



UNIVERSITI
MALAYSIA
KELANTAN

**IDENTIFYING MOTIVATION FACTORS OF
STUDENTS CHOOSING TOURISM AND HOSPITALITY
PROGRAMS IN UNIVERSITI MALAYSIA KELANTAN**

By

KHIRRUN AN NISA BINTI BAHAUDIN (H18A0170)

MOHD IZZHAM HAKIM BIN SAMURI (H18A0231)

SURAYA BINTI ISMAIL (H18A0619)

MUHAMMAD AMZAR BIN ABD AZIZ (H18A0247)

A report submitted in partial fulfillment of the
requirements for the degree of

Bachelor of Entrepreneurship (Tourism Entrepreneurship)

Faculty of Hospitality, Tourism and Wellness

UNIVERSITI MALAYSIA KELANTAN

2021

DECLARATION

I hereby certify that the work embodied in this report is the result of the original research and has not been submitted for a higher degree to any other University or Institution.

OPEN ACCESS

I agree that my report is to be made immediately available as hardcopy or on-online open access.

CONFIDENTIAL

(Contains confidential information under the Official Secret Act of 1972) *

RESTRICTED

(Contains restricted information as specified by the organization where the research was done) *

I acknowledge that University Malaysia Kelantan reserves the right as follows.

The report is the property of the University Malaysia Kelantan.

The library of University Malaysia Kelantan has the right to make copies for the purpose of research only.

The library has the right to make copies of the report for academic exchange.

Certified by

IZZHAM



.....
Signature

.....
Signature of Supervisor

Group Representative: Mohd Izzham Hakim Samuri
Date: 20/6/2021

Name: Dr. Velan A/L Kunjuraman
Date: 20/6/2021

Note: * If the report is CONFIDENTIAL OR RESTRICTED, please attach the letter from the organisation stating the period and reasons for confidentiality and restriction.

ACKNOWLEDGEMENTS

We would like to praise and thank God, as Him showed blessings and help us complete the research successfully. So far, we are honored to thanks Universiti Malaysia Kelantan and the Faculty Hospitality, Tourism and Wellness for giving the opportunity to do this research. Also, we also thank and appreciate our coordinator, Madam Hazyati Binti Hashim for briefing and gave us guidelines for doing this research from the beginning until we successfully completed this research. He was also very humble and willing to help we provide additional information about the step-by-step process of each research in improving our knowledge before, during and after the research until done.

Next, we would like to express our deep thanks to Dr. Velan a/l Kunjuraman as our supervisor for his willingness to guide and give much invaluable knowledge to us throughout this research. His kindness, sincerity and motivation have deeply inspired us. He taught us to start from the beginning of this study about methodology to be carried out in the research and fortunately trusted us to make it finished up the end. He was also a good lecturer and always understood us despite our many obstacles and hurdles to provide feedback on this research process to completion. It is a great honor to work and study under his guidance.

Last but not least, we are very grateful to the parents and family for their outward love, prayer, sacrifice for education and helping us throughout our study in this research and future studies. Not forgetting also to our group members, special thanks for their efforts in worked tirelessly to complete this research. Even in this Covid-19 Pandemic situation, which we must deliver through online platforms only. It's hard but we are managed to overcome it until the research we did was finally completed successfully.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	1
ACKNOWLEDGEMENT	2
TABLE OF CONTENTS	3-4
ABSTRACT	5
CHAPTER 1: INTRODUCTION	
1.1 Research Background	6-8
1.2 Problem statement	8-9
1.3 Research questions	9
1.4 Research objectives	9
1.5 Significance of study	10
1.6 Definition of Terms	10-11
1.7 Conclusion	12
CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction	13
2.2 Literature Review	14-17
2.3 Research Hypotheses	17-18
2.4 Theoretical Framework	18-23
2.5 Research Framework	24
2.6 Conclusion	24
CHAPTER 3: METHODOLOGY	
3.1 Introduction	25
3.2 Research Design	25
3.3 Pilot Study	26
3.4 Population and Sample	26-27
3.5 Sampling Technique	27

3.6	Research Instrument	27-28
3.7	Data Collection Method	29
3.8	Data Analysis Techniques	29-31
3.9	Conclusion	31

CHAPTER 4: RESULTS AND DISCUSSION

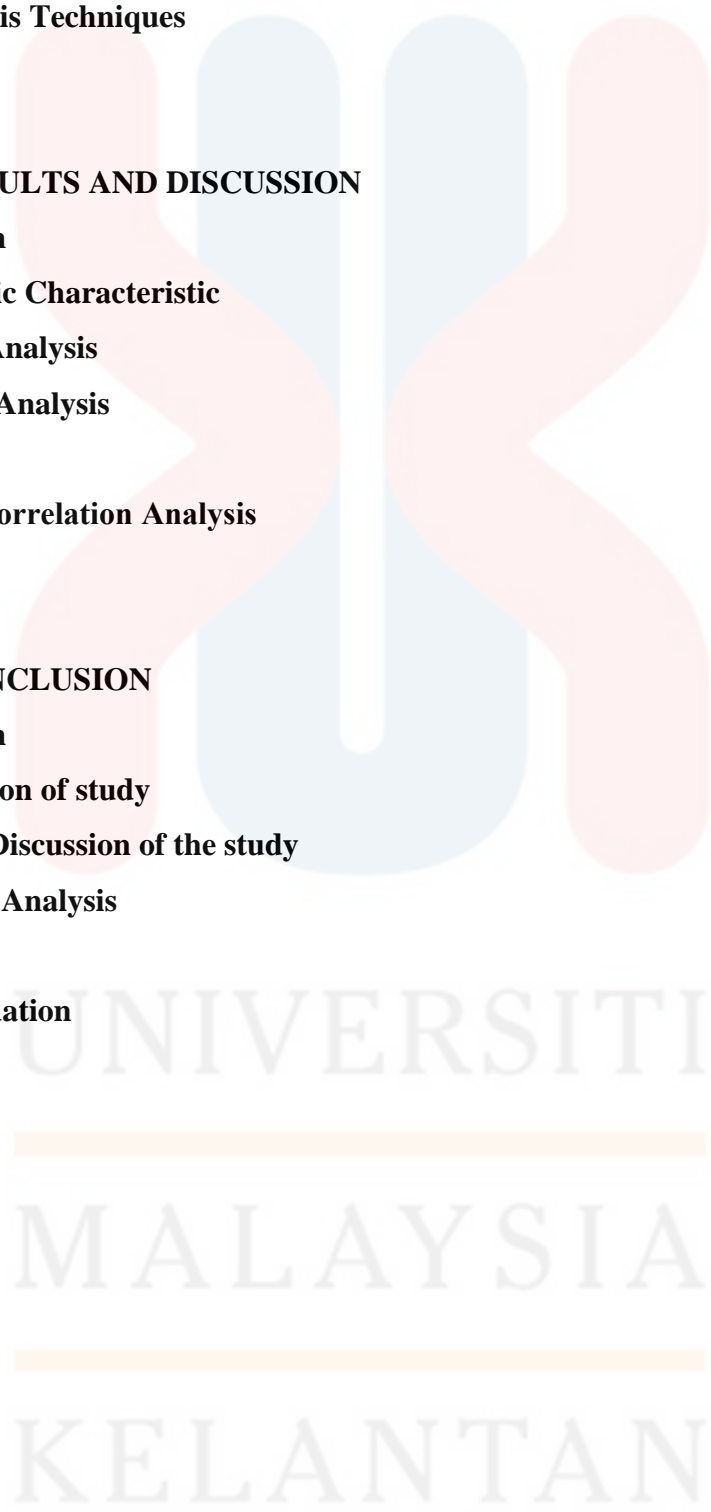
4.1	Introduction	32
4.2	Demographic Characteristic	32-35
4.3	Reliability Analysis	36-38
4.4	Descriptive Analysis	39-49
4.5	T-test	50-51
4.6	Pearson’s Correlation Analysis	51-57
4.7	Summary	58

CHAPTER 5: CONCLUSION

5.1	Introduction	59
5.2	Recapitulation of study	59-62
5.3	Result and Discussion of the study	63-64
5.4	Framework Analysis	65
5.5	Limitation	66-67
5.6	Recommendation	68
5.7	Conclusion	69

REFERENCES	70-76
-------------------	--------------

APPENDICES	77-84
-------------------	--------------



ABSTRACT

Thousands of students enroll in tourism and hospitality courses each year in order to pursue a career in the industry. The perception and motivation to enroll in tourism and hospitality programs in Malaysian universities by the students remain unknown. This study investigates the perception and motivation for students to enroll to tourism and hospitality courses in Universiti Malaysia Kelantan. Several motivation factors were identified in the previous literature such as social status, self – actualization, job opportunities, field attractiveness, ease of study and scholastic achievement are adopted in this study. A quantitative study using survey questionnaire was used in this study to obtain primary data. The study revealed that self-actualization and job opportunities were the main motivation factor for the students to enroll into tourism and hospitality programs in Universiti Malaysia Kelantan. The study provides several implications to the relevant stakeholder especially Malaysian Minister of Higher Education (MoHE) to emphasize the important of tourism and hospitality programs in Malaysian institution.

Keywords: Tourism and Hospitality program, undergraduate students, perception, motivation, UMK.

UNIVERSITI
MALAYSIA
KELANTAN

CHAPTER 1

INTRODUCTION

1.1 Research Background

Tourism and hospitality sectors have been considered as one of the largest and fastest-growing industries in the world. Tourism Malaysia (2018) documented that there were 25.8 million tourists visited Malaysia in 2019, generating overall revenue of RM85.1 billion to the country's economy. The tourism and hospitality industry alone contributed for over 7% of Malaysia's economy thus proving that this industry contributed as the third largest foreign exchange source (The Star, 2019). In the first six months of 2019, it was recorded that Malaysia's tourist receipts increased by 6.8%, contributing a staggering RM 41.69 billion (Bernama, 2019) and by the end of 2019, the tourism industry has contributed over 11.6% of the total gross domestic product (GDP) (WTTC, 2020) therefore further proving that this industry has contributed a lot to the country's economy.

On top of that, the unemployment rate has shown a decline as the tourism industry has begun to grow in Malaysia. In 2019, the travel and tourism industry has supplied over 2 million jobs in Malaysia alone (WTTC, 2020). According to the World Travel and Tourism Council (WTTC) annual report of 2019, globally, a total of 318,811,000 jobs in 2018 were employed by the tourism and hospitality industry thus accounting for 10% of total employment. This number increased the following year of 2019 to a total of 330 million jobs consequently generating 10.4% of total employment (WTTC, 2020). The tourism and hospitality industry in 2018 showed that 122,891,000 jobs were directly employed which reports to 3.8% of total employment (WTTC, 2019). An example of direct employment is closely related to job opening in hotels, travel agencies, services industry such as food and beverage supplies to the hotels, laundry services and many more.

The tourism and hospitality industry sets the foundation for economic development and employment opportunities. Tourism consists of various branches, service-oriented industry and involving a variety of stakeholders in the tourism product offering. Deery and Shaw (1999), it is

argued that there is a difference between supply and demand of human resources in the tourism industry. Therefore, researchers and scholars emphasize the need of professionals in the tourism industry in order to sufficient the significant difference in the literature (Busby & Fiedel, 2001; Airey & Tribe, 2005). Higher education for tourism and hospitality programs should be properly formulated in order to cater the supply to the needs for experienced workforce in the industry (Jafari, 1997). Hospitality industry nowadays is one of the biggest sectors in the world (Lewis & Airey, 2001). It can be said like that because the hospitality industry plays a big role for the economy and it is important to be continued to strengthen the tourism sector (Go & Pine, 1995). Increasing employment opportunities has been predicted from the hospitality industry for the people who in need of employment. International hospitality could plan ahead in order to maintain the growth of employment in the long-term future (Callan, 1996). In global, the hospitality industry has employed 10% of the global population. However, the demand for employees in every position for the hospitality industry still exists (Powell & Wood, 1999).

