Use of Technology in Teaching Hospitality

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Abstract: The success of learning via educational technology is found to rely on the extent to which there is a push on use of technology. Technology is useful in enhancing performance of teacher service in teaching and giving students opportunities to gain skills in efficient manner and this increases student engagement and motivation while learning. Use of technology in teaching hospitality require personal involvement, motivation, passion, and availability, this study examined how the use of technology in teaching hospitality on whether its remotely accessible, flexibility, engagement, feeling of isolation and academic achievement affect hospitality management students' readiness of technology. From the discussion of the finding it can be concluded that use of technology in teaching hospitality has improved service delivery.

Keywords: Technology, educational technology, hospitality**.**

INTRODUCTION

The changes in global trends with the rapid growth of different types of technology in recent years, many young people in economically advanced countries accumulate a vast amount of technological experience before they enter university. Rideout, Foehr, and Roberts (2017) reported that 8- to 18-year-oldsspend on average four and half per hours each day outside their school activities with digital technologies, such as texting messages, talking to friends, listening to music, playing games, using social media applications, and watching streaming videos on cell phones and/or computers (Lai, Khaddage,& Knezek, 2018). Therefore, technology has become an inevitable part of young people's daily lives and has changed their way of thinking and learning from that of their predecessors (Lai & Hong, 2016).

Information technology is a general term that describes any technology that helps to produce, manipulate, store, communicate and disseminate information. There are two parts in information technology; computer technology and communication technology. Information and communication technology is used as an extended synonym for the term information technology, the term comprises of unified communication, their integration to telecommunication networks, computers and the enterprise software, middleware, storage and audio-visual systems, which enable users to access, store, transmit, and manipulate information (Mpofu &Watkins-Mathys, 2016). The key concept in information technology that necessitates the study includes; capability, communication and collaboration, modeling and exploration and impact to business functions. The term information technology has expanded to include the role of IT tools not just inside the company but outside the company, for example, Archibugi and Coco (2005), claimed that

IT is considered as a tool of marketing and contacting customers and looking for possible customers, as well as presenting IT services is distinguished as a potential service for customers (Werthner & Klein, 2019).

According to Shirazi, Farid, Gholami andDolores (2018) information technology is also considered as a key enabler for globalization, facilitating worldwide flows of information, capital, ideas, people and products. Some researchers have tried to combine the previous definition by considering IT as a group of elements (hardware, software, and people) that should be working together in the process to present the benefits to the organization in the form of information, product or services (Christensen, 2012; Doganis, 2012; Werthner and Klein, 2019).

Laudon (2019) assert that information technology includes all the technology that facilitates the processing, transfer and exchange of information and communication services. It is considered as a subject of expertise that links information technology (computers and applications) and telecommunication networks (intranet and internet), that lets people and computers interrelate irrespective of physical location. Werthner and Klein (2019) conclude that the IT term contains hardware, software, networks and people that should be integrated as a one unit by linking each one to the other in a clear process to generate the information that helps the decision makers, producing product and services presenting, promotion, controlling and for achieving the organization's aims and goals. Information and communication technology is clearly considered as a key growth area in this century, specifically, in a dynamic business and highly competitive environment which requires utilizing advanced IT to improve efficiency, cost effectiveness, and to present high quality goods and services to the customers (Laudon, 2011).

Over the past 20 years, educational technology has revolutionized higher education institutions and become emblematic of 21st-century education (Selwyn, 2017). Learning with educational technologies has gradually become one of the fastest growing educational trends in the United States. Online teaching is changing how education is delivered, and integrating technologies into the classroom has significantly influenced the delivery process (Y. H. Lee, Waxman, Wu,Michko, & Lin, 2013). More than 75% of colleges and universities in the United States offer online degree programs, and more than 4 million students are enrolled in online courses (Setzer & Lewis, 2015).

Rapid technology advancement not only offers educators with various options to choose from in terms of different educational technologies but also leads them to a question about whether the technology of their choice will support effective student learning. Although many universities have come to offer hybrid and online courses, one third of colleges and universities in the United States still offer only face-to-face courses (Sciarini, Beck, & Seaman, 2012; Singh & Lee, 2018). The existing literature suggests that learners' perception of and attitude toward a teaching apparatus, rather than technology itself, are important in effective learning (Ayersman, 2016; Kim, Lee, Kim, & Ryu, 2013). Evidently, the addition

of an online teaching method to face-to-face teaching does not necessarily produce a better learning outcome than traditional face-to-face only courses (Aragon, Johnson, & Shaik, 2012). Furthermore, Chen and Chiou (2014) found that individuals' learning styles have a stronger influence on learning outcomes than course delivery mode (for example face-to-face and online course).

