

A Comparative Study of Motivational Factors Among the CITHM Students

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Abstract - *This study involved a practical understanding on the perception of the students from the College of International Tourism and Hospitality Management (CITHM) to the courses offered by the LPU-Batangas like Hotel and Restaurant Administration (HRA) and International Tourism and Travel Management (ITTM) programs. More specifically, to identify the strengths and weaknesses of HRA and Tourism programs as perceived by the respondents. Also to identify the opportunities of HRA and ITTM programs in terms of career aspirations and goals as perceived by the HRA and Tourism students and to propose a course of action to further improvement and address the perceived weaknesses of the programs.*

This study use descriptive methods and selfmade questionnaire base on motivational factors of HRA and ITTM students for HRA and Tourism programs. It involved one hundred twenty five respondents from the total populations of 4th year HRA and ITTM students of the university.

This study concluded that CITHM may continue the pre-internship program to gain self-actualization locally and internationally. Parents may encourage their children to join in academic competition to enhance the students intellectual ability and knowledge. More specifically, HRA and ITTM students may suggest more assistance and services to the establishment to enhance the teaching styles for a much better improvement. Also, the school may provide a comprehensive orientation and offering career guidance for the HRA and ITTM students seeking overseas jobs upon graduation. And, future researchers may conduct similar study but using other variables.

Keywords: Hotel, Restaurant Management, Motivation, Tourism Students

I. INTRODUCTION

Hospitality and Tourism have been popular since the ancient times. People from all walks of life travel either for business or leisure or for pleasure. (Principles of Tourism Tour1). With the increasing need of society, tourism started to undergo changes. As of the present

time, it is one of the globally developed industries that cater to the growing demand of every tourist worldwide.

The institution offering hospitality courses that have strong links to the industry with multiple opportunities to get involved in events such as openings, visits and talks that can entice students to stay within the industry. Moreover tertiary institutions with appropriate facilities and resources, such as the offering of computer-aided hospitality related programs and skills like property management system, actual restaurants, mock-up hotel rooms and hotels, and media and library resources that can stir up further interest. Lastly, the reputation of the education institute might have a direct correlation to the percentage of students joining the industry after graduation (Pang 2010).

College of International Tourism and Hospitality Management (CITHM) in Lyceum of the Philippines University (LPU) - Batangas is the most awarded HRM and Tourism school in the Philippines holding 29 National titles and 8 International awards. CITHM envisions itself to be a Center of Excellence in hospitality management and Center of Development in Tourism management through holistic student development. It is relentlessly inculcate into mind and spirit of its student to be competent human resource of the hospitality and tourism industry in the Asia Pacific Region. Additionally, it aims to provide managerial and technical expertise to its graduate who will succeed in local, national and international field of hospitality and tourism. It also prepares its students to be globally competent professionals and practitioners who are imbued with LPU core values with Filipino spirit and global mindset.

In school year 2009-2010 the College's name was changed from CIHM to CITHM or College of International Tourism and Hospitality Management, to reflect the expanding scope of the various program offerings. This was also the time when CITHM launched its new program in line with its partnership with Dusit Thani College of Thailand, a premier educational institution that has built its reputation for excellence in the academe for hospitality management. CITHM is the first Center of Excellence in HRM and the first Center in development in Tourism granted by

the CHED. Also Level 3 reaccredited Status in Tourism program First in the region and in the Philippines and HRM program first in the region granted by PACUCOA. CITHM is a multi-awarded HRM and Tourism School in the Philippines with 29 National titles and 8 International Awards. In addition, CITHM was granted the International accreditation which is the ICE, International Centre of Excellence, and LPU is the first in the Philippines granted it. The courses offered by the CITHM are, Bachelor of Science in International Travel and Tourism Management (BSITTM), it provides in depth knowledge in tour and travel operations, and managing the interdependency among the various segments of tourism, travel, airlines, food service and accommodations. Bachelor of Science in International Hospitality Management specialized in Hotel and Restaurant Administration (BSHRA), it focuses in various operations and offering of quality service requirements of accommodations and food. Bachelor of Science in Culinary Arts and Kitchen Operation (BSCAKO), it provides training in the art and science of culinary arts and baking.

Lyceum of the Philippines University was dubbed as the only COE (Center of Excellence) and COD (Center of Development) in Hospitality Management and Tourism programs in the country by the Commission on Higher Education. LPU-Batangas was also acknowledged as the first and only heritor of the full International Accreditation for Hotel and Restaurant management and Tourism programs by the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). It is an independent International accreditation body that specialises in tourism, hospitality, culinary arts and events education. In addition to accreditation, the main activities of THE-ICE are confidential benchmarking and raising awareness of the quality of the accredited members to future students (Phoenix, 2012).