Presently, hospitality education is pivotal to produce good human resources in line with the development of the tourism sector in Malaysia. Qualified graduates with great self-potential need to be continuously supplied to be sent to the growing tourism industry which has widespread demand. It can be said that Malaysia has a lack of trained human resources in the tourism and hospitality industry in Malaysia. Hospitality program is predicted to have an increase in enrolments due to overwhelming demand in all sectors of the hospitality industry (Zahari, 2005). According to the data by Ministry of Education Malaysia (MoE), the annual student participation in services programs such as hospitality management, reported that there were 18,808 enrolments in 2018, then this number increased the next year to 19,980 enrolments (MoE, 2018; 2019).

Over the years, there are an increasing number of students both locally and internationally in universities around the world as tourism comes forth as an academic field (Barron, 2002; Lee et al., 2010). Students do not take the tourism and hospitality program as their first major of study (Ezeuduji et al., 2017; Lu & Adler, 2009). In addition, there is a negative perception in the students towards tourism and hospitality programs offered by higher education institutions (Kuslivan & Kuslivan, 2000; Shyju & Singh, 2018). Despite the negative

perception, there are still a numbers of students registered in tourism and hospitality programs. It is a big question mark on what students think when they decide to study tourism and hospitality programs for their degree even though there are still a lot of other options available to them. This study aims to determine the motivations behind the choosing of their programs.

1.2 Problem statement

Motivation factors are needed in order to be involved in every sector. It is also relatable to students who choose their studying program. Motivation can be said like it is a supportive thing in order to achieve the goals. Besides, it is a driving force where it makes us become closer with the goals Motivation is controlled by the mentality and it brought us to the goals without any hesitations, distractions from people around and makes us believe that we can achieve the goals.

Motive, on the other hand, according to Heckhausen (1989), is a long-lasting disposition. Every motive is having its own content in types of behavioural objectives. "Contents" can be said that a person selects from a repertoire of learned or conceived acts and "goals" apply to the impact of its actions. There is a distinction between motive and motivation (Heckhausen,1989), it simplified the review of cognition and drive-based principles that students possess and use when deciding their programs.

Roths et al. (2014) discussed there is a clear, positive link between autonomous motivations (this includes intrinsic motivation which applies to the execution of tasks for its own sake, for example choosing a program because we find it fascinating. It is the most optimal level of motivation, since it is completely independent and self-determined) and epistemic motive (controlled (or external) regulation is present in two forms of externally induced and controlled motivation: extrinsic motivation, which refers to behaviours governed solely by expectation of rewards).

However, according to Lee et al. (2008), the research behind the students' motivation to take tourism and hospitality programs as their bachelor's degree is still very lacking despite the growing number of enrolled students in recent years. It is because the research on the motivation of students choosing tourism and hospitality study is narrow and the total of studies was also limited (Airey & Frontistis, 1997). To understand the motivation of students to choose a tourism and hospitality program, a lot of research needs to be analyzed. However, lack of the research makes it hard to understand the students' motivations. In this study, we will examine motivational factors of students choosing tourism and hospitality programs in Universiti Malaysia Kelantan (UMK).

1.3 Research questions

- What are the students' perceptions for choosing tourism and hospitality programs in UMK?
- What are the students' main motivational factor for choosing tourism and hospitality programs in UMK?
- What are the differences of motivations between genders for choosing tourism and hospitality programs in UMK?

1.4 Research objectives

- To determine the students' perceptions for choosing tourism and hospitality programs in UMK
- To investigate the main motivational factor for choosing tourism and hospitality programs in UMK
- To determine the differences of motivations between genders for choosing tourism and hospitality programs in UMK

1.5 Significance of study

The results of this research can benefit all parties in identifying the motivational factors of students choosing Tourism and Hospitality programs in higher education in Malaysia especially UMK. Results of this research will be a good help to the society as the tourism and hospitality industry has been considered the foundation for economic development and employment opportunities. When the need for tourism and hospitality is increased, more economies will develop in this country. Thus, we need a lot of motivation to develop the economy in this country. This research would be beneficial to students on how to motivate and allow them to enjoy Tourism and Hospitality programs in UMK. In addition, motivation can also come from student satisfaction and expectation of Tourism and Hospitality programs to further increase interest and intake of these programs and motivate students out there about the factors that enable them to be in the selection of Tourism and Hospitality Programs. This research would also be beneficial to the Faculty of Hospitality, Tourism and Wellness (FHPK) in UMK because it enables them to know the changes of the behaviour, perception and academic performance of the students. They can easily cope up to students' attitudes. This research would be beneficial to the future researcher as they can get some information that might be helpful in their research and their questions may possibly be answered by this research.

1.6 Definition of Terms

Concept according to Kumar et al. (2013) is refers to the abstract described on the basis of particular characteristics or generalisations. Concept is part of the measurement process, and this stage of the process is called conceptualization. Conceptualization requires writing simple, descriptive descriptions of our main concepts. According to Sequeira (2014), the term "concept" (also referred to as "construct") belongs to the outcome of conceptualization. Concept consists of a word or a complex series of events or beliefs that the word applies to. Concept can be a word or symbol used to represent a meaningful whole.

In this research, we will be discussing the concept of motivation. According to Bunch's (1958) concept of motivation is a driving or stimulating behavioural phenomenon, and sometimes these stimulation events are usually identified to advance our objectives. Bunch (1958) also discussed that there is a possibility of an increase in motive or sustaining the motive, which can be acquired by some of the patterns of motivational behaviour. In this particular study, Bunch (1958) concludes that motivation involving an internal state of satisfaction (for example; love), inevitably leads to an approach to certain goals which has the effect of increasing the strength of the motive or of prolonging it for a period of time defining the theories concerning the interconnection between motivation and learning.

Alrashidi et al. (2016) discussed the concept of academic engagement as a method to heighten students' motivation and involvement in academic-related activities. Engagement in terms of students, according to Appleton et al. (2008) is "students' investment in and commitment to learning, belonging and identification at school, and participation in the institution environment and initiation of activities to achieve an outcome". Alrashidi et al. (2016) described the engagement of students strongly associated with their academic performance. Therefore, nurturing their motivation is important to encourage students to be proactive in school activities.

In addition, the concept of tourism and hospitality studies raised by Smith and Duffy (2003) is expressed by a substantial number of key concerns and concepts, in particular as regards the ways in which 'hosts and guests' relate to each other and the problems created by the commodification of those mediums of communication. Bell (2009) expressed that tourism and hospitality studies share the contentious position between practical, vocational training for certain industries and social science study that draws on the intellectual and methodological tools of associated disciplines (and the evolving traditions of hospitality and tourism studies themselves).

1.7 Conclusion

In conclusion, the introduction has explained the beginning of the study that is about what is the motivation and motivational factors that allow students to choose Tourism and Hospitality Programs at UMK. This also describes the problem statement, research question, research hypothesis that provides an explanation of the independent variable and dependent variable in what you want to study to obtain information from various sources. Significant of the study will give changes to all parties on the issues discussed more clearly and thoroughly and finally explain about the limitation of study through the selection of who the target respondent, sample size used, where the place studied, sampling technique and finally about variables used to collect more data in this research.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Many researchers have been studying the pattern of students' motivation and perception when it is about to enrolling a university degree in various academic fields. In these studies, several motivations of students choosing their degree programs were identified such as prestige, job opportunities and working conditions, admission scores, parents and others' external advice, financial gain, interest and lifestyle (Ali & Tinggi, 2013; Simons, Lowe & Stout, 2004; Kim, Markham, & Cangelosi, 2002; Dal, Arifoğlu, & Razi, 2009).

The fast growth of the tourism industry in Malaysia is proven when the tourism sector and tourism-related industry in Malaysia generated over 2,216,000 jobs in 2019 which contributed to 14.8% of Malaysia's total employment (WTTC, 2020). As a matter of fact, this shows that high-quality human resources are needed to cater to the demand of the tourism industry. A study by Huyton (1997), claimed that the soar in tourism and hospitality programs in mainland China is because of the booming of tourism and hospitality industry. Thus, in order to produce skilled workers, the number of tourism and hospitality programs in universities is increasing. Buchta (2013) research on the students of tourism and recreation programs resulted in respondents' motivations to study are linked with the outstanding growth of the tourism industry. The industry growth is subsequently the motivation that propels students majoring in tourism and hospitality over the years.

According to Kusluvan and Kusluvan (2000), most hospitality students do not know about the industry when they enroll in the course. In addition, when they are facing the real things in the industry, they get a negative impression and this will contribute to the increased turnover rate in the hospitality industry. It can be said that the students' perception will be clear if they are fully revealed about the real things that will happen in the hospitality industry. On top of that, students will be well prepared for the things that might be happening in the industry.

However, study related to perception and motivations of why students choose tourism and hospitality programs especially in Malaysia is scarce. Therefore, this research will be focusing on the motivations that drove students of the FHPK in UMK to choose tourism and hospitality as their degree programs. We will also study how the motivations vary between the two genders.

2.2 Literature Review

A total of 30 past studies are reviewed in order to dictate the motivational variables of this research. These past studies are also reviewed to get a better understanding of this research's main objective of finding out students' motivations prefer tourism and hospitality study to be taken in higher education.

Bashar Aref Alhaj Mohammad and Hamam Talal Alsaleh (2013) research indicates that out of seven motivational factors that interest students choosing tourism and hospitality as their programs, which are social status, job opportunities, modern major, special interest, attractive major, ease in studying, and fulfilment of dreams. Social status is conceived to be the most important factor to students majoring in tourism and hospitality programs. This variable is also recognized by a study conducted in Jordan by Alrawadieh and Alrawadieh (2015), where these students are motivated by cultural reasons to select tourism and hospitality programs. In Jordan, the general social perception of achievement is more likely linked to receiving an academic degree.

Omar Abedalla Alananzeh (2014) research resulted that factors such as social and culture influence the job selection in hotels sectors or F&B services, however, their parents' careers nor do friends are the one who influence the students selecting the Faculty of tourism and hospitality. The different cultures of tourists also do not influence their choice to study in the Faculty of tourism and hospitality. A research conducted in Ryerson University, Australia, by Dodds (2008) also supported this factor, the findings result in chosen programs is an individual decision. Most of the participants were not influenced by either friends or family in their decision

to major in tourism and hospitality. Rather, the findings concluded that Ryerson University students believed by attending a university, they had a chance to fulfil and achieve their potential.

An early research by Huyton (1997) suggested that the reason behind students choosing tourism and hospitality programs is reputable career opportunities. This has given a motivation for these students to major in these programs. In later research by Juaneda (2017) supported that there are three motivational factors; reputation, prestige, and job opportunities, which are the determinants for choosing a tourism degree to major in university. Kim et al. (2007) reported that job opportunities are one of the motivations and factors influencing undergraduate choice to study in tourism and hospitality. However, this aspect of motivation also comes with understanding what influences the students' career decisions. Kim, McCleary & Kaufman (2013), studied the factors that affect students' career choice in the tourism and hospitality industry. They discovered that there are 8 factors involved in tourism and hospitality career decision-making; people relationships, service to society, job security, public status, advancement chances, job autonomy, leadership development, and working environment. Among the 8 factors, the findings concluded that extrinsic factors such as advancement chances and job security are more important for students in their career choice.

