

Motivations of BS Hospitality Management Students at Ilocos Sur Polytechnic State College, Philippines

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Abstract. *As the tourism and hospitality industries adapt to evolving local and global demand patterns around the world, employment at all skill levels is anticipated to rise, thus increased the demand for educated professionals. However, the COVID-19 pandemic had the impacted educational institutions and the tourism industry. Therefore, designing a curriculum involves a more profound knowledge of why students enroll in a course as they fill the positions assigned by the industry. Thus, the study sought to determine the perceptions of BS Hospitality Management students to provide significant inputs to the development of programs for the students in relation to their career opportunities. The study ascertained the relationship between the 159 respondents' profiles and their motivational elements using a descriptive approach. The survey's key findings indicated that the BSHM students at ISPSC were highly motivated to pursue their degree because they perceived the field attractive for employment; and the prospects for personal and work-related opportunities, though faced with uncertainties during the pandemic. The study discovered a correlation between gender and employment opportunities. It highlighted how gender differed in their motivation to pursue the course in terms of job opportunities. The study recommends that the institution should develop a college action plan for students' making the transition from secondary to college to guide them in selecting the right courses. It should also develop the career managemnt skills necessary for long term career success to prepare the students' in addressing their career perceptions and uncertainties about their future profession in the tourism industry.*

Keywords: *motivation, work, personal, attractiveness, gender*

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INTRODUCTION

Tourism has been one of the fastest-growing industries in recent years, with a global economic impact (direct, indirect, and induced) of more than 4.7 trillion U.S. dollars in 2020 (Statista, 2020). It is quickly becoming one of the world's most critical social and economic activities and a significant source of revenue for the destination's local businesses and residents. That year, the industry's direct economic impact, including accommodation, transportation, entertainment, and attractions, was estimated at 1.1 trillion U.S. dollars. A few countries, such as France and the United States, are consistently popular tourist destinations, while other less well-known countries are rapidly growing to reap the industry's economic benefits (Statista, 2020).

The number of domestic and foreign tourists is steadily increasing, and many countries are pursuing tourism development progress. On the other hand, the tourism business was severely hit by the global coronavirus (COVID-19) epidemic that began in early 2020. As governments imposed strict travel restrictions to prevent the spread of the disease, domestic and international tourism halted. The global revenue of the travel and tourism business fell by 42 percent in 2020 (Statista, 2020). While the long-term economic damage caused by the COVID-19 pandemic has yet to be adequately analyzed, the halt in public life has impacted not only tourism but also industries related to tourism, such as international restaurant visitation, theater performances, and events.

Tourism is a labor-intensive business because it is a service industry. Employment at all skill levels is likely to increase as it responds to expanding global and local demands. Tourism education is critical in providing network management and communications, which is necessary for offering excellent tourism and hospitality services (Cruz, 2012).

Students' motivation is essential to their learning since it significantly impacts their competency level. Motivations can arise from course selection and change according to preferences that personal, societal, and economic factors can influence. Encouraging students may assist them in realizing the rewards and goals they aim to reach in selecting a college degree.

According to Suhag et al. (2016); Yilmaz et al. (2017), motivation has some implications for students' learning and behavior. Motivation directs behavior toward specific goals. Motivation establishes distinct goals for people to strive for and consequently influences students' decisions. Motivation also improves effort and energy to determine whether a student will pursue a challenging activity with passion or a lifeless attitude. Motivation will significantly influence students' learning and achievement by influencing the beginning and continuity of activities and extending the time of the student's obligations.

The Bachelor of Science in Hospitality Management is a popular program that many students wish to pursue. The history of the hospitality business may be traced back to the late 1970s during the colonial period. Things have changed a lot since then; the hospitality business has seen substantial growth over the years as it has dealt with World Wars, the Great Depression, and different social changes. The sector as we know it now began to take shape in the early 1950s and 1960s, paving the stage for growth into the dynamic industry we know today.

The industry nowadays has a significant impact in terms of enormous development in casual dining, an increase in the number of hotel chains, mass tourism, package travel, and many more chances in the Hospitality Management course, particularly positions needed in foreign countries.

The Bachelor of Science and Hospitality Management course prepares graduates to become global leaders and managers for significant hospitality industry segments. This is attained by developing strategies that can be applied at the workplace, from running world-class front to the back the house operations, building guest relations, managing financial transactions, creating marketing opportunities to cultivating business ventures.

