

MOTIVATION OF STUDENTS IN HOSPITALITY AND TOURISM MANAGEMENT PROGRAMS

Siti Rahayu
Management Department, Business and Economics Faculty
Universitas Surabaya
sitirahayu151@gmail.com

ABSTRACT

Increased tourism sector in some countries have also encourage the labor needs. This keeps colleges that offer Hospitality and Tourism Management (HTM) programs also increased. This study aimed to analyze the factors that motivate students choose HTM program. Factor analysis was used to identify the various factors that motivate students choose HTM program. Demographic analysis was conducted to determine the difference between motivation by gender and generation of students. The results showed that existing seven factors could explain the motivation of students choosing HTM programs. Difference studies show that there is 1 factor which differs significantly by gender, and there are 2 factors that differ significantly by generation of students.

Keywords: motivation, hospitality and tourism program, factor analysis

RESEARCH BACKGROUND

Tourism is a rapidly growing industry and a major source of employment (ILO, 2011). A principal argument's made for encouraging the development of tourism is that it produces a considerable number of jobs, both directly in the sectors in which tourist expenditure occurs and more widely via inter-industry linkages. The growth of tourism and related employment is seen as part of the broad that shift from a manufacturing to a service economy in many developed and developing countries around the world. However, even though development of the tourism industry creates new employment opportunities, it is often criticized as generating low-skilled and low-paying jobs that offer little job satisfaction. Consequently, the tourism industry has a reputation for high staff turnover and a waste of trained Personnel (Roney & Öztin, 2007). Although there are a lot of criticisms about low job satisfaction in the tourism sector, however a passion for learning in the field of tourism also increased.

Shariff et al. (2014) also states that according to the World Travel and Tourism Council (WTTC), approximately 250 million people have been employed. In order to operate successfully, many educational in the travel and tourism industry, thus representing the institutions currently attempt to prepare students by vital role of the industry to the world.

Many universities in the world strive to increase the number of hospitality and tourism programs (Kim et al., 2008). The reasons behind this interest are related to the growth of the tourism sector. In general, education is very important for the hospitality and tourism industry because it provides support for undergraduates to be more knowledgeable

and more experienced in the field (Cho & Kang, 2005; Kang et al., 2005). Most of those undergraduate students are working with famous foundations in different sections in the world such as travel agency, tour operator, hotels (Charles & McCleary, 1997; Mohammad & Alsaleh, 2013).

There are many universities in various countries offering Hospitality and Tourism Management (HTM) program, including several universities in Indonesia. This happens because of the growth of the tourism sector are quite high in Indonesia. Conference on Tourism, Hotel Investment and Networking in Bali, Indonesia in 2015 was attended by the decision makers and top management in the hospitality sector and tourism, business owners, stakeholders, operators, developers, investors, financial advisors, banks, with investment funds, hotel chains, architects, designers, the Ministry of Tourism of Indonesia, as well as representatives from government departments and agencies. This shows that Indonesia is an investment hub in Asia Pacific (www.venuemagz.com). Hotel growth in Indonesia is considered the most aggressive in Asia Pacific (sector.bisnis.com). The development of tourism (especially hospitality) has entered the eastern part of Indonesia. The upper middle class hotel of international standard is now growing in Indonesia (<http://id.voi.co.id>).

The tourism sector provides significant economic contribution to Indonesia. Indonesia is including the 10 countries with the largest labor absorption in the field of tourism, with the position after China, India, USA, and Japan (www.hildiktipari.org). The need for labor in the tourism sector has also brings forth a lot of study programs at various universities in Indonesia, especially the HTM program.

Universitas Surabaya (UBAYA) is one of the colleges that have programs HTM. Since its founding in 2004, the program experienced a rapid increase in the number of students. During its development, HTM program tend to be much in demand by the students are female. This high interest is also balanced with a variety of supporting activities. Activities in the HTM program is intended to support the teaching and learning process. It is necessary for an understanding of the motivation of students when taking specialization in hospitality management. This becomes important, so that various programs are prepared in accordance with the needs and interests of students. This study aims to describe the motivation of students choosing HTM programs, and knowing the difference motivation of students who choose the HTM program from the aspect of gender and generation students.