In a safe, sanitary and nutritious manner, including restaurants operation and the principle of food and beverage product preparation and service. Bachelor of Science in Cruise Line Operation and Hotel Services (BSCLOHS), it focuses on the accommodations and food and beverage service aspects on board a vessel. Lastly, Bachelor of Science in Cruise Line Operation and Culinary Arts, it is geared towards the culinary and baking production and kitchen operations found on board a vessel.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting

a glass of water to reduce thirst or reading a book to gain knowledge (Kendra, 2014).

Motivated students persist at tasks and are more cognitively engaged in the material, which makes it easier to learn. People generally believe that a person is either motivated or not. In reality, motivation can change and those people who appear to be motivated in everything they do have just been successful in understanding how to motivate themselves in a variety of settings and tasks.

According to the study of Lu & Adler (n.d.), the students were asked about their intent to seek a job in the Hospitality and tourism industry after graduation, the type of job they would seek upon graduation and their long term career goals. As a result of the said study, it is reported that the first expected positions upon graduation, students generally indicated that they expected to be front desk agents, chefs, supervisors, event planners, human resource trainers, sales and marketing managers, or hotel general managers. Industry sectors in which students expressed the most interest were food service and restaurants, hotels, event and meeting planning, gaming, airlines, resorts and amusement parks. Concerning in long term career goals, students wanted to become department managers in hotels, general managers, owners of hotels and businesses and successful entrepreneurs in the Hospitality industry (Lu & Adler n.d). Students are not being educated in a way that allows them easy entry to the industry, adding further challenges to the shortage of skilled labour that the industry is already characterized by Bamford (2010).

This study is a great help to the college in terms of enhancing each program to encourage more enrollees and create more competency based activities. For faculty, they can use effective instructions and teaching strategies while for incoming 1st year as well as the parents can easily decide to choose the programs of CITHM through the result of this study.

The researcher conducted this study primarily to establish concrete reasons of incoming ITTM and HRA students in choosing the program of CITHM. And for the program to enhance more in giving the excellent education that perceived by the respondents.

II. OBJECTIVES OF THE STUDY

This study generally aimed to determine the motivational factors in choosing HRA and ITTM programs in LPU as perceived by the HRA and Tourism students.

More specifically, to determine the motivating factors in choosing the HRA and ITTM program; to

identify the strengths and weaknesses of HRA and Tourism programs as perceived by the respondents. Also, to identify the opportunities of HRA and ITTM programs in terms of career aspirations and goals as perceived by the HRA and Tourism students and to propose a course of action to further improve and address the perceived weaknesses of the programs.

III. METHOD

Research Design

This study used descriptive method of research to find out the stability of the CITHM curriculum for Hotel and Restaurant Administration and International Travel and Tourism Management program as perceived by the students.

Descriptive research describe and interprets the discipline of the quantitatively describing the features of a collection of data. It is with condition of relationship that exist; practices that prevail; beliefs; processes that are going on; effects that are being felt, or trends that are developing. It involves the elements or interpretation of the meaning of significance of what is described. Thus description is often combined with comparison and contrast involving measurements, classifications, interpretation and evaluation (Calinao & Catangay, 2013).

Participants of the Study

From the total population of 321 fourth year students, a total sample of 125 served as the respondents of the study using 7 percent margin of error. The respondents were also selected at random using stratified proportional allocation.

Instrument

The main instrument to be used in the study to determine the motivating factors in choosing HRA and ITTM programs in LPU as perceived by the HRA and Tourism Student is questionnaire. It is used also to identify the strengths and weaknesses of the two programs as perceived by the respondents. Lastly, to identify the opportunities in HRA and ITTM programs in terms of career aspirations and goals as perceived by the HRA and Tourism students.

Instrument is consist of three parts. Part I with 12 items to determine the motivating factors in choosing HRA and ITTM programs in LPU as perceived by the HRA and Tourism students. Part II has 10 items to identify the strengths and weaknesses of HRA and Tourism programs as perceived by the respondents and lastly, Part III contains 5 items to identify the

opportunities in HRA and ITTM programs in terms of career aspirations and goals as perceived by the HRA and Tourism Students.

Procedures

In order to arrive at this research, the researchers gathered data in the library, school administrator offices, research centre and the internet and chose the most important information to be put in the research.

