Response to Reviewer #1:

Thank you for your constructive and encouraging comments. Thanks for your positive feedback on our topic. We have made a number of changes to address your concerns. Our detailed responses to your comments are given below and related changes are marked in red in the revised manuscript.

Response to comment #1: This is a comprehensive study that has scoured the H&T literature for appropriate studies. The breadth and depth of their use of the literature is to be acknowledged.

Thanks a lot for your recognition of our paper.

Response to comment #2: Discuss in some depth what's going on with the two hypotheses that were not supported (H2a and H4e). There is likely something interesting there and a rich discussion could shed some insights as to why no support was found.

Thanks for your valuable counsel. We have realized further discussion of the results were necessary. Following your suggestion. In this revision, we further explain why the effects of the two variables are not significant as the hypotheses (H2a and H4e) were not supported.

The manuscript was revised as follows:

Page 11 Line 409-417: *Last, this study found no significant impact of outcome expectation. It is unsurprising, as previous studies have gain both positive and negative impacts of it [22,23], and it could be partly attributed to the different backgrounds of the subjects. The development of H&T industry in different countries or regions is different, there is a big gap in the ability of industry jobs to meet job seekers' expectations [64]. Besides, students from different countries or regions have different employment concepts. In developing countries, jobs with stable environment and higher social status are more sought after by students [79]. Their job expectations are generally high, with jobs in the H&T industries difficult to achieve. However, students in developed countries are more likely to value friendly communication between colleagues and corporate culture [3].*

The literature mentioned above are as follows:

3. Chang, S., & Tse, E. C. Understanding the initial career decisions of hospitality graduates in Hong Kong: quantitative and qualitative evidence. Journal of Hospitality and Tourism Research. 2015, 39(1), 57 – 74.

64. El-Dief, M., & El-Dief, G. Factors affecting undergraduates' commitment to career choice in the hospitality sector: Evidence from Saudi Arabia. *Journal of Human Resources in Hospitality & Tourism*. **2019**, *18(1)*, 93-121.

79. Hoque M A, Ashif A S M. Dream career in tourism and hospitality industry: myth or reality? *International Journal of Tourism Policy*. **2020**, *10(2)*, 142-162.

Response to comment #3: Suggest that the authors add a new, clearly marked section (after the managerial implications section) that has a focus on curriculum development and/or H&T program implications.

Thanks for your suggestion. Following your suggestion, we have divided "6. managerial implication" into two sections. The first section (6.1 implications for HEIs) is focus on the implications for the tourism and hospitality education providers, and we added more advices about teaching and curriculum.

The manuscript was revised as follows:

Page 13 Line 569-573: *HEIs should also improve the technical equipment for online teaching during the epidemic and train teachers to ensure proper teaching. A feedback mechanism should also be established to keep track of students' satisfaction with the course and their level of knowledge. Adequate student-teacher interaction during quarantine is very important.*