LITERATURE REVIEW

Number of higher education with HTM programs around the world is increasing. This is an interesting phenomenon. In fact, it could increase the interest of students from different countries to adhere HTM program in other countries. However, very few studies related to the motivations of students to study tourism hospitality program (Kim et al., 2007). Kim, et al. (2007) conducted a study of the motivations and preferences to follow the HTM program by a student from various countries in Asia, namely: China, Taiwan and Korea. The results indicate that there were five motivational factors Among HTM program students: self-actualization, job opportunity, field attractiveness, ease of study, and scholastic achievement.

Theresa (2013) has conducted research on motivation and preferences following the HTM program at Ho Polytechnic, Ghana. The study is based on conditions that occur in Ghana, namely an increase in tourism and hospitality. This makes the government needs to prepare the resources to meet the needs of the sector by establishing HTM program in college. The results showed that, there were four motivational factors influencing the choice of HTM programs as

follows: job opportunities at the government sector, parental influences, other factors and ease of studying the program.

Research on the motivation of students in HTM program, Department of Management, Faculty of Business and Economics (JMFBE), UBAYA refers to the study of hospitality and tourism student's motivation that was held in Jordan by Mohammad & Alsaleh (2013). The study was conducted by the distinction of gender and generation students. Student motivation is based on a factor analysis was measured on seven factors: (1) social status, (2) job opportunities, (3) the modern major, (4) special interest, (5) attractive major, (6) ease in studying, and (7) fulfill dreams. Studies in Jordan concluded that there are three significant motivating factors that differs between the male and female gender: the job opportunities, modern major, and ease in studying.

Assessing the influence of demographic factors such as gender, race, and ethnic background was another concern for some researchers (Giacomino & Akcrs, 1998; Gist, et al., 1996; Kim, et al., 2007; Malgwi, Howe, & Burnaby, 2005; Staniec, 2004). In particular, gender difference in motives for choosing college majors was significant. Malgwi, et al. (2005) found that for male students the choice of college major was influenced by the major's potential for career advancement, job opportunities and the level of compensation in the field. However, female students were more influenced by aptitude in the subject.

Schmidt (2002) also pointed out that the decision to study HTM can be significantly affected by demographic factors. Introducing the concept of gender differences in the hospitality and tourism field, Aitchison (2003) asserted that HTM study motivations were different across the gender, social and cultural nexus. She concluded that such demographic differences in HTM study motivations should be taken into account in the development of HTM curricula and administrative support.

In Hjalager's (2003) study, male HTM students were more highly motivated by previous experience in the industry than female students. In the same study, opportunities to work with people were more important for female than male students. In addition, Hjalager found that male students showed a higher level of motivation for opportunities for international careers than female students, whereas the female group had a higher level of motivation for a good salary than the male group. These results are similar to those of other studies that used different ethnic groups, including Australian, US, Korean, Taiwanese and Greek students (Airey & Frontistis, 1997; Clark, 1993; Kim, et al., 2007; Ross, 1994; Szivas & Riley, 1999; Tepeci & Bartlett, 2002; Lee, et al., 2008).

RESEARCH METHOD

This research represent descriptive study aims to conduct a factor analysis to identify factors that motivate students to choose courses in HTM program of JMFBE UBAYA. Additionally, this study will also examine the differences in student motivation in choosing HTM programs based on gender and generation students.

Instrument in this study is a 25 item questionnaire that measured using a Likert scale of 1 - 5. Respondents in this study were students in HTM program of JMFBE UBAYA, both male and female of the class of 2009 - 2013. The data analysis was performed by descriptive statistics, factor analysis and difference studies.

