more practically useful courses in students' skill development required by the tourism and hospitality industries. In addition, universities should actively engage industry practitioners in curriculum development and classroom teaching, as has been most notably practiced in the School of Hotel and Tourism Management at the Hong Kong Polytechnic University.

In light of this study being a replication of a prior undertaking with a student sample from one Uganda institution, limitations of this research should be acknowledged. This report on hospitality and tourism education in Uganda should therefore be read in this context, and generalizations of its findings to other public or private institutions in this country should be made with caution and care. In terms of future research, attempts that will incorporate a larger sample with more universities participating will contribute to the drawing of a comprehensive picture of hospitality and tourism education in this country—what Winston Churchill has wittingly referred to as "The Pearl of Africa."

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