The program strives to achieve its goals and objectives through active academic and research projects and activities focused on quality of life, business success, collaborations, partnerships, creative approaches, and ethical practices.

With tourism and hospitality growth worldwide, business has created a demand for educated workers. A better understanding of the students who will soon fill the roles given by the sector is intertwined with curriculum design. College students anticipate working in the business after getting a degree, and their career decision is expected to influence their academic achievement.

Due to the high demand for this course and the establishment of workplaces that run world-class services offered to Hospitality Management Graduates, this study investigated

student motivations in pursuing the degree program and its relationship to its socio-demographic profile.

Along with this assumption, a survey on hospitality management students' profiles, motives, and competencies was required to gain a deeper understanding and empathy that students' desire inspires a choice in future jobs in tourism and hospitality.

Objectives

This study aimed to determine the motivations of B.S. Hospitality Management students of Ilocos Sur Polytechnic State College, Santa Maria Campus. It sought to determine the following the profile of the respondents; the different motivations of students; if significant relationships of the motivation to their profile exist, and if there is a significant difference in motivation to their profile

RELATED STUDIES

According to Cavas (2011) and Yilmaz, E. et al. (2017), motivation is a crucial component of education since it aids in the promotion of new learning and performance by using previously acquired abilities, methods, and behaviors. A decent curriculum and effective teaching are not sufficient to ensure students' success in the absence of motivation. Psychological, social, and cultural factors that affect student motivation and achievement include: intrinsic and extrinsic motivation, parental involvement and influence, family history, peer pressure, self-efficacy expectations, effort, the value placed on a relative, anxiety, self-regulation, and goal-setting, perceptions of talent, learning strategies, teaching methods, and school environment.

According to a research by Sparfeldt and Rost (2011), there was a stronger correlation between students' objectives and their motivation for success. Huang (2011) provided more evidence in favor of the social cognitive motivation models' claim that students' motivating beliefs have a major impact on their academic performance.

The survey also looked at the interests and career choices of students studying hospitality and tourism. 52% (N = 230) of the 442 students from seven American institutions who participated in the self-administrated questionnaires that the researchers used had prior employment experience. The researchers discovered that the two factors with the highest mean scores as information sources for career selections are "work experience" (M = 4.29) and "personal experience as a customer" (M = 3.87); this finding emphasizes the significance of pleasant work experiences for younger generations in the workplace (Kim, 2010). According to Joslam et al. (2009), there were connections between the respondents' work attitude factors; hospitality students had the most positive relationship between work ethic and social motivation.

Richardson (2010) looked at how domestic and foreign students in Australia perceived a profession in hospitality and tourism. International students made up 34% of the sample, and the majority of them (82.8%) said that their initial career choice was in the hotel and tourist industry. There was a statistically significant difference in the mean scores between domestic students' perceptions of industry factors offered by the hospitality industry and those of international students (1 = definitely offers to 3 = did not offer). These factors included having a secure job (2.12 and 1.98 respectively), finding the job enjoyable (1.72 and 1.45 respectively), having a salary (2.36 and 2.12 respectively), and having a reasonable workload (2.08 and 2.22 respectively).

International students considered the sector provided more relevant career aspects on eleven of the factors given than their domestic counterparts, in contrast to their domestic counterparts, whose factor evaluations were considerably different. The study stated that while evaluating thoughts about a hospitality profession and identifying possible issues for the Australian hospitality and tourist industry, a student's country of origin 25 became an identifying factor (Richardson, 2010).

It was also looked at whether adding employment-based abilities via the use of a planned learning model (Venture Matrix) may boost the employability of graduates. 49 business and technology students received questionnaires, while 17 more students participated in focus groups and interviews. In addition to highlighting the information and skills acquired via their design-centered work experiences, the students' capacities to use and explain their skill development demonstrated academic progress (Ehiyazaryan & Barraclough, 2009).

Tesone (2002) investigated how education and practice differ in the hotel industry by looking at graduates particularly acquired managerial competencies. Comparisons based on educational models, such as the learning process, systematic approach, and holistic learning, were done by concentrating on graduates' management abilities obtained via learning system methods. A variety of educational approaches should be used to teach management skills to undergraduates, allowing for learning at different levels of awareness and encouraging outcome evaluations connected to management skill development and future application (Tesone, 2002).