RESULT AND DISCUSSION

Demographic Characteristic

Respondents in this study were students at HTM program of JMFBE UBAYA. Respondents consisted of 36.8% male and 63.2% female. Based on the numbers, female students who choose HTM in JMFBE UBAYA are more numerous than male students. Respondents came from a different generation, namely 2009 - 2013. Forces of the students were divided into two groups: the old generation (2009-2011) of 37.7% and a new generation (2012 and 2013) as much as 62.3%. Number of old generations is less than the new generation, because most of the old generation students have graduated. Respondents who called the new generation are students who choose HTM since entering the course, although most of them just take one or two courses in HTM program.

Descriptive Statistics

Table 1 indicates that overall, the motivation of students choosing HTM is due in accordance by interests of students. HTM considered as areas that match their interests. On the other hand, the lowest motivation is to fulfill a dream in terms of being a lecturer or for a high salary. Motivation is low because most students are less interested in becoming a lecturer. The interest in the field of HTM also is higher motivation than just salary.

Based on gender and generation, the highest mean is that HTM is a field that is in accordance with the interests of students and the lowest mean is the desire to fulfill a dream. This shows that students choosing majors based on their interests. However, the choice of fields is not solely because of craving for become a lecturer or find a job with a high salary. Many students who study HTM due to various factors related to interest, among others: family background or hope in the future to build a business related to hospitality and tourism such as building a hotel, restaurant or travel agency.

Based on gender, the mean for the male gender is higher in factors: job opportunities, major modern, attractive major, and fulfill dreams. Male gender is generally logical thinking when making a choice. Their choice is based on employment opportunities, modern and attractive fields and fields that are able to fulfill his dream in the future. On the flip side, the female gender choosing HTM program is more due to social status, a field that is easy to learn and attractive field.

Table 1
Descriptive Statistics

No	Statement	Mean	SD	Gender				Generation			
				Male		Female		Old		New	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD
Factor 1: Social status											
1	I like to build relationships with foreign friends	4,00	0,96	3,87	1,13	4,07	0,84	4,18	0,68	3,89	1,08
2	I want to get more knowledge in this area compared to other areas	4,25	0,92	4,00	1,12	4,40	0,74	4,50	0,60	4,11	1,04
3	I would like to know more about different cultures	4,29	0,83	4,15	1,11	4,37	0,60	4,45	0,64	4,20	0,92
4	This program is more attractive than other programs	4,39	0,91	4,21	1,13	4,49	0,75	4,50	0,72	4,32	1,01
5	I believe that the field is a lot more practice	4,34	0,89	4,10	1,02	4,48	0,77	4,40	0,90	4,30	0,88
6	I believe that I have the	4,27	0,89	4,31	1,00	4,25	0,82	4,30	0,79	4,26	0,95