In a study comparing the motivations of students from China and Taiwan by Guo et al. in 2005 and there are five main factors influencing their choice of program; easiness in studying, attractive job opportunities, better communications, more interest in the field and scholastic improvement were identified. Guo et al. (2005) research showed that students are more likely to be driven to select a tourism and hospitality management program in which they feel they will be a brilliant scholar in these programs. These students' feel like the tourism and hospitality programs offer more opportunities to be promoted relative to other sectors. Guo et al. also found that both studied groups showed a great interest in these programs is they want to explore a new thing outside from their norms in the other country and learn a new culture such as language and traditions. However, their analysis could not assess the reliability of one factor which is 'easiness to study'.

After researching the motivations among Asian students; namely China, Taiwan and Korean, Kim et al. (2007) analysed the same variables, marking the element as 'ease of study' in which only two items were loaded. Of the two, the factor was justified by only one item, and the other item points to the entrance exam score, qualifying them to take a tourism program. Jamnia (2017) research also found out that Chinese and English students have no choice but to take tourism and hospitality as their program because they could not get a better score on their university entrance score in order to choose another major. However, the study found that participants chose tourism and hospitality all on their own, parental advice was only the second opinion in doing so.

Kim et al. (2008) compared study motivation and preferences of students from undergraduates and graduates. Six factors have been studied in comparison to undergraduate students and master's students; self-actualization, scholastic achievement, job opportunity, overseas experience, apparent attraction and ease of study. The study concluded that the field of tourism and hospitality is exciting to be taken for undergraduates primarily because of the possibilities of self-actualization, career growth, and overseas experience. Graduate students favor this area of study because of self-actualization and academic reasons. Conversely, the difference between both groups, undergraduate choosing academic reasons as the least motivating opposed to graduate students who chose academic reasons as one of the main motivations. In conclusion, this study found that self-actualization was the most important reason to study tourism and hospitality programs for both groups.

However, a difference has been noticed for the variables between male and female students in the study conducted by Lee et al. (2008) for United States' students that study tourism and hospitality programs. It was found that a positive job market in the tourism and hospitality sectors is a motivational factor for male students rather than female. In a later research of motivations of students to study tourism hospitality programs in Jordan by Mohammad and Alsaleh (2013), a difference is appeared between male and female students. In this study, it was concluded that motivation of female students to choose hospitality and tourism programs is because of the "job opportunities" and "modern major" rather than the male students. In a comparison with Lee et al. (2008) study, this study is a complete opposite

ultimately showing that different motivations to study tourism and hospitality programs depend on the social and cultural background of the students.

In a study exploring the challenges of tourism education in China, Lam and Xiao (2000) found that there is a significant gap between supply and demand for quality workforce as the industry grows. A reform of tourism education is therefore necessary to be able to meet the demand of the industry thus providing quality services to the customers.

These past studies showed that there are significant results differences across the world. Thus, a research of identifying motivational factors of students choosing tourism and hospitality programs in UMK is needed to understand the students' needs better.

2.3 Research hypotheses

Research hypothesis is a clear and testable outcome that a research can get from it based on the variables such as the differences of two variables or groups (Lavrakas, 2008). This research used quantitative research to involve a hypothesis testing and to know the results of the test either accepted or rejected (Rubin & Babbie, 2005). The hypothesis in the current study provided the necessary framework to investigate any relationship about motivation of students to choose tourism and hospitality programs in UMK.

H1: There is a Motivational factor of students for choosing Tourism and Hospitality programs in UMK

H1a: Social status is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1b: Self-actualization is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1c: Job Opportunities is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1d: Ease of study is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1e: Scholastic achievement is a motivational factor of students choosing tourism and hospitality programs in UMK.

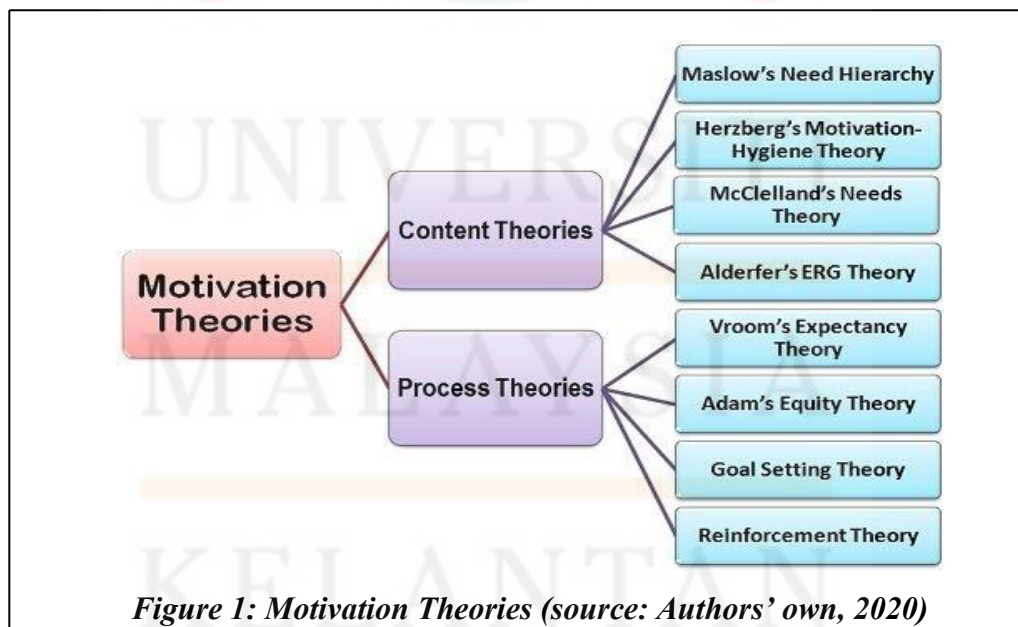
H1f: Field attractiveness is a motivational factor of student choosing tourism and hospitality programs in UMK.

H2: There is a difference between two type genders and their motivation for choosing the tourism and hospitality programs in UMK.

H3: There is a relationship between motivation factors and perception of students choosing tourism and hospitality programs in UMK.

2.3 Conceptual Framework

Theories are developed in order to describe and predict phenomena. A theory allows generalisation about observation and consists of an interrelated, coherent collection of ideas and models. Theories function as interpretations, details or predictions of a phenomenon relevant to a conceptual model (Mukesh Kumar et al, 2013).



Motivation through two motivation theories is a concept related to the research we conducted. Maslow's need hierarchy, Alderfer's ERG theory, McClelland's explanation of accomplishment motivation, and Herzberg's are the first and foremost content theories. Skinner's reinforcement theory, Victor Vroom's expectation theory, Adam's equity theory, and Locke's goal setting theory are among the most important process theories. This description of motivation theory can be used to create motivational strategies.

Firstly, we choose for related research about the motivational is Maslow's Theory is about the hierarchy of needs developed by Abraham Maslow (1943, 1954). This theory included five basic categories of needs that are often shown in the shape of a pyramid. Maslow himself has never drawn a pyramid to describe these levels of our needs but the pyramid has become the known way to represent his hierarchy. Humans should be motivated in various ways that enable them in improving the achievement of goals in a life. Achieving goals enables human beings to meet their individual wants and needs. Needs are mentally prioritized according to the theoretical sequence of motivation and its importance as stated by (Maslow, 1943). Less urgent needs must be met before more important needs can be met. One's actions will be focused on meeting needs with lower priorities and then will move to achieve needs with higher priorities.

The physiological demands of food, water, shelter, and sleep are addressed at a lower level. It covers the most basic requirements for human survival in our daily lives. This is also the most important of all wants, with the primary motivation being to meet humans' physiological requirements more than any other. A person who lacks food, safety, love, and esteem, for example, would most likely yearn for food, money, and a paycheck to buy food in order to survive. Physiological needs, according to Taomina and Gao (2013), can reflect needs that come from a lack of a specific thing, so that a need can be characterized and defined as a lack of something that is necessary to a person's existence or well-being. In addition, these basic needs are very much needed in a high institution in building students' careers in a program offered for example at UMK which is an easy place and fully prepared to obtain these needs and can be operationally as the lack of chemicals, nutrients or internal and environmental conditions necessary for our body to survive. Here it is possible for this study to give personal interest in choosing this program in UMK.

The second level in Maslow theory is safety and security. Once an individual's physiological needs are satisfied, the need for security and safety become salient. The people want to experience order, predictability and control in their lives. These needs can be fulfilled by the family and society such as police, schools, business and medical care. Meeting with safety and security needs demonstrated as a preference to achieve the motivation for humans to avoid the real danger and traumas, liked a murder and criminal assault. The needs for safety and security needs become active to a person need to feel safe and secure in their life and surroundings. safety requirements are a very worrying principle for a family where their child who is a student who wants to choose or get an offer of Tourism and Hospitality programs at UMK does the institution meet the required security structure such as shelter, has a reliable security person to get help for a student to avoid a danger reaction to this educational institution. This type of security threat needs to be known in terms of protection from danger or environmental disaster threat, physical and mental protection and legal protection needed to contact all parties for the satisfaction of safety that can motivate a student in choosing Tourism and Hospitality program this in terms of external and internal learning environment because students who continue their studies are under the responsibility of the university.

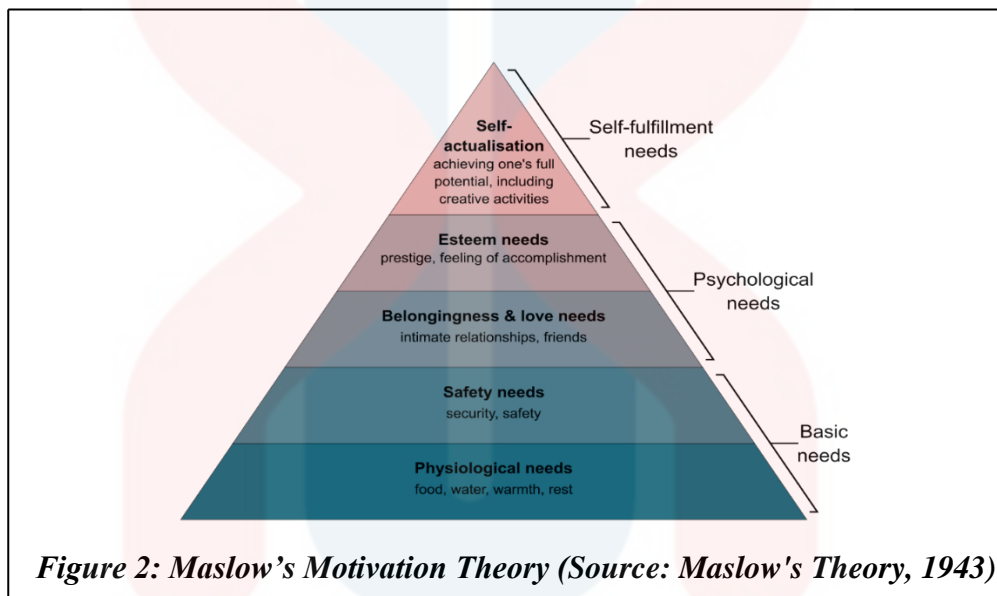
Thirdly, belongingness and love are what Maslow claimed people need to belong and accepted among their social group, large or small. People need love and to be loved by others. Love needs involved by giving and receiving affections from the opposite or same gender is categorized physiological needs for humans. (Baumeister, 1995) stated that humans need in their life is to have interpersonal bonds and to feel a sense of belonging with other peoples to be considered fundamental to the species. For example, all parents need to support their children in making what is the best decision in choosing what a child wants such as the selection of a Tourism and Hospitality program at UMK to increase their motivation and satisfaction. This will form a relationship between parents and children or known as belongingness with other's needs. Further, to increase these belongingness needs, indeed these Tourism and Hospitality programs involve a lot of bonding with all human beings such as family, friends, colleagues or team members. This program motivates students in choosing UMK as the main location to choose the program offered because this program can provide close relationship concern by improving

everyone's relationships and friendships through improvement by improving communication skills, and new experiences can be created a student until the existence of a social relationship with outsiders in various races and religions so that these relationships of love and belongingness to remain in fulfilling each other in a life.