The thoughts and attitudes of industry professionals and educators in the hotel and tourism industries concerning the competences taught in undergraduate programs in the United States were investigated in the research by Millar et al. (2011). The research, which included in-depth interviews and a panel discussion, was performed by twenty educators and professionals, of whom nine represented the food industry, 33 the beverage industry, and eleven the hotel industry. The representatives from the food and beverage industries (educators and business people) agreed on the necessary skills. However, the lodging representatives' understanding of general operations, customer service, and communications were found to have gaps.

More female undergraduate students than male students are studying HTM, according to Lee et al. (2013) study. In addition, there were notable variations between the genders of the students when it came to working opportunities, with men being more driven than women in this particular area. What is more intriguing is that compared to male students, female students demonstrated more interest in studying HTM abroad? In contrast, male students were found to be motivated by the ease of learning; Mohammad and Alsaleh (2013) reported that female students were motivated to study HTM due to the two variables of career opportunity and modern major. According to Kim et al. (2008), female students were more driven than male students in four areas: self-actualization, academic success, job.

METHODS

The research design utilized in the study was descriptive-correlational. The descriptive methodology, encompassing a survey, furnished data pertaining to the attributes and incentives of the participants. The present study conducted a correlational analysis to ascertain the existence of a statistically significant relationship between perceived motives and the profile of Bachelor of Science in Hotel Management (BSHM) students. The findings of the study indicate the presence of a significant correlation between the aforementioned variables.

The present investigation centered on the extant cohort of Bachelor of Science in Hospitality Management enrollees at ISPSC Santa Maria in Ilocos Sur, Philippines, during the academic year 2020-2021. The present investigation utilized a sample of 159 participants, determined through sample size computation using GPower 3.1.9.7. The input parameters for the computation were $\rho=0.30$, $\alpha=0.05$, and Power of 0.95.

Utilizing the collected data, a meticulously structured questionnaire was formulated and procured from a diverse array of sources, including Agget (2011), Chen (2009), and Rahayu (2016). The questionnaire exhibited a high level of reliability, as evidenced by its reliability coefficient of 0.800. The development and dissemination of Google Forms was executed through the utilization of instant messaging.

The data obtained from the questionnaire was subjected to classification, categorization, and tabulation through the utilization of M.S. Excel and statistical software. The present study utilized descriptive statistics, including frequency, percentage, and mean, to explicate the obtained results.

Furthermore, the Spearman rank correlation analysis was utilized to ascertain the significant associations between the motives and competencies of the students. The Mann-Whitney U test was employed to examine the notable disparity in motivating factors between genders.

RESULTS AND DISCUSSION

The study investigated students' motivation to study the hospitality management program at Ilocos Sur Polytechnic State College (ISPSC), Santa Maria, Ilocos Sur, Philippines. One hundred fifty-nine (159) students served as respondents to the study.

Profile of the Respondents

Figure 1 shows the profile of the respondents based on age, gender, civil status, and family's monthly income.

The mean age of the respondents is 20.55 years. The result indicates that the age of the respondents is within the age group of students from the 1st-4th year of schooling. This is also a typical age in tertiary Education (Do and Do, 2014). The University of the Philippines – Asian Institute of Tourism (2018), which offers a four-year degree program leading to a B.S. in Tourism Management, states that most of its students are female. In the research conducted by Lee et al. (2013) specified that more female undergraduate students compared to male students are studying Tourism and Hospitality Management. These studies support the result of the study where Figure 1.2. revealed that the majority of the BSHM students were female (64.78%).

Most of the respondents are single (94.97%), with a monthly family income of less than Php5, 000 (52.83%). As reflected in the 2018 Family Income and Expenditure Survey of the Philippine Statistical Authority, the average annual family income in Region 1 is Php 300,000 or around Php 25,000 per month. However, the study shows that the majority of the respondents' monthly family income is below Php5,000. This can be attributed to the impact of the COVID-19 pandemic, where the unemployment rate of 14.4 from October 2020 to 17.2% in April 2021, as reflected in the Unemployment Rate from the PSA 2021 Report.

Figures 1.5 and 1.6 display the educational attainment of the mother and father, respectively. The majority of the parents are either college graduates or college undergraduates. This result is supported by the UNESCO report that women reached parity with men in earning a Bachelor's degree. Wherein women and men are enjoying the same access to Education nowadays.