The data for this research were collected using a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions, formed by the researchers. The survey was comprised of 28 questions, which were related to the participants motivating factors regarding to the HRA and Tourism programs. After the professor validated the questionnaire, these were equally distributed to all 4th year BSHRA and BSITTM students, the researchers assured confidentiality of their survey sheets since the identities are not important. Participants were given time to respond and then the researchers collected the surveys the next day. There were no incentives offered for participating research. To ensure hundred percent respondents, the researchers themselves drifted and retrieved the questionnaire. Data were gathered and analysed thru the help of statistical data and the research statistician.

Data Analysis

All data needed were encoded, tallied and interpreted using descriptive statistics. Frequency distribution and weighted mean were the main tool used in analyzing the data. The data were also treated using PASW version 18 to clearly analyze the results.

IV. RESULTS AND DISCUSSION

Table 1 shows the factors in choosing HRA and ITTM Programs in LPU as perceived by the HRA and Tourism Students. Based from the result, it was found out that the over-all assessment of the respondents on the factors in choosing the program was both verbally interpreted as strongly agree with composite mean values of 3.57 and 3.52 respectively. With regards to the HRA assessment, it was revealed that "I would like to gain self-actualisation" ranked first with weighted mean score of 3.75, followed by "HRA and Tourism program provides more opportunity to be promoted in a higher living", and "I believe the Hospitality Industry has a growing potential for HRA and Tourism graduate/professional", All were positively interpreted as strongly agree. Many of the students now wants more

on practicums rather than lectures which can help them to gain knowledge in terms of actualisation in real job prospects after they graduate and the hospitality

industry was perceived in a positive way where many students choose the hospitality courses that lead us to be populated in our university.

Table 1. Factors in Choosing HRA and ITTM Programs in LPU as Perceived by the HRA and Tourism Students (N = 125)

Factors	HRA Students			ITTM Students		
	WM	VI	Rank	WM	VI	Rank
1. I would like to gain self-actualisation.	3.75	SA	1	3.69	SA	1.5
2. The Hospitality Courses suits my aptitude.	3.61	SA	4	3.64	SA	3
3. HRA and Tourism Program have adequate interaction to the foreigners and foreign cultures.	3.56	SA	7	3.58	SA	4
4. I believe the Hospitality Industry has a growing potential for HRA and Tourism graduate/ professional.	3.70	SA	3	3.69	SA	1.5
5. I believe that the percentage of employment is high after graduation.	3.41	A	12	3.36	A	11.
6. I believe that there are a variety of job opportunities for HRA and tourism graduate.	3.54	SA	8	3.48	A	8.5
7. I believe that the Hospitality and Tourism Programs are practical rather than theoretical.	3.57	SA	5.5	3.48	A	8.5
8. I have more interest in the Hospitality Education, compared to others.	3.49	A	9	3.52	SA	6
9. I believe that the level of salary is high in the field of HRA and Tourism program after graduation.	3.44	A	11	3.42	A	10
10. I believe that I can have many opportunities to take more overseas trips.	3.48	A	10	3.55	SA	5
11. HRA and Tourism program provides more opportunity to be promoted in a higher living.	3.74	SA	2	3.50	SA	7
12. This field was recommended by others.	3.57	SA	5.5	3.36	A	11.5
Composite Mean	3.57	SA		3.52	SA	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

There are items that were considered least on the factors such as “I believe that I can have many opportunities to take more overseas trips”, “I believe that I can have many opportunities to take more overseas trips”, “I believe that the level of salary is high in the Field of HRA and Tourism program after graduation” with mean values of 3.49, 3.48, and 3.44 respectively. As the researchers, Hospitality industries lead student to choose the hospitality courses because of what students perceived after graduate that many courses related to hospitality needs more application abroad for employment because on the reason that in abroad it is eas to find a job. The background of an individual will also play an important role in a person’s decision to join the tourism and hospitality trade and an individual’s outlook in life will be one of the important reasons of choosing tourism related career (Pang, 2010).

As to ITTM, it was found out that “I would like to gain self-actualisation” and “I believe the Hospitality

Industry has a growing potential for HRA and Tourism graduate/ professional” topped on the rank with 3.69 weighted mean score. As the researchers, the students background in the hospitality industry is that , hospitality related career can easily find across the world in employment prospect. This is how students choose the related Tourism and hospitality courses.

Those students who belong to ITTM program have almost the same assessment with the HRA students, since they have the same rating for the least factors considered. This shows that students have the same knowledge how they choose the courses that suits their aptitude.