Others must also value, respect, and appreciate one's self-esteem. Humans require a sense of worth, as well as a sense of being useful and important in the world. This also had something to do with a person's need for recognition, status, and respect. Self-esteem and the respect that one obtains from others are both important components of self-esteem (Maslow, 1943). needs provide an opportunity for a person to increase their motivation in life as an example of a person after gaining excellence or constantly improving performance in education from primary school to secondary school and to diploma level so as to get the opportunity to pursue higher education at university is a person who always improves' self-esteem '(self-esteem). This is an opportunity for one to increase the motivation for the individual to be respected and respect people to contribute to an institution through various programs offered thus creating an increase in student admission to public or private universities. Thus, enabling individuals to have the opportunity in self-motivation to choose and arouse interest in the Tourism and Hospitality program offered at UMK.

Finally, Self-actualization is the motivation required in humans as an individual's desire to grow and develop to their full potential (Maslow, 1987). Because it is at the top of the theoretical hierarchy and hence a more abstract idea, this is one of the most challenging demands to articulate. Individuals with a high desire to achieve all stages of Maslow's motivational theory in a life where these individuals want to find ways to fulfil their personal capacity for learning and seek fulfilment in their learning may be described as having a tendency toward self-actualization. At this level, students can set specific learning objectives and work toward achieving them (Gorman, 2010). For example, at this level, students seek to get the wants and needs offered by Tourism and Hospitality programs according to Maslow's level of theory, which can help students achieve their personal objectives and drive them to better the people around them. They can have a better sense of understanding to improve their personal experience by motivating and assisting those around them. At this level a student must be almost concerned

about the learning motivation to choose this program with the other students or get various information on where students have taken this program and how the preparation of this program can provide a great opportunity for the future after they graduate in the program offered by UMK. This theory can be seen below which it shows in stages.



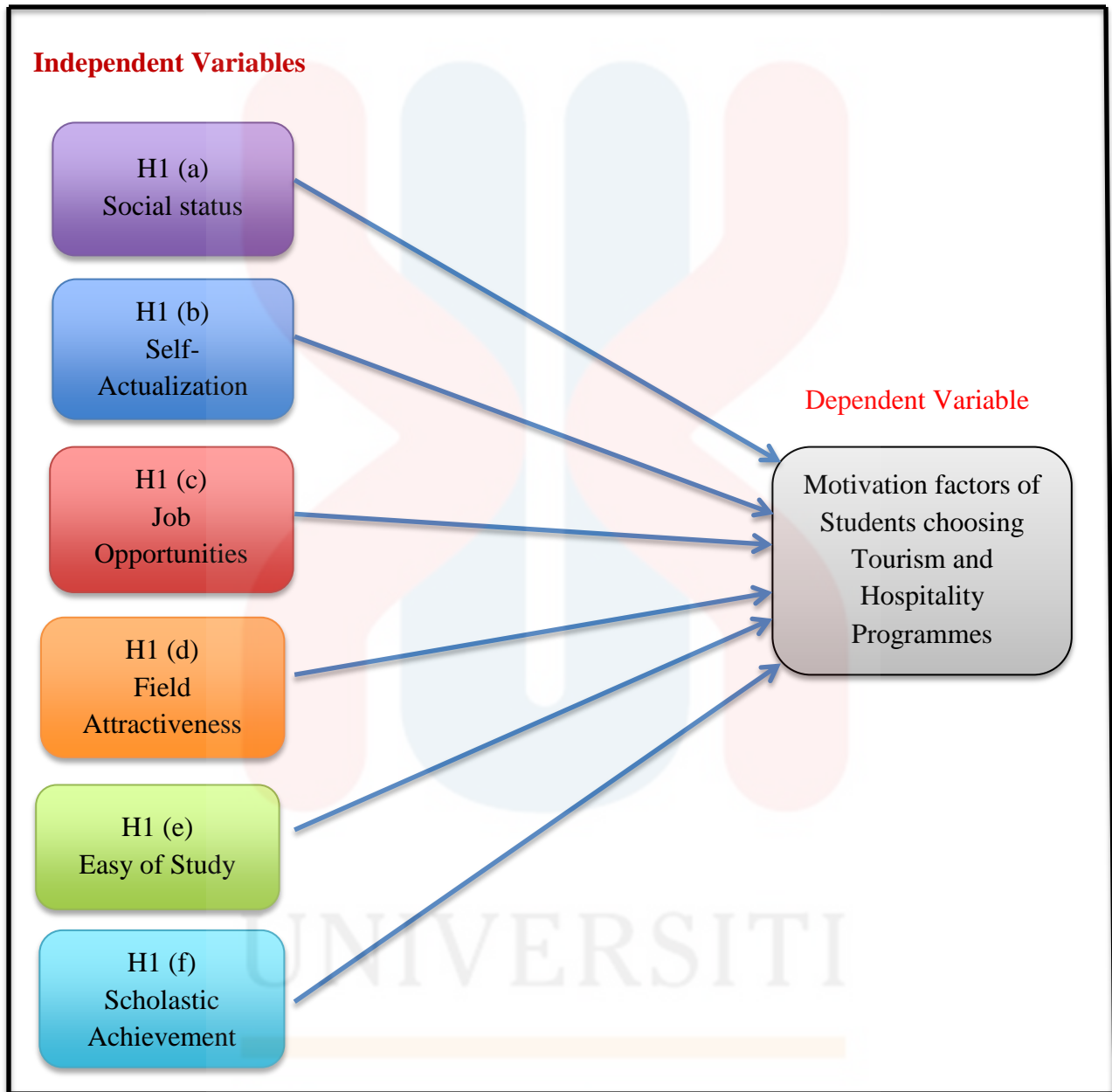
Maslow's motivation theory shows that it is relevant in our research approach because the motivation in this theory shows that it is necessary and important in an Educational Institution such as UMK which has held a Tourism and Hospitality program where it has become the choice of students to continue their studies to degree. Is there, however, a way to organize the basic needs of pupils at various levels? (McLeod, 2007). The more levels achieved, the more difficult it becomes to address the needs of pupils with special needs. This theory is one of the ways to motivate students why they are interested in the tourism hospitality program and also how motivated the student to choose Tourism and Hospitality Programs provided by this institution. Needs described by Maslow's hierarchy of needs is very complete and basic needs that enhance individuals in motivating their daily lives.

The theory of perceptual learning, according to Gibson (1970), must begin with a functional evaluation of what needs to be observed and learned in the real environment - the

fundamental purposes of perceptual systems throughout development and species. In the context of this research, students' perceptions of tourism and hospitality courses are shaped by their surroundings, thus comprising an enhancement in the ability to extract important information from a stimulus array as a result of that experience. Students with positive attitudes and views of a field are more likely to work in that field after graduation, according to Wan Yim King and Kong Weng Hang (2011).

This research focuses on the relationships between the students' motivations choosing tourism and hospitality as their bachelor's program and their perceptions towards the course. Motivation is often interrelated with the goals that we set in life, no matter big or small of a goal, motivation is what drives us to achieve those particular goals. Theoretically, the reason students choose tourism and hospitality programs as their bachelor's degree is motivation. Whether it's the job opportunities (Huyton, 1997) that comes with the obtained degree or to be socially accepted for obtaining an academic degree (Alrawadieh, 2015), these motivations are what set their mind to choose tourism and hospitality programs.

2.5.1 Research Framework



*Figure 3: Research Framework of Motivation factors
(Source: Authors' own, 2020)*

2.6 Conclusion

Researchers from previous studies have proven that there are multiple motivational factors that influence students choosing tourism and hospitality as their bachelor's degree. There are six predetermined motivational factors for this study that have been identified through our literature review.

CHAPTER 3 **METHODOLOGY**

3.1 Introduction

This chapter describes the research design of this study, pilot study, the population as well as the sample size of the study, sampling technique used, research instruments, the method of collecting data, and lastly the data analysis technique. The data analyzed will then be presented in the next chapter.

3.2 Research design

Quantitative research designs emphasise objectivity in the measurement and explanation of phenomena (McMillan & Schumacher, 2010). Using numbers, data, structure, and power, the study design strengthens objectivity. This research will be using quantitative methods to collect the data needed. The reason behind the chosen method is that it is more reliable and objective (Daniel, 2016). This research approach is the usage of statistical data as a tool for saving time and resources. The method of quantitative research can be seen as scientific in nature. The use of statistical data for the description and interpretation of study reduces the time and effort needed for the findings to be described (Daniel, 2016).

There are two approaches in conducting quantitative research (Mertler, 2016). Non-experimental research designs and experimental research designs are the two that fall into

these types of approaches. This research, hence, used non-experimental research design. Which it contains three designs: descriptive research (which includes observational research and survey research), correlational research and causal-comparative research. In our research, we used descriptive research design. The aim of the descriptive studies is to identify and interpret the current status of individuals, settings, situations or events (Mertler, 2014). An approach to conducting descriptive research we used is survey research. Fraenkel et al. (2012) explain that the main aim of the survey research is to describe the characteristics of the group or population. Which researcher distributes surveys or questionnaires to a sample of individuals to explain their perceptions, views and behaviours (Creswell, 2005).

3.3 Pilot study

Pilot studies are often undertaken to assess the effectiveness of techniques, methods, questionnaires and interviews and how they fit together in a specific context. Ethical and practical problems that may delay the main research can also be found by conducting pilot studies (Doody & Doody, 2015). Pilot studies, according to Prescott and Soeken (1989), assist researchers in identifying design flaws, developing data collection and analysis methods, and learning vital information about participant pressure prior to performing a bigger study.

This study uses validity scale. According to Hair et al. in 2007, the validity scale is the magnitude of which the idea of interest is expressed correctly by a scale or set of measures. For this particular research, validity scale will be used to measure differences in the motivations of students choosing to major in tourism and hospitality in UMK. The initial database will analyse the data gathered from this analysis using SPSS (Software Package for Social Sciences). The coefficients of all motivations to why they chose to major in tourism and hospitality at UMK correlate to their gender.

3.4 Population and Sample

According to Majid (2018), the population of interest is the target population of the research of which it plans to study or research. Researchers may recruit a sample of the population of interest to be included in their research. In such situations, the aim of the research study is to generalise the results of the study from the sample to the population of interest. In this research, the population of interest are the students of the tourism and hospitality programs in UMK.

Sampling refers to the process of selecting a statistically representative sample of individuals from a population of interest (Kamangar & Islam, 2013). Since the population of interest typically consists of too many people to be used as participants in any research study, sampling is absolutely essential. Although, Browner et al. (1988) research concluded that to address the research questions, it is crucial for the sample size to be statistically and sufficiently large enough to represent the population of interest.

In this research, we will be using a method introduced by Krejcie and Morgan (1970) to determine the sample size of the total students studying tourism and hospitality programs in UMK. The population of interest of this study is 1593 total students from year 1 until year 4 studying tourism and hospitality in UMK. Therefore, a total of 310 respondents will be selected randomly from the population of UMK's students taking tourism and hospitality programs.