	opportunity to travel abroad										
7	This field is growing very fast	4,28	0,90	4,18	0,10	4,34	0,85	4,12	1,07	4,38	0,78
8	I want to show my social status	3,13	1,25	3,00	1,40	3,21	1,16	3,42	1,32	2,95	1,18
	Total	4,12	0,59	3,98	0,73	4,20	0,48	4,23	0,47	4,05	0,65
	Factor 2: Job opportunities										
9	I do believe that this field makes me very easy to get a job after graduation	3,89	0,81	4,00	0,76	3,82	0,83	4,05	0,68	3,79	0,87
10	Expected salary after graduation is high	4,23	0,84	4,15	0,93	4,27	0,79	4,35	0,62	4,15	0,95
11	This field offers a wide variety employment opportunities	4,11	0,75	4,15	0,67	4,09	0,79	4,05	0,64	4,15	0,81
12	Employment in this sector is attractive	4,59	0,66	4,59	0,68	4,60	0,65	4,58	0,68	4,61	0,65
	Total	4,21	0,59	4,22	0,56	4,19	0,61	4,25	0,46	4,17	0,66
	Factor 3: Modern Major										
13	Quality programs in this field is getting updated	4,22	0,81	4,18	0,76	4,24	0,84	4,30	0,76	4,17	0,83
14	I want to study this field in English	3,97	1,06	4,26	0,79	3,81	1,09	4,23	0,95	3,82	1,11
15	Qualified teaching staff	4,15	0,77	4,26	0,79	4,09	0,75	4,30	0,79	4,06	0,74
	Total	4,11	0,63	4,23	0,62	4,04	0,62	4,28	0,60	4,02	0,63
	Factor 4: Special interest										
16	This field is accordance with my interests	4,48	0,68	4,33	0,66	4,57	0,68	4,50	0,60	4,47	0,63
17	This field is suitable for me	4,37	0,81	4,31	0,77	4,40	0,84	4,50	0,60	4,29	0,89
	Total	4,42	0,70	4,32	0,66	4,49	0,71	4,50	0,58	4,38	0,76
	Factor 5: Attractive major										
18	My friends recommended this field	3,63	1,05	3,79	1,13	3,54	1,01	3,95	0,96	3,44	1,07
19	This field is desirable in my country	3,91	0,83	4,03	0,87	3,84	0,81	4,02	0,83	3,83	0,83
20	This sector is more my talents	4,16	0,82	4,13	0,86	4,18	0,80	4,37	0,71	4,03	0,86
	Total	3,90	0,67	3,98	0,76	3,85	0,61	4,11	0,60	3,76	0,68
	Factor 6: Ease in studying										
21	This field is available in various universities in my country	3,57	0,90	3,72	0,97	3,48	0,84	3,80	0,82	3,42	0,91
22	This field is easier to learn than other fields	4,09	0,76	4,03	0,78	4,13	0,76	4,12	0,72	4,08	0,79
23	Studying this field abroad is highly valued in my country	3,69	0,91	3,51	0,94	3,79	0,88	3,68	0,76	3,70	0,99
	Total	3,78	0,65	3,75	0,67	3,80	0,65	3,87	0,55	3,73	0,70
	Factor 7: Fulfill dreams										
24	I prefer to be a very good lecturer	2,78	1,09	3,13	1,15	2,58	1,00	3,05	1,13	2,62	1,03
25	Salaries in this field is quite good compared with in other fields	3,58	0,94	3,67	0,98	3,52	0,91	3,40	1,11	3,68	0,81
	Total	3,18	0,82	3,40	0,90	3,05	0,75	3,22	0,10	3,15	0,70

Based on the student generation, old generation (2009-2011) had a higher mean value for all of the factors, namely: social status, job opportunities, modern majors, special interest, attractive major, ease in studying, and fulfill dreams. Old generation is students who have taken courses

more specialization to the HTM. Whereas new generation is students who still take one or two courses in HTM. This makes the mean of all factors on old generation is higher than the new generation (2012-2013). Besides old generation have taken many courses HTM also follow some practical lectures and various activities related to hospitality and tourism industry.

Factor Analysis of Student Motivation

The purpose of this study was to identify the factors of student motivation in choosing HTM programs JMFBE UBAYA. Factor analysis was carried out to identify the main motivation of students choosing HTM programs. The results of the processing of the data show that the value of Kaiser-Meyer-Olkin (KMO) is greater than 0.5. Interpretation of factor analysis is based on the provisions of the above loading factor of 0.4 and eigenvalue above 1 (Kim et al., 2007; Kim et al., 2008; Mohammad & Mat Som, 2010; Mohammad & Alsaleh, 2013).

Table 2
Factor Analysis of Student's Motivation to Study HTM

No	Items	Factor 1: Social status	Factor 2: Job opportunities	Factor 3: Modern Major	Factor 4: Special interest	Factor 5: Attractive major	Factor 6: Ease in studying	Factor 7: Fulfill dreams
1	I like to build relationships with foreign friends	0,721						
2	I want to get more knowledge in this area compared to other areas	0,793						
3	I would like to know more about different cultures	0,785						
4	This program is more attractive than other programs	0,759						
5	I believe that the field is a lot more practice	0,449						
6	I believe that I have the opportunity to travel abroad	0,640						
7	This field is growing very fast	0,422						
8	I want to show my social status	0,434						
	Factor 2: Job opportunities							
9	I do believe that this field makes me very easy to get a job after graduation		0,784					
10	Expected salary after graduation is high		0,760					
11	This field offers a wide variety employment opportunities		0,805					
12	Employment in this sector is attractive		0,728					
	Factor 3: Modern Major							
13	Quality programs in this field is getting updated			0,794				
14	I want to study this field in English			0,558				
15	Qualified teaching staff			0,778				
	Factor 4: Special interest							
16	This field is accordance with my				0,935			