Table 2 shows the strengths of HRA and ITTM programs in LPU. Based from the result, it was found out that the over-all assessment of the respondents on the strength of the programs for HRA students was verbally interpreted as strongly agree with composite mean values of 3.56. With regards to the HRA

assessment, it was revealed that “Academic and Intellectual Challenge” ranked first with weighted mean score of 3.66, followed by “International Practicum”, “Perseverance toward a goal”, “Culture specific knowledge”, “Popularity”, and “competitiveness of the practicum”. All were positively interpreted as strongly agree. Choosing courses for the students is a hard

decision to make but because of certain reason that establishment helps a lot on it to choose courses for the students. In LPU as we choose our course is also hard for us but because of what the LPU gives to its students as stated by the graduates, LPU provide quality education and famous in the Hospitality courses because of its awards and accreditation internationally.

Table 2. Strengths of HRA and ITTM Programs in LPU (N = 125)

Strength	HRA Students			ITTM Students		
	WM	VI	Rank	WM	VI	Rank
1. Popularity	3.51	SA	5.5	3.44	A	3
2. Perseverance toward a goal	3.56	SA	3	3.36	A	6
3. International practicum	3.57	SA	2	3.41	A	5
4. Academic and Intellectual Challenge	3.66	SA	1	3.42	A	4
5. Culture specific knowledge	3.54	SA	4	3.52	SA	1
6. Competitiveness of the curriculum	3.51	SA	5.5	3.45	A	2
Composite Mean	3.56	SA		3.43	A	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Based on the statement of Charles Banda a Zambian student (2013), Lyceum is a good school. There are lots of advantages of being in LPU. They give us good education, which help us a lot in our future profession. The students and teachers also treat us well. Compared to the school where I came from, I can say that the instruction is better here.

As to ITTM, it was found out that “Culture specific knowledge” topped on the rank with 3.52 weighted mean score. It is easy for the students to be in the culture where he or she can easily move and communicate with others. However, the remaining items that were considered least on the strength such as “Competitiveness of the curriculum”, “Popularity”, “academic and Intellectual challenge”, “International

Practicum “and “Perseverance toward a goal” with mean values of 3.45, 3.44, 3.42, 3.41 and 3.36 respectively. As the researchers, It is in the credibility of the school why they are chosen of the students, because students choose courses which can suits them and popular them in their community in a reason that the school where they are studying is popular. Many schools strengthen and improved their programs in hospitality and tourism in a high standards demanded by the growth of the industry and also by the demand of workforce not only in our country but also in international view. It is not obvious that hospitality and tourism schools are now in their high level of competencies and in an international standard.

Table 3. Weaknesses of HRA and ITTM Programs in LPU (N = 125)

Weaknesses	HRA Students			ITTM Students		
	WM	VI	Rank	WM	VI	Rank
1. Costs	3.57	SA	1	3.42	A	1
2. Negative perception of the community	3.16	A	4	3.06	A	4
3. Discrimination	2.95	A	5	2.97	A	5
4. Over supply of graduates	3.20	A	3	3.11	A	3
5. Learning and Teaching style	3.25	A	2	3.16	A	2
Composite Mean	3.23	A		3.14	A	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The over-all assessment of the respondents on the Weaknesses of the programs was both verbally interpreted as agree with composite mean values of 3.23

and 3.14 . With regards to the HRA assessment it was found out that “Costs” topped on the rank with 3.57 weighted mean score. It is hard for the parents to give

chance to their children to study in a one of the prestigious school which obviously totally needs more cost before to graduate maybe because of the full force in taking actions for improvement and internationalization so that it lead that “Costs” rank first in the table above. However, the remaining items that were considered least on the weaknesses such as “Learning and teaching style”, “Over supply of graduates”, “Negative perception of the community” and “Discrimination” with mean values of 3.24, 3.20, 3.16, and 2.95 respectively. The school which provides quality education and create competitive graduates is can be the prime factor why students totally chosen to study. Hospitality courses are offered at Polytechnics and Private institutions where practical work experience is a core requirement for completion of the courses, Harkinson et. at. (2011). the standards and internationalization of schools is a factor that provides

difficulty to gain more students to enrol. In relation to that as mentioned to internationalization it is an advantage that when LPU got invited by Dusit Thani to an international tripping. Phoenix (2013) The core of out-of-the- country exercise was let students be exposed to the dynamics industry and readily equipped for desired international venture of students career.

As to ITTM, it was revealed that “Costs” ranked first with weighted mean score of 3.42, followed by “Over supply of graduates”, “Learning and teaching style”, “Negative perception of the community” and “discrimination”. With mean values of 3.42, 3.11, 3.11, 3.06 and 2.97 respectively. As the school needs improvement, the cost also increases so that as the result “Cost” is ranked always first. As the researchers, it is part of the school improvisation and internationalization plan in the future as mentioned in LPU vision.