3.5 Sampling Technique

Sampling technique, according to Taderhoost (2016) may be used to draw inferences about the population or to make generalisations in relation to hypotheses of the research. Essentially, this depends on the choice of sampling technique. Hence, this research will be using non-probability sampling. The sample is drawn using non-randomized procedures in a non-probability sampling technique. The majority of non-probability sampling methods entail judgment. Instead of randomization, participants were chosen based on their accessibility. This technique can help our research to get how many students can give information about the

motivation factor of students choosing to major in tourism and hospitality, a representative sample from the data collection.

3.6 Research Instrument

The instrument we used in this study is a questionnaire in order to gather information needed in identifying motivational factors for students choosing tourism and hospitality programs in UMK. There are three parts on the quantitative questionnaire. Demographic questions have been asked for the participants in the first section. It includes the genders, age group, courses and year. According to Oppenheimer (2001), this part of the questionnaire is important to research such differences as they specify the degree to which the overall demographic output of a population is a feature of subgroup diversity. The degree to which the behaviour of a subgroup may have an effect on the overall population measure depends on the distinctiveness of the behaviour of that group, weighted by its relative size.

The second and third section of the questionnaire contains a) perception of students choosing tourism and hospitality programs, and b) six subsections of motivational factors of students choosing tourism and hospitality programs. In this section, we evaluate their perceptions and motivation factors taking the tourism and hospitality program on a four-point Likert scale from 1= strongly disagree, 2= disagree, 3= agree and 4 = strongly agree. This technique of measurement, opposed to a 5-point Likert scale, it does not contain a middle category which is a neutral option, according to Nemoto and Beglar (2014), thus avoiding statistical issues, in the study of rating scales also indicate that neutral categories interfere with calculation in the sense that they do not match the statistical models well or are disrupted. The related past studies are relying on the Likert scale measures where the participants are asked whether they agree or disagree from the motivational factors of choosing to major in tourism and hospitality programs stated by the researchers.

The draft questionnaire was drawn out based on our previous studies and literature review relevant to the research. Motivational variables were successfully predetermined through the literature reviews in order to conduct this quantitative research (Shyju & Tanwar, 2016;

Mohammad & Alsaleh, 2013; Kim et al., 2008; Alrawadieh; 2015), and the predetermined measurement aspects were systematically organised for the main questionnaire. For internal validation, the questionnaire was sent to two experts in tourism and hospitality fields. A concern form has been received from the two experts and has been corrected.

1.	Strongly disagree
2.	Disagree
3.	Agree
4.	Strongly agree

Table 1 of Research Design: Level of Agreement

(Source: Authors' own, 2020)

3.7 Data Collection Method

There are two methods of data collection; primary and secondary data collection. A primary data collection can be collected through interviews, observing events or administering questionnaires. Secondary data collection, on the other hand, are sources of data collected from available published records, websites, archives and other types of written information.

Primary data used in this study are the surveys that will be conducted during the 2020/2021 semester of academic years. The survey will utilize an online survey which is *Google Form* and administer the survey among the students of UMK. Among the many courses offered at each UMK campus, two courses which are Bachelor of Entrepreneurship (Tourism) and Bachelor of Entrepreneurship (Hospitality) were selected. Students from both courses will be randomly selected across the years of study.

Secondary data such as statistical data, news and governments' archives used by this study is to aid our research further and to get better understanding and accuracy regarding our topic. A total of 30 past studies and literature collected on the internet are examined to assist with our predetermined variables.

3.8 Data Analysis Technique

In data analysis technique, a three-step approach is proposed to be used for this research.

3.8.1 Reliability Test

The word "reliability" refers to a method of measuring that yields consistent results (Blumberg et al., 2005). It assesses a study's precision, repeatability, and dependability (Chakrabartty, 2013). It demonstrates how bias-free (error-free) it is, ensuring precise measurement over time and across the instruments' various items (the observed scores). The most common internal consistency measure is Cronbach's alpha (α), which is generally interpreted as the mean of all possible split-half coefficients. It is determined by the average item inter-correlations and the total number of items on the scale. It normally runs from 0 to 1, with 0 denoting no association between the scale's elements and 1 indicating absolute internal consistency (Tavakol & Dennick, 2011).

3.8.2 Descriptive Statistic

Descriptive statistics are used to observe the structure of the sample data (Sharma, 2019). This method is used to present a quantitative research approach of the data set in question. Therefore, the outcomes of descriptive statistics (means and frequency) showed the important motivators of the study and descriptive respondent data. As for this research, there are multiple questions to be calculated, and so descriptive statistics will be used to divide this large amount of data into the simplest form possible (Sharma, 2019). This technique will be used to acquire our respondents' profile in order to better understand the data thus help us determining the students' perceptions for choosing tourism and hospitality programs in UMK and students' motivational factors choosing tourism and hospitality programs in UMK.

3.8.3 T-test

The t-test analysis is used to compare the means of two groups in this study. This is a standard statistical method for determining whether the mean difference between the two groups is statistically significant (Mishra et al., 2019). The null hypothesis said that both means are statistically equal, whereas the alternative hypothesis stated that both means are statistically different. The three types of t-test analysis are one sample t-test, independent sample t-test, and paired sample t-test. Independent samples t-tests will be used to look for statistically significant differences in study motives between female and male students. Therefore, answering the third research question of determining the differences of motivations between two genders for choosing tourism and hospitality programs in UMK.

3.8.4 Pearson's Correlation

Pearson's correlation coefficient is another method of evaluating the relationship between variables. It tests the degree of correspondence between the ordering of two random variables, to be more precise. There is a lot of overlap between regression and correlation, except in terms of how they view the relationship. For jointly normally distributed data (data that follows a bivariate normal distribution), the Pearson correlation coefficient is commonly utilized (Schober et al, 2018). This data analysis technique is used to study the relationship of motivational factors and perceptions of students towards tourism and hospitality programs.

3.9 Conclusion

This chapter summarizes the methodology research to get our completed research objective and research question to test the hypothesized relationships developed in this study with which we used to get analyzed and collected data. Methodology research includes how to explain the research design, pilot study, data collected method and data analysis techniques. This study will be able to be conducted fully if this Methodology research is conducted regularly to get more information on how and how this method is used in our study. In collecting data, we used quantitative methods chosen in online questionnaire surveys that are involved in this

research procedure. The data that were collected are then analyzed and discussed and the results will be displayed.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 Introduction

This chapter describes demographic characteristics, reliability analysis, descriptive analysis, t-test, and Pearson’s Correlation Analysis. The research obtained 310 respondents through online surveys focusing on students in tourism and hospitality programs, including the first, second, third, and fourth-year students at UMK. To analyze the data in this research, IBM SPSS statistics version 26 is one of the best initiatives where it is faster and easier, as well as producing various outputs required by researchers.

4.2 Demographic Characteristics

Included in this part of the study is frequency analysis. The data from Section A of the questionnaire included a few questions of different demographic variables of respondents such as gender, age group, course, and year. Table will be used to present the respondents’ demographic profiles.

4.2.1 Gender

Gender	Frequency	Percentage (%)	Cumulative Percent
Male	110	35.5	35.5
Female	200	64.5	100.0
Total	310	100.0	

Table 4.1: Number of Respondents by Gender

Source: Research data 2021

Table 4.1 showed the number and percentage of respondents by gender. This research involved 310 respondents who studying at Universiti Malaysia Kelantan. 110 out of 310 respondents are males which made 35.5% of the respondents. Meanwhile, the data indicates that remaining 200 respondents are females which then made 64.5% of the respondents. Based on the results, it can be concluded that female students are more interested to choose Tourism and Hospitality in UMK compared to male students.

4.2.2 Age Group

Age	Frequency	Percentage (%)	Cumulative Percent
19-21	91	29.4	29.4
22-24	190	61.3	90.6
25-27	29	9.4	100.0
Total	310	100.0	

Table 4.2 : Number of Respondents by Age

Source: Research data 2021

Table 4.2 showed about respondents by age factor. Between 22-24 years old the largest number of respondents is 190 equivalents to 61.3% in 310 respondents by researching how students choose tourism and hospitality programs. Besides, age between 19-21 years old has 91 respondents which is equivalent to 29.4% and the lowest number and percentage of respondents is between the age of 25-27 which is 29 equivalents to only 9.4%.

4.2.3 Course (Academic program)

Course	Frequency	Percentage (%)	Cumulative Percent
Tourism	230	74.2	74.2
Hospitality	80	25.8	100.0
Total	310	100.0	

Table 4.3: Number of Respondents by Course

Source: Research data 2021

Table 4.3 showed the number and percentage of respondents by their course. Out of 310 respondents, over 230 respondents from the Tourism course made up 74.2% of the respondents. On the other hand, 80 of the respondents from the Hospitality course, made 25.8% of the respondents. This shows that the number of students from Tourism programs are significantly larger than the number of students from Hospitality programs.



4.2.4 Year

Year	Frequency	Percentage (%)	Cumulative Percent
First	86	27.7	27.7
Second	49	15.8	43.5
Third	152	49.0	92.6
Forth	23	7.4	100.0
Total	310	100.0	

Table 4.4: Number of Respondents by Year

Source: Research data 2021

Table 4.4 showed the number and percentage of respondents by their year of enrollment. Out of 310 respondents (49 percent) from third year which is 152 respondents. Next, first year respondent 86 which is 27.7 percent. For the second-year respondents have 15.8 percent which is 49 respondents. Lastly, the least number of respondents are from fourth year which amounted to only 23 respondents which is 7.4 percent.

4.3 Reliability Analysis

During the data collection process, reliability analysis was used to assess the questionnaires' reliability. The reliability analysis, which also provides details on the relationship between individual scale objects. Cronbach's Alpha Coefficient analysis was used to check the data for internal accuracy based on the average inter-item correlation. Hair et al (2007) interpretation for Cronbach's Alpha coefficient size rule of thumb is shown in the table below.

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9	Excellent

Table 4.5: Rules of Thumb Cronbach’s Alpha coefficient size.

Source: Hair et al. (2007)

4.3.1 Independent and Dependent Variables

Reliability Analysis

Cronbach's Alpha	N of Items	Strength of Association
.923	40	Excellent

Table 4.5.1: Results of Reliability Cronbach’s Alpha Coefficient analysis within Dependent Variables and Independent Variables

Table 4.5.1 illustrated the result of Cronbach’s Alpha Coefficient analysis within the dependent variable and independent variables. The Alpha Coefficient shows the value of 0.923 which indicates that the relationships between variables have excellent strength of associations. Thus, the results are reliable and can be used in this study.

4.3.2 Perceptions of Students Choosing Tourism and Hospitality Programs

Reliability Analysis

Cronbach's Alpha	N of Items	Strength of Association
.882	15	Very Good

Table 4.5.2: Results of Reliability Cronbach’s Alpha Coefficient analysis of Perception of students

Table 4.5.2 exhibits the result of Cronbach’s Alpha Coefficient analysis for perceptions of students choosing tourism and hospitality programs. This variable has 15 questions and as a result the Cronbach’s Alpha Coefficient shows the value of 0.882 which suggests a very good strength of association. Therefore, the coefficient obtained for this question by measuring the perceptions of students choosing tourism and hospitality programs is reliable.

4.3.3 Motivational Factors of Students Choosing Tourism and Hospitality Programs

Reliability Analysis

Cronbach's Alpha	N of Items	Strength of Association
.880	25	Very Good

Table 4.5.3: Results of Reliability Cronbach’s Alpha Coefficient analysis of Motivational Factors

Cronbach's Alpha Coefficient analysis for motivational factors of students choosing tourism and hospitality programs is shown in Table 4.5.2. Since this variable has 25 queries, the Cronbach's Alpha Coefficient shows the value of 0.880, also indicating a strong association. As a result, the coefficient assessed by calculating the motivational factors of students choosing tourism and hospitality programs is reliable.