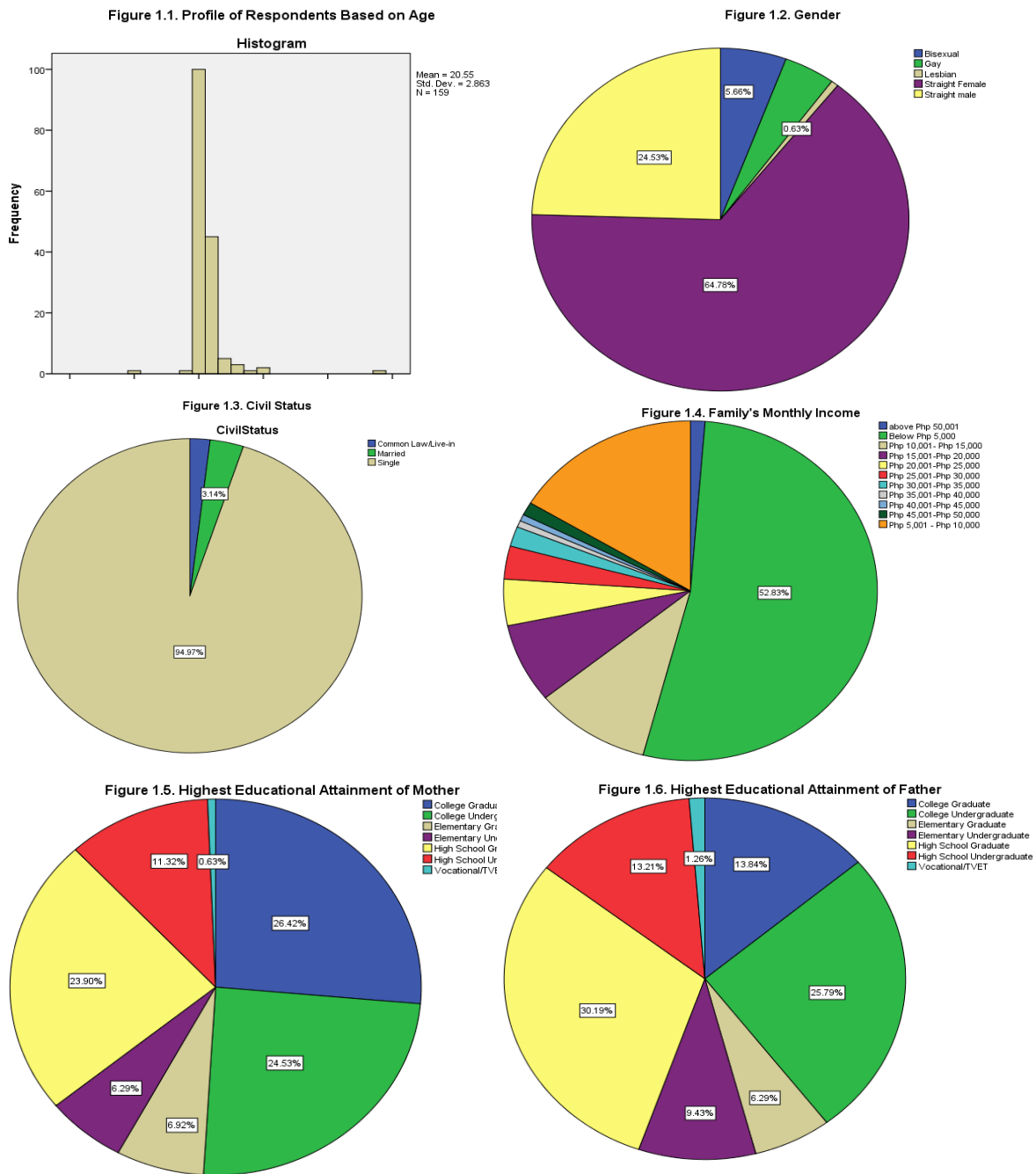


Figure 1. Socio-demographic Profile of the Respondents

Motivation of B.S. Hospitality Management Students

In identifying the main motivating factors of students in choosing the program, factor analysis was carried out. The results of the procedure shows that the value of Kaiser-Meyer-Olkin (KMO) of 0.948 is highly significant (p values is 0.000). The extracted components using varimax with Kaiser normalization, shows that the rotation methods, produced three main motivating factors. The interpretation of factor analysis is based on the provisions of the above loading factor of 0.4 and eigenvalue above 1 (Kim 2007).