Table 4. Opportunities in HRA and ITTM Programs in terms of Career Aspirations and Goals (N = 125)

Opportunities	HRA Students			ITTM Students		
	WM	VI	Rank	WM	VI	Rank
1. International opportunities after graduation	3.64	SA	1	3.69	SA	1
2. Type of job seek upon graduation	3.44	A	5	3.52	SA	4
3. Indicate expectation to a certain job like front desk agents, chefs, etc.	3.61	SA	2	3.48	A	5
4. Concern in long term career goals	3.52	SA	4	3.55	SA	2
5. Indicate to build business related to hospitality industry after graduation.	3.57	SA	3	3.53	SA	3
Composite Mean	3.56	SA		3.55	SA	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Based from the result, it was found out that the over-all assessment of the respondents on the Opportunities of the programs was both verbally interpreted as strongly agree with composite mean value of 3.56 and 3.55. With regards to the HRA assessment it was found out that “International opportunities after graduation” topped on the rank with 3.64 weighted mean score followed by “Indicate expectation to a certain job like front desk agents, chefs and etc.”, “indicate to build business related to hospitality industry after graduation”, and “Concern in long term career goals” with mean values of 3.61, 3.57, and 3.52. Nowadays employment opportunities abroad is in demand so that more Filipino’s decided to work out of the ccountry compared if there are only here in the country and as you go to abroad there are lots of jobs that are suited on what you finished or after you graduate like in hospitality industry. According to the study Li & bray (2007) students find difficult to focus

in their aspirations and plans. Students had a hard time to decide regarding their career. Many of them preferred to work abroad. Students seek international employment after graduation; students seek educational and training opportunities overseas. However, only 1 item that were considered least on the opportunities which is “Type of job seek upon graduation” with a mean value of 3.44 respectively. It is hard for the students to find its first employment because he or she might be a fresh graduate and not yet ready to face the reality of a job.

As to ITTM, it was found out that “International opportunities after graduation” topped on the rank with 3.64 weighted mean score followed by “Concern in long term career goals.”, “indicate to build business related to hospitality industry after graduation”, and “Type of job seek upon graduation” with mean values of 3.55, 3.53, and 3.52. Many students are willing to find a job abroad because in international prospects there are a lot of jobs in other nation. Students seek

international employment after graduation, students seek educational and training opportunities overseas by LI & Bray (2007) However, only 1 item that were considered least on the opportunities which is “indicate to build business related to hospitality industry after graduation” with a mean value of 3.44 respectively. As for the researchers, there are few students plan to have a business after they graduate maybe because they want first to experience to work rather than to build a business at the same time. They also want to earn more

money and as time goes by as they earn a lot they are ready to start a business related to their course. According to Lu & Adler (n.d) students generally indicated they expected to be front desk agents, chefs, supervisors, event planners, human resource trainers, sales and marketing managers, or hotel general managers. Concerning in a long term goals, students also wanted to become department managers in the hotels, general managers, owner of hotels and successful entrepreneurs in the hospitality industry.

Table 5. Action Plan for Motivational factors of CITHM students: A Comparative Study

Objectives	Strategies/Activity	Person Responsible
HRA		
1. To continue advertising in different field of media such as Television, magazines/ newspapers and etc.	➤ The department may continue to advertise such as TV flash, radio broadcast and through newspapers and magazines.	➤ Department/faculty
2. To give trainings and seminars not only for the students but also for instructors.	➤ Give more useful seminars and educational trainings for students and professors for further improvement.	➤ Students
3. To enhance the ability of the students to be competitive in reaching once goal	➤ Academic and practical competition for the students to improve and enhance their skills.	➤ Students/ Department
4. To create good/ affordable Payment Scheme.	➤ Make at least 4 payments; total tuition fee may be divided into 4 based on the major examinations within academic semester.	➤ Parents/ School

V. CONCLUSIONS AND RECOMMENDATIONS

HRA and ITTM students want to gain self-actualization through the courses. Academic and Intellectual Challenge and Culture Specific knowledge were perceived as the strength of HRA and ITTM students. The respondents perceived that cost was the weakness of both ITTM and HRA programs. A proposed plan of action was formulated to improve the perceived weaknesses of the programs.

CITHM Department may continue the pre-internship program to gain self-actualization locally and internationally. Parents may encourage their children to join in academic competition to enhance the students intellectual ability and knowledge. HRA and ITTM students may suggest more assistance and services to the establishment to enhance the teaching styles of the

faculty for a much better improvement. The school may provide a comprehensive orientation and offering career guidance for the HRA and ITTM students seeking overseas jobs upon graduation. Future researchers may conduct similar study but using other variables.

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