4.4 Descriptive Analysis

Included in this part of the research is analysis mean and standard deviation. The data from Section B of the questionnaire included a few questions of perception students choosing the Tourism and Hospitality programs and section C with motivation factors from respondents such as social status, self-actualization, job opportunities, field attractiveness, ease of study and scholastic achievement. This descriptive analysis showed the tables will be used to present the statistics consent of respondents with research analysis data.

4.4.1 Perception of students choosing Tourism and Hospitality programs

Items	N = 310	Mean	Std. Deviation
Qualify themselves to embark in Tourism		3.3516	.54765
There is a chance to join a rapidly growing programs		3.3742	.60364
Studying Tourism and Hospitality programs offers transferable skills.		3.4065	.57675

Tourism and Hospitality programs offer endless opportunities.		3.3387	.65714
Parental encouragement is why I choose Tourism and Hospitality programs.		3.0774	.90332
Tourism and Hospitality offers many career opportunities.		3.4129	.64147
These are creative and innovative programs.		3.3903	.60679
Learning Tourism and Hospitality subjects is learning vital skills.		3.3871	.58996
Tourism and Hospitality programs has a lot of job variety.		3.4194	.58978

It is within my personal interest choosing Tourism and Hospitality programs.		3.3516	.63008
Tourism and Hospitality programs offer a flexible environment.		3.4645	1.78913
Tourism and Hospitality industries offer good salaries.		3.2871	.67658
Studying Tourism and Hospitality subjects is easier than other subjects.		3.1484	.81486
There are a lot of opportunities to travel when taking Tourism and Hospitality programs.		3.3516	.67951
Tourism and Hospitality programs offer great flexibility.		3.3903	.61210

Valid N (listwise)	310		
--------------------	-----	--	--

Table 4.6: Descriptive Statistics of Perception of students choosing Tourism and Hospitality Programs

Source: Research data (2021)

Table 4.5 showed the mean and standard deviation analysis of perception of students choosing tourism and hospitality programs. The data indicate that the majority of the students strongly agree that tourism and hospitality programs offer a flexible environment. Students are not necessarily only focused on the tourism field but students can also tend towards other directions such as food and beverages (F&B), event management and transportation. However, the respondents slightly agree that parental encouragement is the reason why respondents choose tourism and hospitality as the mean value is 3.07. Therefore, most of the respondents choose tourism and hospitality programs on their own will.



4.4.2 Social status

Descriptive statistics

	N= 310	Mean	Std. Deviation
I like to know more about different cultures		3.5097	.58423
I want show my social status		2.9613	.88777
I like make friendship with foreign students		3.4839	.58409
The Hospitality and Tourism Programs have a good reputation as other similar jobs.		3.4000	.65458
Valid N (listwise)	310		

Table 4.7: Descriptive statistic of Social Status

Source: Research data (2021)

Table 4.7 shows the mean value and standard deviation of social status which is a motivational factor of students choosing tourism and hospitality programs. The results indicate that the respondent agreed that knowing more about different cultures is the main motivational factor of tourism and hospitality programs as the mean is 3.50. Considering the results in the table, tourism and hospitality programs surely involve various nations and religions. Tourism activities not only happened in the country as well as it happens world widely. On the other hand, it is evident from the table above that the respondents disagree to show their social status to others as the mean is 2.9613. In fact, it has become a Malaysian culture to respect each other by not making a social status to be a thing that needs to be shown to others.

4.4.3 Self-actualization

Descriptive statistics

	N= 310	Mean	Std. Deviation
I would like to gain self-actualization.		3.3194	.62676
I have more interest in these programs.		3.3516	.63520
I like to learn foreign languages.		3.4323	.65872
This field suits my aptitude.		3.3129	.66500
Valid N (listwise)	310		

Table 4.8: Descriptive statistics of Self-actualization

Source: Research data 2021

Table 4.8 showed the mean and standard deviation analysis of respondents on the motivational factors of self-actualization. UMK has prepared more foreign language subjects that must be taken by every student. As a result, the majority of the respondents strongly agreed that they would like to learn foreign languages. Therefore, UMK needs to provide various foreign language subjects as well as various activities that can be accompanied by obliging students to take foreign languages to learn and enhance the knowledge that foreign languages are very important if they engage in these programs. On the other hand, the respondents slightly agreed that this tourism and hospitality programs suit their aptitude. By choosing tourism and hospitality programs, respondents know that this field has a lot of opportunities to get a job in the future. Therefore, it has become a motivation for the respondents to venture into these programs.

4.4.4 Job opportunities

Descriptive statistics

	N=310	Mean	Std. Deviation
I believe that there are a variety of job opportunities.		3.3935	.63345
I believe that the level of salary is high in this programs		3.2032	.72451
I believe that these programs have a growing potential.		3.4000	.61376
I believe that these programs are practical rather than theoretical.	309	3.4045	.61484
I believe that the percentage of employment is higher upon graduation.		3.3161	.72634
Valid N (listwise)	309		

Table 4.9: Descriptive statistics of Job Opportunities

Source: Research data 2021

Table 4.9 shows the mean and standard deviation analysis of respondents for the motivational factors of job opportunities. Majority of the respondents who are tourism and hospitality students agreed that these programs are practical rather than theoretical. Undoubtedly, the tourism industry is related to practical work or also known as a field job most of the time. Theoretical are related mostly for the scholars who are interested to study and do research about tourism and hospitality. While, the respondents slightly agree that the level of salary in tourism and hospitality fields is high. However, due to Covid-19 and economic factors, the tourism and hospitality industry had a tough time to survive and because of that financial will surely become a big issue for both the company and also the employees. According to the Ministry of Higher Education (MoHE), the 2020 Graduate Tracer Study recorded a decrease of 1.8 percent on graduate employability from 86.2 per cent in 2019 and 84.4 per cent last year.

4.4.5 Field attractiveness

Descriptive statistics

	N=310	Mean	Std. Deviation
I like to serve others		3.1355	.69745
Jobs in this field look attractive		3.3161	.61539
I would like to study more in this field		3.3484	.64455
I believe that I can have many opportunities to take more overseas trips		3.3710	.66910
Valid N (listwise)	310		

Table 4.10: Descriptive statistics of Field attractiveness

Source: Research data 2021

Table 4.10 shows the mean and standard deviation analysis of respondents for the motivational factor, field attractiveness. According to the data, majority of the respondents believe that they can have a lot of opportunities to take more overseas trips. The chances that students can get an overseas trip is high when the company is doing Inbound, Outbound, Transportation and Umrah (IOTU) tourism to another country when they work later. On the other hand, the respondents slightly agree that they like to serve others as the element got 3.13 in mean. Serving others is a part of the tourism and hospitality industry job aspects as we serve tourists with the services that we have. For example, becoming a chef in a 5 star hotel and a tour guide in a well-known company is doing a similar job namely serving people.

4.4.6 Ease of study

Descriptive statistics

	N=310	Mean	Std. Deviation
This program is easy to score and less struggle for learning.		2.7387	.97847
Compared to other fields, I find it is easier to get good grades in these programs.		2.8548	1.53331
I like to get more knowledge in this field compared to others.		3.3194	.66192
The entry requirement is minimums for this program.		3.1935	.71141
Valid N (listwise)	310		

Table 4.11: Descriptive statistics of Ease of study

Source: Research data 2021

Table 4.11 shows the mean and standard deviation analysis of respondents in the motivational factor of ease of study. The data indicates that respondents agree that they would like to get more knowledge in this field compared to others. In other words, the majority of the respondents agree that gaining knowledge in the tourism and hospitality field will give a lot of benefits. On the other hand, most of the respondents did not agree that tourism and hospitality programs are easy to score and less struggle for learning. To explain the data, the respondents believe that every course in the world has their own challenges. It is unnecessary to say a tourism and hospitality program does not need to put too much effort for that because the course is easy to score.

4.4.7 Scholastic achievement

Descriptive Statistic

	N=310	Mean	Std. Deviation
I would like to be an excellent scholar in these programs		3.3774	.57691
I would like to be a scholar in Tourism and Hospitality fields.		2.9871	.97202
Compared to others fields, it is easier to get a professorship in these programs.		2.7581	1.00300

I would like to study more in these programs.		3.3774	.63051
Valid N (listwise)	310		

Table 4.12: Descriptive statistics of Scholastic achievement
Source: Research data 2021

Table 4.12 shows the mean and standard deviation analysis of respondents for the motivational factor in the concept of scholastic achievement. According to the data, majority of the respondents in this research would like to be an excellent scholar and want to study more in these programs as the both mean is 3.37. Due to getting a job in the future, the respondent believes that working hard in the university will give the respondents better results in the future. However, easy to get a professorship in these programs gets the lowest mean and the data clearly indicates that respondents do not particularly agree that it is easy to get a professorship in Tourism and Hospitality programs. As mentioned earlier, every course has their own challenges that meet the requirements of the program.



4.5 T-test

No	Variables	Male Students	Female Students	t-value	p-value
1	Social Status	3.28	3.37	1.54	0.12
2	Self-Actualization	3.36	3.34	0.23	0.81
3	Job Opportunities	3.32	3.35	0.34	0.72
4	Field Attractiveness	3.28	3.29	0.15	0.87
5	Ease of Study	2.94	3.07	1.59	0.10
6	Scholastic Achievement	3.09	3.14	0.79	0.42

Table 4.13: Independent Samples T-test Table

Source: Research data 2021

Independent samples t-test is used to see if there were any difference in motivation between males and females when it came to choosing Tourism and Hospitality programs. Table

4.13 illustrates that there are no significant differences between males and females in their motivation in choosing Tourism and Hospitality programs in UMK. The p-value of 0.04 determined this. However, It is evident from the table above that female students were found much more motivated to choose Tourism and Hospitality programs because of social status, job opportunities, field attractiveness, ease of study and scholastic achievement compared to males. Although, males were more likely to get motivated by their self-actualization compared to females. Self-actualization, according to Maslow (1954), is the highest level of a hierarchy that includes physiological, security, belonging, self-esteem, and self-actualization. Prior to the emergence of higher motivations, the lower, more basic needs or motives must be met. Self-actualization is a healthy desire to be the best one can be, thus, is the strongest and most advanced motive. This study showed that gaining self-actualization, therefore, is much more significant to males students than other motivational factors.

4.6 Pearson’s Correlation Analysis

One of the most common analyses for determining the linear relationship between two variables was Pearson's correlation analysis. The aim of this research was to see if there were any correlations between independent variables (social status, self-actualization, job opportunities, field attractiveness, study ease, and academic achievement) and their perceptions of choosing tourism and hospitality programs.

Coefficient Range	Strength of Association
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

Figure 4.1: Rules of Thumbs of Correlation Coefficient
 (Source: Hair, Money, Samouel & Page, 2007)

Hypothesis 1: Social status

There is a relationship between social status and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Social Status	Perception
Social Status	Pearson Correlation	1	.526**
	Covariance	.232	.123
Perception	Pearson Correlation	.526**	1
	Covariance	.123	.233
	N	310	310

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.14

Table 4.14 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.001. The data indicates that the correlation coefficient of 0.526 suggested a moderate correlation between social status and perception (Hair, 2013). Thus, social status is not a main reason for respondents to choose tourism and hospitality programs as they are not interested to show their social status to others.