Thus, three categories of motivations were formulated concerning the statements: Work Related Factor, Attractiveness of the Course, and Self-related factor. The work-related factor is related to job opportunities, wealth, and the acquisition of resources. The attractiveness of the

course refers to the appeal that may pull or draw the student to take the course, while, Self-related factors include reasons for taking the course without the intervention of other people.

Table 1. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.948
Bartlett's Test of Sphericity	Approx. Chi-Square	8423.525
	df	1035
	Sig.	.000

Table 2. Factor Analysis: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	27.697	60.211	60.211	27.697	60.211	60.211
2	2.311	5.025	65.236	2.311	5.025	65.236
3	1.752	3.810	69.045	1.752	3.810	69.045

Table 3 revealed that for the work-related opportunity, students are highly motivated for the reasons that the hospitality management course will be a good-paying job, the opportunity for employment abroad, and the possibility of becoming an entrepreneur. This implies that the job prospects in tourism and hospitality field are presented to the students, and they are aware of the achievements of individuals in a similar field. However, Nui & Tienda (2008) discussed the factors that enrich students' potential for career success. Additionally, they noted that constant career explorations and discovery could be adopted and undertaken as a lifelong strategy throughout one's life. However, change in the workplace has affected careers and career development.

Table 3. Level of Motivation of B.S. Hospitality Management students

Motivation	Median	Description Rating
Work-Related Opportunity		
Tourism/hospitality is a good-paying job	5	Very High
Opportunity for employment abroad	5	Very High
Prospect for immediate employment	4	High
Prospect for career advancements	4	High
Provide good salary prospects	4	High
This leads to the possibility of becoming an entrepreneur	5	Very High
The attractiveness of the course		
Leads to respectable careers	4	High
Provides traveling opportunities	5	Very High
Provides opportunities to participate in the development of the tourism and hospitality industry	5	Very High
Provides intellectual challenges	4	High
Provide enjoyable jobs	5	Very High
Provide secure jobs	5	Very High
Offers opportunities to work with people	5	Very High
Status and prestige of the profession	4	High
Self-related factors		
Strong passion for the profession	4	High
Availability of course offerings in the chosen institution	4	High

The first choice was difficult to pass	4	High
No particular choice or no better idea	3	Moderate
Influence of parents or relatives	4	High
Inspired by role model	4	High
Peer influence	4	High
Overall	4	High

Due to the course's attractiveness, students were highly motivated for the following reasons: the availability of travel opportunities, the chance to contribute to the growth of the tourism and hospitality industries, the availability of enjoyable, secure jobs, and the opportunity to work with people. This suggests that the options it will offer to students are the reason they find the tourism and hospitality program fascinating and enticing. Manachi et al. (2014) study claim that the main reasons why students choose to major in Hospitality and Tourism Management (HTM) are typically career-related and involve working with people, getting to know new people, and believing that the course would help them land a good job in the field. This is further reinforced by Reddy (2014), who shows that HTM programs are career-related and can help students land the jobs they want. According to Chen's (2009) study, there is an obvious allure to living abroad and an interest in the job chances of enrolling in HTM programs.

Regarding the self-related component, students were only moderately motivated by the notion that no better options or courses were available. Students are interested in this course, as seen in the result. The outcome is consistent with the study of Bamford (2008) that found HTM programs among the most popular among students enrolled in higher education institutions. This, however, conflicts with the assertion made by O'Mahony, McWilliams, and Whitelaw (2001), who claimed that HTM programs ended up being students' second or third choices. On the other side, HTM programs were found to be the top choices for many students by Davidson, Ying, and King (2008). The main drivers behind this motivation were the desire to study abroad, employment chances in the field, the chance to network, and competitive advantage in the marketplace.

Table 4 demonstrates the statistically significant correlation between the respondents' demographic profile and the identified motivating factors. According to the findings, gender and the factor of work-related opportunity have a positive relationship. This shows that female students are highly motivated by the work-related opportunity the program gives them. According to Mohammad and Alsaleh (2013), female students are found to be inspired to study because of two factors, work opportunities and modern major degrees. However, this contrasts with Rahayu's (2016) study, which showed that male college students preferred the HTM profession due to the employment opportunities.