Thus, understanding the perception of hospitality management students toward the latest educational technologies introduced in their programs will offer insight into the effectiveness of educational technology in higher education learning. To achieve this goal, this study examines the perception of hospitality management students toward different attributes of educational technology and investigates how perceived technology attributes affect students' propensity to use educational technology in their learning. Findings from this study will assist hospitality educators in selecting educational technologies effectively and designing class activities to best accommodate different academic skills and interests of students (Zacharis, 2019). Also, educators can offer the most effective educational technology tools in different learning settings, as students learn differently in formal and informal settings (Dickey, 2014; Lai, 2011; Taylor & Walton, 2011).

The theoretical underpinning of this study is found in the literature on new technology adoption and technology readiness (Parasuraman, 2010). Defined as a propensity to use new technology to accomplish goals, the concept of technology readiness is commonly found in the general marketing literature, whose research focuses on identifying market segments that are most likely to adopt new technologies. Although previous studies have examined popular educational technology and its application in hospitality management programs (Lee & Gretzel, 2015; Singh & Lee, 2018), little is known about the relationship between the attributes of educational technology and students' propensity to use educational technology. Thus, findings from this study will contribute to the body of knowledge by expanding the technology readiness literature to the underdeveloped research domain in higher education.

EMPIRICAL REVIEW

Perceptions of students toward different methods of educational technology

A new distinctive generation of students is highly skilled in digital technologies; these students have radically different learning preferences and are not adequately supported by present educational environments. This fact has been a source of debate. The supporters of this claim argue for a dramatic change in how education is being delivered to meet the needs of the new generation of students. However, Lai and Hong (2014) found that approximately one third of students use digital technologies intensively (more than twenty hours per week) for their university studies and social/personal activities (an additional more than 20 hours per week). The remaining two thirds are much less frequent users, with approximately 40% and 34% of them only using digital technologies up to ten hours per week for university work and for social and personal activities,

respectively. The new generation of students may demonstrate different learning behaviors and approaches, but its way of using digital technology is similar to that of previous generations (Hong & Songan, 2011). Thus, although change in the higher education environment is necessary to enhance the quality of teaching and learning, it remains vague whether educational technology is necessary change to suit the needs of the younger generation of students (Palfrey & Gasser, 2008; Tapscott, 2019).

In addition to technology readiness, it is critical to understand whether a given technology has attributes that its user perceives as relevant to and valuable and useful in technology adoption (Rogers, 2003). When students perceive attributes of educational technology as satisfactory (dissatisfactory) for their learning preference, they are more (less) likely to use the technology (Aragon, Johnson, & Shaik, 2011; Eom, Wen, & Ashill, 2016; Pawan, Paulus, Yalcin, & Chang, 2013; Wallace, 2013). When students perceive online learning as being instructional and interactive, they are inclined to use-learning (Butler & Pinto-Zipp, 2016). Students prefer traditional learning environments to an e-learning environment when they perceive that the e-learning environment is inconsistent with their personal learning style and does not engage them as students (Clayton, Blumberg, & Auld, 2010). Hence, the relationship between perception of attributes of educational technology and the readiness for educational technology needs to be identified.

The students' perceptions of remote access, flexibility, and engagement as relevant attributes of educational technology increase their commitment to educational technology, whereas their perceptions of isolation as a relevant attribute of educational technology and academic achievement decrease their commitment to educational technology

Access and Flexibility of technology

Use of technology in teaching hospitality is preferred when users perceive that educational technology offers remote access and flexibility (Hung & Jeng, 2013; Lashley & Rowson, 2015). A flexible learning schedule is clearly an important factor in considering computer-based learning. Feinstein, Raab, and Stefanell (2015) echoed that educational technologies are preferred by students and enhance students' personal involvement because they provide intense experiential learning opportunities to students and add flexibility to the educational experience. Moreover, remote access and flexibility enhance their learning (Bradford, Porciello, Balkon, & Backus, 2017). In other words, students can access learning materials at any place when they have Internet access.

Another example of flexibility is found in the use of mobile learning where students select a virtual learning object from an actual environment. Mobile learning can increase learning motivation by allowing students to obtain practical understanding of the learning environment based on its flexibility (Chiang, Yang, &Hwang, 2014).