Hypothesis 1a : Self-actualization

The relationship between self-actualization and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Perception	Self Actualization
Perception	Pearson Correlation	1	.607**
	Covariance	.233	.158
Self Actualization	Pearson Correlation	.607**	1
	Covariance	.158	.290
	N	310	310

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.01. The correlation coefficient of 0.607 suggested a moderate correlation between self-actualization and perception (Hair, 2013). From the result of the data, respondents slightly choose a tourism and hospitality program because they believe they can increase their ability and potential as the program requires soft skills such as speaking and leading.

Hypothesis 1b: Job opportunities

The relationship between job opportunities and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Perception	Job Opportunities
Perception	Pearson Correlation	1	.656**
	Covariance	.233	.168
Job Opportunities	Pearson Correlation	.656**	1
	Covariance	.168	.283
	N	310	310

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.16 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.01. The correlation coefficient of 0.656 suggested a moderate correlation between job opportunities and perception (Hair, 2013). To result in, job opportunities were one of the elements that are closest to high correlation and it can be concluded that respondents choose the tourism and hospitality programmes because of a lot of job opportunities and variety of jobs.

Hypothesis 1c: Field attractiveness

The relationship between field attractiveness and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Perception	Field Attractiveness
Perception	Pearson Correlation	1	.599**
	Covariance	.233	.155
Field Attractiveness	Pearson Correlation	.599**	1
	Covariance	.155	.286
	N	310	310

**** Correlation is significant at the 0.01 level (2-tailed).**

Table 4.17 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.01. The correlation coefficient of 0.599 suggested a moderate correlation between field attractiveness and perception (Hair, 2013). Due to the result, field attractiveness has been chosen by most of the respondents as their perception for choosing the tourism and hospitality programs. Tourism field can be said to be attractive because of the scenery and places that the tourists want to visit and the tourism sector job to get them there.

Hypothesis 1d: Ease of study

The relationship between ease of study and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Perception	Ease of Study
Perception	Pearson Correlation	1	.188**
	Covariance	.233	.059
Ease of Study	Pearson Correlation	.188**	1
	Covariance	.059	.422
	N	310	310

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.18 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.01. The correlation coefficient of 0.188 suggested a slight relationship between ease of study and perception (Hair, 2013). This showed that respondents' perception towards Tourism and Hospitality programs does not correlate with the motivational factors of ease of study. Due to the result, respondents agreed that the tourism and hospitality programs are not an easy course to learn. Every course in the world has the challenges that the students need to go through.

Hypothesis 1e: Scholastic achievement

The relationship between scholastic achievement and perception of students choosing tourism and hospitality programs in UMK.

Correlation

		Perception	Scholastic Achievement
Perception	Pearson Correlation	1	.230**
	Covariance	.233	.060
Scholastic Achievement	Pearson Correlation	.230**	1
	Covariance	.060	.288
	N	310	310

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 illustrated Pearson correlation coefficient, significant value and the number of cases which was 310. The p-value was 0.000, which was less than a significant level of 0.01. The correlation coefficient of 0.230 suggested a low relationship between scholastic achievement and perception (Hair, 2013). From the result of the data, respondents do not agree that scholastic achievement is their motivation to choose the tourism and hospitality program in UMK. Respondents intend to learn everything about the tourism and hospitality program while not making scholastic achievements the things they need to reach.

4.7 Summary

For the summary, all the independent variables show different correlations with the dependent value. Social status recorded 0.526 value, 0.607 for self-actualization, 0.656 for job opportunities, 0.599 for field attractiveness, 0.188 for ease of study and 0.230 recorded for scholastic achievement. Meanwhile, low correlation was recorded for scholastic achievement and slight for ease of study. Furthermore, all of the analysis above has answered the research question on the student's perceptions for choosing tourism and hospitality programs in UMK, motivational factors for choosing tourism and hospitality programs in UMK and the differences of motivation between two genders for choosing tourism and hospitality programs in UMK.



CHAPTER 5

CONCLUSION

5.1 Introduction

This chapter presents the conclusions of the research, including the recapitulation of study, findings and discussion, limitations, recommendations, and finishing with conclusion. Researchers can figure out the relationship between variables and the research limitations in the future by using these elements.

5.2 Recapitulation of study

The main objective of this study is to figure out what motivates students at UMK to take Tourism and Hospitality courses. Social status, self-actualization, job opportunities, field attractiveness, ease of study, and scholastic achievement are all factors that affect students' motivation towards Tourism and Hospitality courses. Primary data and secondary data are the data sources used in this study. This is because researchers combine primary and secondary data. For primary data, researchers use the method such as survey, while secondary data comes from newspapers, documents, or journals, as well as other sources in the internet.

The sample size for this study is 310 respondents who are currently enrolled in UMK's Tourism and Hospitality course. What the researchers found in this study is that there are four factors that have significant correlations with the perceptions. Those four factors are social status, self-actualization, job opportunities, and field attractiveness. While the other two factors are ease of study and scholastic achievement only acquired a slight and low relationship, respectively, with the perceptions of the students choosing the Tourism and Hospitality program.

In the case of the factor social status relationship with respondents' perceptions towards choosing Tourism and Hospitality courses, considering income, occupation, and education tend to correlate with one another and predict status development, reflecting distinct life experiences (Fiske & Markus, 2012; Lareau & Conley, 2008). Likewise, the variable, self-actualization also

has a moderate correlation with respondents' perceptions towards choosing Tourism and Hospitality courses by the reason of other conceptualizations of self-actualization, such as academic achievement and performance in recognized fields of studies, have operationalized the construct in status-related ways (Kerr, 1985).

On the other hand, job opportunities, albeit also having moderate correlation with respondents' perceptions, this variable has the highest correlation with perceptions among other variables, thus, based on the result of the study, the researchers are able to accept the hypotheses. This is because the growth of tourism creates a significant number of jobs, both directly in the industries where tourist spending occurs and indirectly through inter-industry linkages. In many developed and developing countries around the world, the rise of tourism and related jobs is seen as part of a larger change from manufacturing to a service economy.

The variable, field attractiveness has shown to have a moderate correlation with respondents' perceptions of choosing Tourism and Hospitality courses. Thus, indicated that respondents perceived Tourism and Hospitality courses to be interesting. They believed that the tourism and hospitality fields have interesting job aspects and they would like to further their knowledge in this field. Therefore, this indicates that when it comes to choosing a profession, respondents prioritize interesting jobs, prospects for advancement and growth, and good working conditions.

On the contrary, the factor ease of study is shown to only have slight correlation with perceptions. This weak relationship shows that the perception of students' choosing to take Tourism and Hospitality courses does not align with the motivational factor of ease of study. Lastly, scholastic achievement has a low correlation with perceptions, thus showing that low relationship between the variable and respondents' perceptions.

5.2.1 Research Questions 1: What are the students' perceptions for choosing tourism and hospitality programs in UMK?

The results of this study indicate that the majority of students believe that tourism and hospitality programs provide a versatile environment. Students are not always focused in tourism; they may also be interested in other fields such as food and beverage (F&B), event management, and transportation. However, the respondents are marginally in agreement that parental support is a factor in their decision to pursue a career in tourism and hospitality. As a result, it is reasonable to assume that the majority of respondents select tourism and hospitality programs on their own volition. It is clear that the tourism and hospitality industry must concentrate on a variety of areas, including salary, career progression, employment prospects, job security, and the working atmosphere, to ensure that the students have positive experiences and have positive perceptions of the industry (Richardson, 2009).

5.2.2 Research Question 2: What are the students' main motivational factors for choosing tourism and hospitality programs in UMK?

Based on the results of the analysis, the motivational factors were divided by six motivations; social status, self-actualization, job opportunities, field attractiveness, ease of study and scholastic achievement. According to the data, the factor under self-actualization was the most important factor that drives students choosing tourism and hospitality programs. Motives associated with self-actualization because learning motivation is fundamentally curious about the goal of learning, which indicates that if someone is involved in academic activities, they are pursuing higher levels of self-actualization (Melnic & Botez, 2014). Kim and Kim (2015) propose that intrinsic elements connected with self-actualization are the most academically stimulating variables, implying that quick gratification is critical to the learning process.

The factor under job opportunities and similar to social status according to Lashley (2017), students are drawn to work in the hospitality industry because jobs are plentiful and the work is typically enjoyable. This is possibly because job opportunities in the tourism and

hospitality sectors can be provided either directly or indirectly based on the participation or contribution of the tourism supply side (Aynalem et al, 2016). The total number of employment opportunities provided by directly in travel and tourism is known as direct employment opportunities. For instance, jobs such as hotels, restaurants, travel agencies, tourism information offices, and museums. Tourism and hospitality industry also support the indirect employment through activities such as restaurant suppliers, construction companies that develop and maintain tourist facilities as well as infrastructure required, aircraft manufacturers, various handicrafts makers, marketing firms, and accounting services, all of which are more or less reliant on direct employment for their revenue.

5.2.3 Research Question 3: What are the differences of motivations between two genders for choosing tourism and hospitality programs in UMK?

Based on the result of the research, in comparison to male students, female students were found to be far more driven to select tourism and hospitality programs due to social status, job opportunities, field attractiveness, ease of study, and scholastic achievement. Males, on the other hand, were more likely than females to be influenced by their self-actualization. The highest level of a hierarchy that includes physiological, security, belonging, self-esteem, and self-actualization is self-actualization. According to Maslow (1954), graduate education is able to provide the ability to advance one's skills and talents, which can lead to higher self-esteem, therefore important for self-actualization. As a result, gaining self-actualization is much more important to male students than other motivating factors, as shown by the analysis.

5.3 Results and discussion of the study

The Reliability Test was performed by 310 respondents using the online survey process. It was measured using Cronbach's Alpha Coefficient showing which indicated that the result was excellent and the highest alpha value of Cronbach analysis within dependent variables and independent variables. For second, perception of students choosing Tourism and Hospitality Programs shows the strength of association that the result was very good and then motivational factors of students choosing Tourism and Hospitality programs also show that the strength of association is also very good. Thus, all variables fulfilled the minimum criteria of reliability, as all Cronbach Alpha Coefficients of all variables were greater if they achieved the criteria required by this research.

In the Descriptive analysis for Independent Variables, the maximum mean value was self-actualization and ease of study, on the other hands; contribute the lowest mean value of independent variables. It was concluded that the self-actualization had the biggest of motivational factors of students choosing Tourism and Hospitality programs in UMK.

The research carried out the T-test of independent variables to see if there were any difference in motivation between males and females when it came to choosing tourism and hospitality programs. In this analysis, p-value was used to get how much difference between males and females to choose independent variables. The highest p-value is field attractiveness and the lowest was ease of study of independent variables Thus, all variables showed difference p-value between males and females and how motivational factors enabled them to choose tourism and hospitality Programs.

The Pearson's Correlation analysis in order to calculate the linear association between two variables defined as the purpose of this report. A review of Correlation Analysis was given in Table 4.20 indicating that the linkage between the social status, self-actualization, job opportunities, field attractiveness, ease of study and scholastic achievement to motivational factors was moderate, slight and zero in the hypothesis of independent variables.