Significant Difference between the Motivation Factors to the Profile

Among the students' profiles, only the variable gender shows a significant difference in their motivational factors, particularly for work-related opportunities. The result agrees with the significant relationship of gender to work-related opportunity as a motivational factor, as shown in Table 4.

Table 4. Relationship of Motivation Factors to the Respondents' Profile

Profile	Factors			
	Self-Related Factor	The attractiveness of the Course	Work-Related Opportunity	Overall Motivation
Gender	0.035	0.091	0.188*	0.130
Civil Status	0.057	0.117	0.106	0.128
Age	0.004	-0.067	-0.046	-0.047

Religion	-0.105	-0.121	-0.112	-0.107
Highest Educational Attainment of Mother	0.146	0.162*	0.093	0.139
Highest Educational Attainment of Father	0.063	0.084	0.067	0.049
High School Track	0.016	-0.005	-0.027	-0.003
Family's Monthly Income	0.100	0.087	0.082	0.068

*Significant at 0.05 using spearman rank correlation

Table 5 and Figure 2 shows the significant difference between males and females in their motivation to work opportunities as a factor. Females are more motivated to pursue the course because of the perceived work opportunity the degree will offer to them. In the study of Lee et al. (2013), female students showed higher interest in studying HTM than male students for job opportunities abroad. The result is in consonant with the studies of Kim et al. (2008); Lee et al. (2013); and Mohammad & Alsaleh (2013), indicating significant differences between genders in terms of study motivation the hospitality and tourism management.

Table 5. Significant Difference of the Motivation Factors by Gender

Motivation Factors	Sig.	Remarks
Work-Related Opportunity	0.554	ns
The attractiveness of the Course	0.185	ns
Self-related Factor	0.012	s
Overall Motivation	0.089	ns

Significant at 0.05 using Mann-Whitney Test

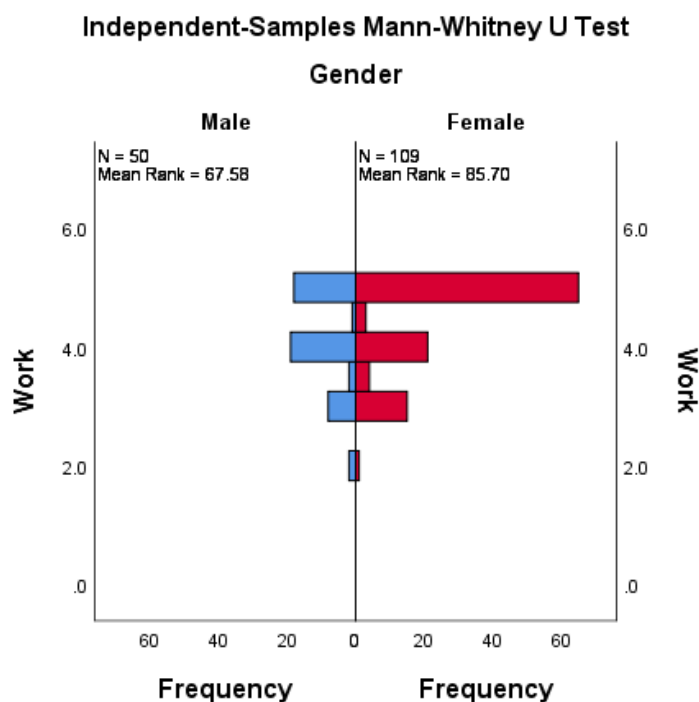


Figure 2. Significant Difference between Gender and Work-related opportunity

CONCLUSION

According to the study's significant findings, B.S. Hospitality Management students at Ilocos Sur Polytechnic State College are highly motivated to study the course primarily because of the attractiveness of the course. Students also have a high level of motivation due to work-

related opportunities and personal factors. The study also determined the positive association between sex and work opportunities as a factor. It further detected the difference between males and females in their level of motivation in the dimension of work opportunity as in pursuing the course.

The college can conduct a Career Guidance and prepare a Student College Action Plan that can help and guide the students in making their decisions in choosing the appropriate course for them as they transition from secondary to college. The college can also develop the career-management skills of the students necessary for the success of their life-long careers. A further research study can be conducted by broadening the sample size for better generalizations. Combinations of quantitative and qualitative methods could be attempted in future research. Quantitative research is for relationship testing, while the qualitative method in analyzing the data in detail further clarifies and justifies the factors in majoring in B.S. in Hospitality Management.

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