Level of Use of technology in teaching hospitality on flexibility as relevant attributes of educational technology positively affects personal involvement,

whereas the level of perception of isolation as a relevant attribute of educational technology negatively affects personal involvement. Although the level of use of technology in teaching hospitality as a relevant attribute of educational technology is positively related to commitment, it has no relationship with personal involvement. Previous academic achievement does not influence personal involvement either.

The positive influence of flexibility and engagement on personal involvement was also suggested in Costen's (2019) study. That is, a flexible collaborative technology learning environment has the potential to actively enhance or deepen both classroom learning and students' own learning. Similarly, the more students are engaged in educational technology, the more involvement the students will show.

Conversely, a feeling of isolation negatively affects personal involvement. This result is similar to previous findings. In other words, the stronger students' sense of belonging, the greater personal involvement students show in learning. Costen (2019) identified the fact that e-learning environment can facilitate discussion not only inside but also outside of class.

Engagement, Feeling of Isolation, and Previous Academic Achievement

Miller, Milholland, and Gould (2012) and S. L. Smith and Walters (2012) indicated an overall positive student attitude toward educational technology (Classroom Response System) because it enables learners to interactively engage in learning. Studies have shown that students' engagement in learning mediated by educational technology is positively related to their commitment and motivation to use educational technology (Burnstein & Lederman, 2019; Caldwell, 2017; Costen, 2019).

However, some concerns have been raised about adopting e-learning, especially mobile learning. Limited technical ability of users, feelings of isolation when learning, difficulty connecting with the instructor, a blur between class/work/personal life, and the distraction of other apps are identified as potential disadvantages of mobile learning (Smith &Caruso, 2010, Smith & Walters, 2012). Eraqi,Abou-Alam, Belal, and Fahmi (2011) found that potential problems with e-learning include a sense of learner isolation, learner frustration, anxiety, and confusion. However, Costen (2019) found that students will not feel isolated in a virtual communication platform because the easy communication makes them feel connected with one another and enhances their commitment and personal involvement. Similarly, Jarvela,Jarvenoja, and Veermans (2018) highlighted the fact that key to the success of e-learning is students' motivation, as e-learning is based on a virtual environment in which students lack face-to-face monitoring and feel physically isolated. Hence, motivations such as in-time communication can make students more committed to the e-learning environment.

Rogers (2013) discovered that students with a higher education level are more likely than their counterparts to adopt innovative practices. Hence, education level

is linked to predicting e-learning readiness. In terms of the relationship between students' previous academic achievement and their readiness for educational technology, no previous study has examined this; only a general description of the preference for educational technology among today's students has been provided(Murphy & Smark, 2016; Zhu & Kaplan, 2012). In this study, education level refers to students' previous academic achievement.

Readiness for Educational Technology

At present, the popularity of educational technology has been accelerated by the wide spread of social network and mobile devices before fully understanding the extent to which students are inclined to use educational technology in their learning. E-learning, used interchangeably with online education, computer-based learning, and technology-enhanced learning, has been implemented in multiple education departments and learning institutions (Eraqi et al., 2012; Oh & Reeves, 2014). However, the mental and physical preparedness of students must be assessed before they are introduced to the e-learning environment because e-learning is relatively new compared to traditional learning methods and it will consequently take some time for students to adapt to it (Oh & Reeves, 2014).

Defined as the capability of prospective e-learning users to adopt a new learning environment and alternative technology, e-learning readiness should be sought to ensure that students will benefit from e-learning (Hashim & Tasir, 2014). Lukman and Krajnc (2012) identified five e-learning readiness factors that contribute to success in students' learning process.

Commitment and Personal Involvement

Although educational technology tools are delivered and used more frequently in person, it is important to note that the acquisition of skills and knowledge by users requires huge commitments (Borgmann, 2014). Users have to be motivated, self-reliant, and responsible (Westera, 2015). The success of learning with educational technology is based on the personal involvement of the user in the learning process (Lukman & Krajnc, 2012). Commitment to a new learning environment and personal involvement with educational technology are usual indicators of readiness for educational technology.

Lukman and Krajnc (2012) stressed the importance of full commitment when nontraditional learning methods are used. The success of the individual learning process depends on group collaboration or personal involvement in the learning experience. In terms of the design and development of technological artifacts, devices should be transparent to maximize user involvement (Borgmann, 2014). Users of technological devices should be given the opportunity to develop substantial involvement with these devices. To amplify the involvement of users, devices should also be adjustable to personal preferences (Westera, 2015). In contrast, insufficient chance to involve users with technological devices would cause indifferent consumption of technology-based tools (Westera, 2015).