	interests							
17	This field is suitable for me				0,935			
	Factor 5: Attractive major							
18	My friends recommended this field					0,724		
19	This field is desirable in my country					0,817		
20	This sector is more my talents					0,680		
	Factor 6: Ease in studying							
21	This field is available in various universities in my country						0,681	
22	This field is easier to learn than other fields						0,807	
23	Studying this field abroad is highly valued in my country						0,799	
	Factor 7: Fulfill dreams							
24	I prefer to be a very good lecturer							0,813
25	Salaries in this field is quite good compared with in other fields							0,813
	Eigenvalues	3,32	2,37	1,55	1,75	1,75	1,66	1,32
	Variance explained	29,21	10,45	7,00	6,72	5,23	4,97	3,71
	Cumulative variance	29,21	39,70	46,66	53,38	58,61	63,58	67,29
	Cronbach's α	0,78	0,77	0,49	0,85	0,58	0,64	0,48
	Average mean score	4,12	4,20	4,11	4,42	3,90	3,78	3,18

Table 2 indicates that the 25 factors of students choosing HTM program in JMFBE UBAYA has a variance equal to the value of 67.29%. The factors groupings were social status, job opportunities, modern major, special interest, attractive major, ease in studying, and fulfill dreams. Based on the results, social status was the most important factor that drives students to study HTM Program. It explained 29.21% of variance, with scored eigenvalue 3.32. Furthermore, the factors of social status, successively followed by the factors: job opportunities, modern majors, special interest, attractive major, ease in studying, and fulfill dreams. Fulfill dreams is the factor with the lowest variance, which amounted to 3.71 with eigenvalue 1.32.

Gender and Student Class Differences of Motivational Factors

In order to determine differences in motivation when choosing HTM programs between male and female was conducted by t test. Table 1 indicates that, based on gender, significant differences were found only in dreams fulfill factor. This is indicated by the p-value of 0.04. Students of the male gender are less as compared to females. However, when they choose, generally already have a strong desire to HTM. The cause is fulfilling a dream to work in the tourism and hospitality industry.

Table 3
Independent Sample t-Test of Motivational Factors versus Gender

No	Variables	Male Students	Female Students	t-value	p-value
1	Social status	3,98	4,20	0,04	0,09
2	Job opportunities	4,22	4,19	0,64	0,80
3	Modern major	4,23	4,04	0,78	0,14
4	Special interest	4,32	4,49	0,64	0,24
5	Attractive major	3,98	3,85	0,21	0,33

6	Ease in studying	3,75	3,80	0,89	0,71
7	Fulfill dreams	3,40	3,05	0,20	0,04

Table 4 shows that by the generation of students, there are significant differences in the two major factors which are modern and attractive major. This is indicated by a p-value of 0.04 and 0.01. This is because old generation already understands a lot of lecture material through the learning process and has already participated in various activities and practices related to the lecture material compared with the new generation of students.

Table 4
Independent Sample t-Test of Motivational Factors versus Student Generation

No	Variables	Old Students	New Students	t-value	p-value
1	Social status	3,98	4,20	0,34	0,12
2	Job opportunities	4,22	4,19	0,02	0,45
3	Modern major	4,23	4,04	0,84	0,04
4	Special interest	4,32	4,49	0,10	0,39
5	Attractive major	3,98	3,85	0,52	0,01
6	Ease in studying	3,75	3,80	0,24	0,31
7	Fulfill dreams	3,40	3,05	0,01	0,69

CONCLUSION

Overall, the highest motivation of students choosing HTM program is interest in this field. While the lowest motivation was fulfill dreams. Based on gender, male college students were choosing HTM because of employment opportunities, areas of interest, and to fulfill the dream of the future. Whereas female students choose HTM for social status, field of interest, and easy to learn.