Motivation and Passion

Apart from commitment and personal involvement, the success of e-learning also depends on the passion and motivation of users (Lukman & Krajnc, 2012; Westera, 2015). The importance of motivation, which drives students to take learning actions, has been recognized in various classroom settings (Li, Lee, & Solomon, 2005). Clayton et al. (2010) showed that students who prefer less traditional learning environments are confident, motivated, and passionate in managing a non-traditional classroom setting.

Learners' motivation has been consistently linked to readiness for educational technology. For example, Galusha (2017) noted that knowledge about students' motivation to learn with educational technology may help educators determine which students are likely to participate in and benefit from online education.

Similarly, Tallent-Runnels et al. (2016) asserted that understanding learners' motivation to learn with educational technology is the key to the effective instructional design of educational technologies. Xie and Ke (2011) as well as Xie (2013) found that students' motivation to learn with educational technology correlates significantly with their online discussion participation. Their findings imply that students with a high level of motivation demonstrate higher participation rates than those with a low level of motivation. Given an optimal level of readiness, educators should then provide students with sufficient practice to motivate them to engage in e-learning activities and thus enhance their confidence in utilizing technological learning tools (Chu & Tsai, 2019).

Information technology attempts to improve the quality of teaching offered, through cost management, time service delivery and improve processes and procedures. According to Porter and Tanner (2018) the development of IT has had profound effects on goods and services marketing. Traditionally IT facilities were primarily used for general business application such as data entry, analysis and manipulation of that data for reporting purposes (Kim, Eves& Scarles, 2013). Information technology is a key growth area in this century especially in a dynamic business and high competition environment, which requires utilizing, advanced IT tools to improve efficiency, cost effectiveness and to present high quality products and services to customers (Seethamraju, 2019).

Global studies focus on IT implementation, management and success in more developed countries like America and China (Davenport, 2018). Competition and dynamic business environment has also triggered any studies to evaluate the extent of use in various industries. However, little attention is given to information technology and operations performance of firms in the Kenyan hospitality industry. Mihalic and Buhalis (2018) studied CT as a new competitive advantage factor; a case of small transitional hotel sector. This study contributed to the knowledge of IT competitiveness and IT productivity paradox in the hotel sector but did not focus on effects of IT on operations performance. Appaw and Agbola (2017) study on use of IT in the front office operations of hotels chains in Ghana addressed how hospitality industry firms can take advantage of the pervasiveness

of IT tools vis-à-vis technology based systems to advance some of the operations. The study has shown the need to study IT effects on operations performance of firms in the Kenyan hospitality industry.

Availability

Numerous studies have been carried out to identify factors that facilitate educational technology, particularly computers and integration in the classroom (Almekhlafi & Almeqdadi, 2010). The availability of educational technology is another important factor of educational technology readiness. On the one hand, learners can start their online course anywhere they are; on the other hand, they consider time availability as the major reason to support e-learning (Ajzen, 2012; Hung & Jeng, 2013; Murphy & Smark, 2016). In other words, they can review online course materials anytime they want. Educational technology is the combination of access and availability demands for higher education.

Educational technology is well adopted within most public school systems because of the flexibility and remote access of the use of computing devices and software (Gray, Thomas, & Lewis, 2010). The successful adoption of educational technology depends on issues related to technology readiness and other personal variables (Inan & Lowther, 2010; O'Neill,Scott, & Conboy, 2011; Song, Wang, & Liu, 2011;Thompson & Lynch, 2003). Anderson (2002), Bean (2003), Chapnick (2010), as well as Clark and Mayer (2016) advised exercising caution when adopting e-learning for such organizations as universities. Educators should assess the readiness of their students for e-learning before adopting educational technology. Although technology prevails in the higher education environment, adopting the latest technology does not ensure learning unless instructors and students are fully prepared to use the educational technology (Hwang & Wolfe, 2010).

Technology Adoption in Higher Education Educational technology is commonplace in today's classrooms, and the demand for a technology-enhanced learning environment is projected to continue its substantial growth. Technology can transform higher education but not merely automate conventional teaching and learning methods in a face-to-face environment (Leidner & Jarvenpaa, 2015). Teaching processes can be developed with educational technology, as educational technology offers various collaborative and cooperative learning activities and changes the roles of students and instructors (Wu, Hiltz, & Bieber, 2010).M. J. Jackson, Helms, and Jackson (2018), however, discovered that today's students still prefer traditional teaching approaches such as lectures, class discussion, and weekly outlines in their college courses despite being perceived as technologically savvy and as having the expectation of technology applications in their learning experience. Thus, understanding experiential learning is key for educational technological adoption to achieve the most desirable learning outcomes (Edelheim & Ueda, 2017). For example, highlighting the convenience (i.e., remote access) that technology offers can be considered beneficial to the coursework of students

(Hwang & Wolfe, 2010; Jacques, Deale, &Grager, 2016). A brief discussion of technology commonly adopted in higher education follows.

In a study by Lashley and Rowson (2015), the common attributes of e-mail and Web access in educational technology were remote access and flexibility, and that of virtual communication was engagement. Thus, educational technology needs to include remote access and provide flexibility. Moreover, a virtual discussion board is recommended to increase the engagement of students. In this way, students will feel tightly connected, which will further enhance their educational technology commitment. Conversely, seminars and workshops can be introduced to high school students during the holidays to increase their commitment.

Social Software

Social software, such as Twitter, Facebook, and YouTube, which is used not only at home but also at school, represents how information and communication technology has pervaded every aspect of people's personal and social lives. Social software brings both opportunities and challenges to academe in informal settings (Pereira, Baranauskas, & da Silva, 2010).

Although the existing literature suggests that remote learning can overcome constraints such as distance and availability (Colwell, Scanlon, & Cooper, 2012), the present study found that the level of perception of remote learning as a relevant attribute has no impact on personal involvement, passion/motivation, or availability. In other words, remote access may not promote students' involvement in, passion/motivation for, and availability in learning with educational technology. By contrast, levels of perception of flexibility and engagement as relevant attributes can contribute to students 'involvement and passion/motivation and availability to a great extent.

Second Life

A computer-based, simulated virtual environment learning tool called Second Life is also an educational technology instrument in hospitality and tourism programs. Students have positive perceptions of this online three-dimensional modeling tool in terms of perceived usefulness, user friendliness, level of enjoyment, and user interest (Cheng & Wong, 2014; Singh & Lee, 2018).

The positive influence of flexibility and engagement on personal involvement was also suggested in Costen's (2019) study. That is, a flexible collaborative technology learning environment has the potential to actively enhance or deepen both classroom learning and students' own learning. Similarly, the more students are engaged in educational technology, the more involvement the students

Classroom Response System

Classroom Response System, also known as clicker, is an educational technology tool that provides an instructor with information on how well students

understand the concepts presented (Chu & Tsai, 2019). Using infrared radiation or radio frequencies, Classroom Response System measures students' understanding of class materials and allows them to respond to questions posed by the instructor in real time (Miller et al., 2012). Classroom Response System uses technology to provide instant feedback while engaging students, which agrees with several characteristics of Generation Y or Millennial (Hwang &Wolfe, 2010). The level of perception of engagement as a relevant attribute of educational technology positively impacts motivation, whereas the levels of perception of feeling of isolation and previous academic achievement as relevant attributes of educational technology negatively impact motivation. By contrast, no relationships are detected between how remote access and flexibility are perceived as attributes of educational technology and how motivated participants are to use educational technology.

Mobile Learning

El-Hussein and Cronje (2010, p. 20) defined mobile learning as "any type of learning that takes place in learning environments and spaces that take account of the mobility of technology, mobility of learners, and mobility of learning." The dramatic increase in the use of mobile technologies by the general population in recent years has caught educators' attention regarding the benefits of flexibility in learning (Hyman, Moser, & Segala, 2014; Johnson, Levine, Smith, & Stone, 2010; McIntyre, 2019).

An enhanced learning process and increased student engagement are benefits of mobile learning, but the core benefit is the possibility of transforming the unproductive time of students into productive time (Litchfield, Dyson,Lawrence, & Smijweska, 2017). Smith and Walters (2012) stated that students who are given the chance to interact with course content on their mobile devices display significantly positive attitudes.