Based on the generation, male students have a higher mean in all factor compared to female students. This suggests that the motivation of male students is higher, because they have a better understanding of HTM field through lectures, practices, and various activities related to the field of HTM.

The results of factor analysis indicates that the factor of social status have the highest variance value compared to the other factor is 29.21%. Whereas different studies indicate significant differences based on gender in dreams fulfill factor. Based on the generation, there are significant differences in the two major factors that is modern and attractive major.

REFERENCES

- Airey, D., and Frontistis, A., 1997. Attitudes to Careers in tourism: An Anglo Greek comparison. *Tourism Management*, 18(3), 149-158.
- Aitchison, C. 2003. Exploring Engendered Education and Research: Adapting Models from Sociology of Education for Leisure, Sport and Tourism in Higher Education. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(1), 93-104.
- Hjalager, A. 2003. Global Tourism Careers? Opportunities and Dilemmas Facing Higher Education in Tourism. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(2), 26-37.

- ILO, 2011. Employment in the Tourism Industry to Grow Significantly. *World of Work Magazine*, Number 71, April.
- Kim, S.S., Y. Guo, K.-C. Wang and J. Agrusa, 2007. The Study Motivations and Study Performances of Student Groups from Asian Nations Majoring in Hospitality and Tourism Management Programs: *Tourism Management*, 28(1): 140-151.
- Lee, Myong Jae, Samuel Seongseop Kim, and Ada Lo, 2008. Perceptions of Hospitality and Tourism Students towards Study Motivations and Preferences: a study of Hong Kong students, ©*Journal of Hospitality, Leisure, Sport and Tourism Education*
- Malgwi, C. A., Howe, M. A., & Burnaby, P. A., 2005. Influences on Students' Choice of College Major. *Journal of Education for Business*, 80(5), 275-282.
- Mohammad, Bashar Aref Mohammad Al-Haj and Ahmad Puad Mat Som, 2010. An Analysis of Push and Pull Travel Motivations of Foreign Tourists to Jordan. *International Journal of Business and Management*, 5(12), 41-51.
- Mohammad, Bashar Aref Alhaj and Hamam Talal Alsaleh, 2013. Motivation Of Students To Study Tourism Hospitality Programs, *International Journal of Asian Social Science*, 3(7):1637-1647.
- Roney, Sevgin Akis and Perin Öztin, 2007. Career Perceptions of Undergraduate Tourism Students: A Case Study in Turkey, *Journal of Hospitality, Leisure, Sport and Tourism Education*.
- Shariff, Nurhazani Mohd, Kalsom Kayat and Azlan Zainol Abidin. 2014, Tourism and Hospitality Graduates Competencies: Industry Perceptions and Expectations in the Malaysian Perspectives, *World Applied Sciences Journal* 31 (11): 1992-2000, 2014
- Theresa, Appaw-Agbola Esther, 2013. Students Motivation and Preference of Studying Hospitality and Tourism Management Programmes in Polytechnics: A Case Study Ho Polytechnic, *Capa Scientific Journal* November 2013 VOL 1. No. 1
- <http://www.venuemagz.com/artikel/event/2015/9/indonesia-pusat-investasi-hotel-di-asia-pasifik/>, 12 Jan 2016. Event Indonesia, Pusat Investasi Hotel Di Asia Pasifik. Thursday, September 17 2015
- <http://industri.bisnis.com/read/20130413/12/8307/industri-hotel-indonesia-paling-agresif-ketiga-di-asia-pasifik>, 12 jan 2016. INDUSTRI HOTEL: Indonesia Paling Agresif Ketiga Di Asia Pasifik. Stefanus Arief Setiaji. Sabtu, 13/04/2013
- <http://id.voi.co.id/voi-komentar/4454-memanfaatkan-momentum-pertumbuhan-investasi-perhotelan-di-indonesia>, 12 Jan 2016, Memanfaatkan Momentum Pertumbuhan Investasi Perhotelan Di Indonesia. Post 01 October 2013. Nurul/Folda

www.hildiktipari.org/index.php/.../doc.../14-presentasi-kusmayadi-materi