CONCLUSIONS

The trend of the widespread application of educational technology in hospitality and tourism courses has been obvious in recent years (Setzer & Lewis, 2015). However, the successful application of educational technology relies on a balance between the educational technology offered and the readiness of students for educational technology. Only when these two parts are matched together can the overall learning of students be enhanced. This study contributes to the limited literature on the perceived attributes of educational technology (i.e., remote access, flexibility, engagement, and feeling)

In a study by Lashley and Rowson (2015), the common attributes of e-mail and Web access in educational technology were remote access and flexibility, and that of virtual communication was engagement. Thus, educational technology needs to include remote access and provide flexibility. Moreover, a virtual discussion board is recommended to increase the engagement of students. In this way, students will feel tightly connected, which will further enhance their

educational technology commitment. Conversely, seminars and workshops can be introduced to high school students during the holidays to increase their commitment and readiness for educational technology.

Given its important role in ensuring students' involvement in learning via educational Technology, flexibility can be improved through information sharing, such as the use of e-learning or drop box sharing in different courses. In addition, improving the efficiency of virtual communication (e.g., instant feedback) is necessary to increase the engagement of students, which contributes significantly to personal involvement. Constant communications via educational technology are also required to reduce the feeling of isolation and to increase personal involvement.

Students can be motivated to learn with educational technology if strategies to reduce the feeling of isolation and encourage student engagement are considered. For example, electronic response systems would stimulate students to participate in learning activities because of their instant feedback functionality (Hwang & Wolfe, 2010).

Previous studies revealed that educational technologies such as the Blackboard system and learning management systems have the potential to develop interactive learning and enhance the performance of students (Jackson, 2017; LaPointe & Reisetter, 2018). Therefore, the findings of Model 4 provide some enlightenment that effective methods that can increase the flexibility of educational technology and enhance the engagement of students can be sought to promote learning with educational technology. For example, LaPointe and Reisetter (2018) identified the fact that online educational technology that includes the attributes of flexibility, such as learning management systems (e.g., e-learning), may contribute to the interactive learning of students.

Finally, yet important to note, both flexibility and engagement positively impact availability (i.e., time) in learning with educational technology. Bradford et al., (2017) found that online educational technologies such as Blackboard, e-learning, and online lecture notes increase availability because of their flexibility, quick feedback (e.g., instant feedback for quizzes), and improved communication (e.g., virtual discussion). The results of this study also show that engagement positively connects with availability. By contrast, remote access and feeling of isolation have no influence on availability. Based on this evidence, we conclude that diversified existing online educational technologies (e.g., e-learning) may increase flexibility to a greater extent.

The use of technology in teaching hospitality has a positive influence on commitment but no influence on personal involvement, passion, motivation, or availability. The level of perception of flexibility as a relevant attribute has a positive impact on commitment, personal involvement, passion, and availability but not on motivation. The level of perception of engagement as a relevant attribute has a positive influence on all five dimensions mentioned previously. Nevertheless, feeling of isolation has a negative influence on commitment,

personal commitment, and motivation. By the same token, previous academic achievement has a negative impact on commitment, motivation, passion, and availability but not on personal involvement.

Although the existing literature suggests that remote learning can overcome constraints such as distance and availability (Colwell, Scanlon, & Cooper, 2018), the present study found that the level of perception of remote learning as a relevant attribute has no impact on personal involvement, passion/motivation, or availability. In other words, remote access may not promote

Students' involvement in, passion/motivation for, and availability in learning with educational technology. By contrast, levels of perception of flexibility and engagement as relevant attributes can contribute to students 'involvement and passion/motivation and availability toa great extent. Implementing learning management systems like Blackboard would reduce feelings of isolation and encourage virtual discussion with constant feedback. (Jackson, 2017; K. H. Lee & Kim, 2014). considering that previous academic achievement has a negative association with commitment, motivation, passion, and availability, we recommend more introduction and demonstration of educational technology to students as a way to stimulate their interest.

LIMITATIONS

The present study has several limitations. This study only collected data from one institution, which may limit the generalizability of the results because of the similar culture within a university. Moreover, we only recruited participants from among students enrolled in certain courses as opposed to all courses offered at the university.

Moreover, this study took an exploratory approach to testing the relationship between general preference use of technology in teaching in hospitality. Thus, this study stands on somewhat limited theoretical underpinnings. Future studies are expected to increase the sample size of students enrolled in diverse courses in different universities.

Furthermore, because different types of educational technologies may have different impacts on students' readiness, future studies can further categorize educational technology applications (e.g., computer software, mobile apps, social media platforms) apart from the general preference for educational technology examined by the present study and examine their relationships with readiness for educational technology. Comparison studies on the application of and preference for educational technology in different countries or regions are also valuable.

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