Hypothesis	Covariance	Correlation	Conclusion
1	0.123	0.526	Moderate correlation
2	0.158	0.607	Moderate correlation
3	0.168	0.656	Moderate correlation
4	0.155	0.599	Moderate correlation
5	0.059	0.188	Slight correlation
6	0.060	0.230	Slight correlation

Table 4.20: Summary of Correlation Analysis

5.4 Framework Analysis

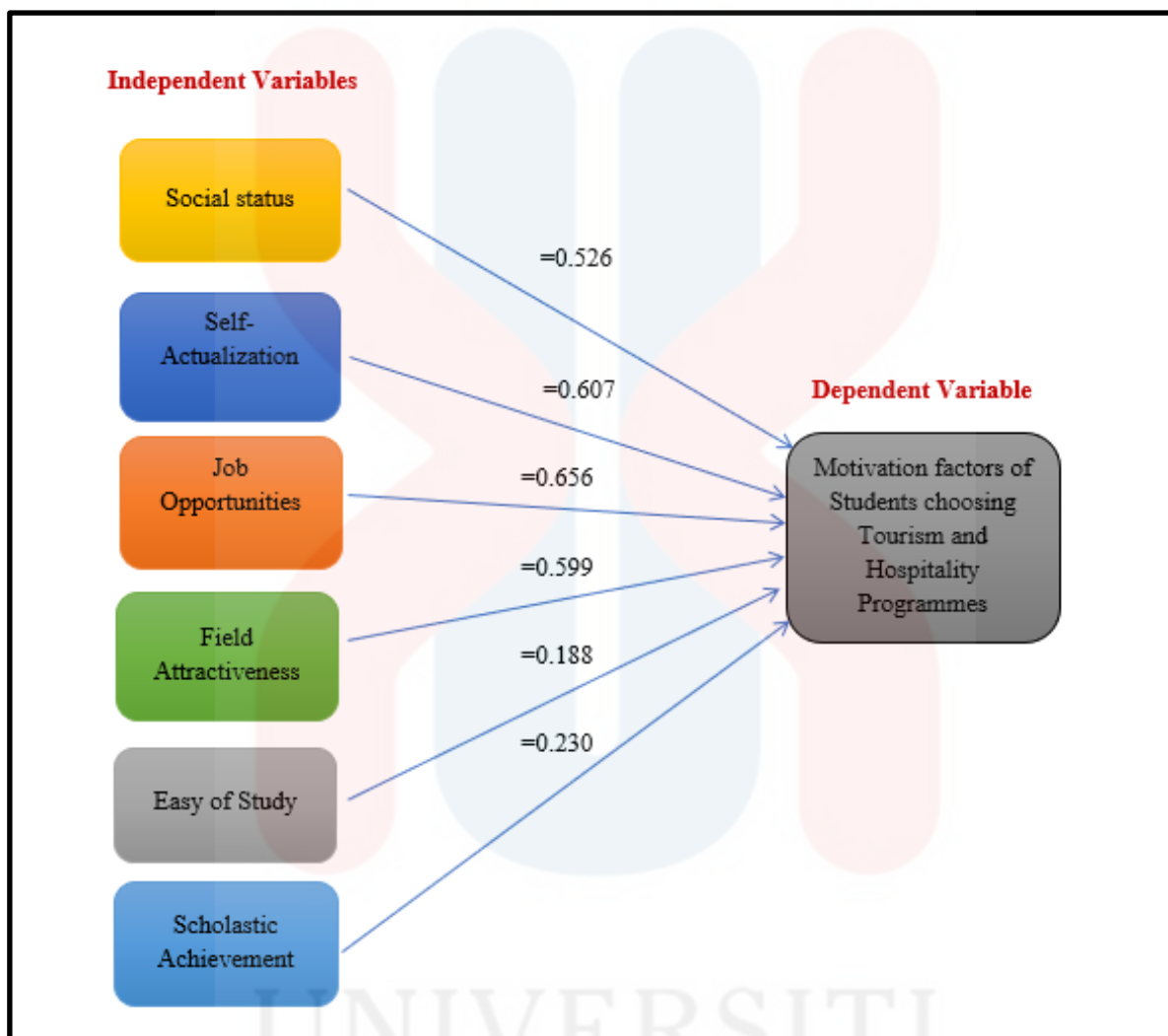


Figure 4.2: Framework Analysis

The data value of the significant independent variables to the dependent variables was shown in figure 4.2. There were six independent variables that had a substantial relationship with the dependent variable (social status, self-actualization, job opportunities, field attractiveness, ease of study, and scholastic achievement) (perceptions). The highest correlation is between job opportunities and perceptions which calculated to 0.656. Meanwhile, the lowest correlation is between ease of study and perceptions which is 0.188. The correlation between social status and perception amounted to 0.526 while self-actualization correlated with perceptions to 0.607.

Correlation between field attractiveness and perceptions is 0.599. Lastly, scholastic achievement correlated with perceptions to 0.230. Therefore, there are a total of five independent variables (social status, self-actualization, job opportunities, field attractiveness and scholastic achievement) that had a significant relationship to the perceptions of students choosing Tourism and Hospitality programs in UMK.

5.5 Limitations

Limitations of the study in research are restrictions and constraints which have been put on the methodology of study and exploration process in general. In this section we need to discuss the restriction or drawback of study with respect to aspects such as respondent, sample size, location of study, sampling technique used and lastly, variables selected in this study. Limitations are constraints that are mainly outside the researcher's control but may have an impact on the study's conclusion. Methodology and study design choices frequently result in limitations. Each methodology and study design option has its own set of constraints. These limit the scope of a study and can have an impact on the end outcome and conclusions that can be formed (Simon, 2013). This study, like others, has its own set of limitations, both in terms of scope and methodology. This research was done at UMK.

This research focuses on the motivational factors of students to choose a Tourism and Hospitality Program in UMK. The data collection will be conducted to 310 with probability sampling of simple randomly selected students in the FHPK. This nature of the study used is with a simple questionnaire that was distributed to each of the Tourism and Hospitality students in UMK, Pengkalan Chepa areas. Variables selected we choose a quantitative method used online survey questionnaire research, correlational research and experimental research in this study. Quantitative research can help us study the specific research problem, be clear about independent and dependent variables, high level of reliability and also minimize a personal judgement by the research.

5.5.1 Time Frame study

For the period of time, we conducted this research for almost a year only in starting our study by selecting a study on motivational factors for students choosing Tourism and Hospitality Programs in University Malaysia Kelantan. We started doing this research in September 2020 until July 2021 by obtaining information from secondary data such as references materials from the internet for us to complete this research. Expected time for this research is short in order to complete a full proposal starting with research background, literature review, methodology, data analysis and the conclusion of all chapters in the study. The various problems we face in this study are time constraints. Furthermore, material of the study has been gathered from secondary data. This is because the current situation is plagued by the Covid 19 pandemic.

5.5.2 Movement Control Order

Movement Control Order (MCO) is one of the obstacles which made the data collection task delayed. This is because, since March 2020, the MCO has started all over the world including Malaysia. Because of that, it has become an obstacle for us to collect data qualitatively such as interviews and observations in the study area to facilitate our study. However, the research has been conducted fully quantitative method by using online surveys to comply with the new norms at present. In addition, conducting a research during MCO gave us a new experience as a group to manage the time wisely to complete this study and gave new skills in managing data faster using various new applications.

5.5.3 Respondent Cooperation

In order to use fully quantitative method with the online survey method, this study took quite a long time. It took almost three weeks to get the cooperation of respondents as soon as possible to fill out Google form to reach the target of 300 respondents involving students in the Tourism and Hospitality program at UMK. Online surveys have been disseminated through social applications such as *WhatsApp* and *Telegram*, directly to FHPK student groups. Respondent's cooperation by using this online survey is easy because there is no need to face the respondent. However, it takes a lot of time to obtain full information quickly.

5.6 Recommendation of the study

The following are some recommendations for educators and industry to address, as well as to help attract and retain more highly educated individuals towards the tourism and hospitality industry. It is recommended that multiple stakeholders enhance the quality of tourism and hospitality education and the reputation of the profession by enhancing cooperation between the public and private sector also universities in streamlining human capital development to ensure proper implementation of the sixth transformation strategy of the National Tourism Policy 2020-2030.

Universities must play a big role in ensuring that students have reasonable views of the types of jobs that are available in the industry. Hence, researchers suggest that universities create a low-cost tourism course that will provide students with more work prospects, international exposure, and opportunities to expand their skills. To draw more students, foreign language, field trips, international trips, and other related events should be included in the course curriculum. Since students have a higher degree of emancipation, offering more travel opportunities and exposure to newly hired workforce may help tourism and hospitality businesses retain employees for longer periods of time and attract new ones. It is important for stakeholders to increase the use of new technologies in tourism and hospitality initiatives to attract more young people with innovative ideas and new skill sets to the industry.

The final suggestion for improving existing regulations in the hospitality and tourism educational industry is to create an online platform through which hospitality and tourism businesses and educational institutions can communicate without having to meet in person or go through various networks in the hopes of receiving information, thus serving as a unified medium. Queries and questions might be answered, instructional materials and walkthroughs could be constructed, and organized responses to questions concerning relationships across various companies and industries could be provided through the development of an online portal. Additionally, this will allow foreign and domestic agencies and groups to communicate and review curricula, with recommendations provided through a single site that educational institutions can later follow.

5.7 Conclusion

In conclusion, the results obtained in this study are social status, self-actualization, job opportunities, field attractiveness, ease of study, and scholastic achievement are all factors that affect students' motivation towards Tourism and Hospitality courses.

Other than that, this study offers knowledge that may be useful for the tourism industry to develop the quality of the mindset of students to choose the tourism industry in future. There were 310 respondents who participated in this research using the online survey questionnaire. Data collected were analyzed by SPSS software for descriptive statistical analysis, reliability analysis and correlation analysis.

REFERENCES

- Airey, D., & Frontistis, A. (1997). *Attitudes to careers in tourism: An Anglo-Greek comparison*. *Tourism Management*, 18(3), 149–158. [https://doi.org/10.1016/S0261-5177\(96\)00116-1](https://doi.org/10.1016/S0261-5177(96)00116-1)
- Airey, D. W., & Tribe, J. (2005). *An International Handbook of Tourism Education*. Elsevier.
- Alrashidi, Oqab & Phan, Huy & Ngu, Bing. (2016). Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualisations. *International Education Studies*. 9. 41-52. <https://doi.org/10.5539/ies.v9n12p41>
- An G.W & Pearce, S. (2013). A Beginner's Guide to Factor Analysis: Focusing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods for Psychology*. 9(2). 79-94. <http://dx.doi.org/10.20982/tqmp.09.2.p079>
- Aynalem, S., Kassegn, B., & Sewnet, T. (2016). Employment Opportunities and Challenges in Tourism and Hospitality Sectors. *Journal of Tourism & Hospitality*, 05. 10.4172/2167-0269.1000257.
- Barron, P. (2002). Providing a more successful education experience for Asian hospitality management students studying in Australia. *Journal of Teaching in Travel & Tourism*, 2(2), 63–88. https://doi.org/10.1300/j172v02n02_04
- Bell, D. (2009). *The SAGE Handbook of Tourism Studies*. SAGE Publications Ltd.
- Bernama. (2019). *Tourism contributed RM84.1bil in 2018*. Retrieved from <https://www.nst.com.my/news/nation/2019/02/464397/tourism-contributed-rm841bil-2018>
- Blumberg, B., Cooper, D. R., & Schindler, P. S. (2005). *Business Research Methods*. Berkshire: McGrawHill Education.
- Browner W., Newman T., Cummings S., & Hully S. (1988). Getting ready to estimate sample size: hypotheses and underlying principles. *Designing clinical research*. 2. 51-63.
- Bunch, M. E. (1958). The Concept of Motivation. *The Journal of General Psychology*, 58(2), 189–205. <https://doi.org/10.1080/00221309.1958.9920394>
- Busby, G., & Fiedel, D. (2001). A contemporary review of tourism degrees in the United Kingdom. *Journal of Vocational Education & Training*, 53(4), 501–522. <https://doi.org/10.1080/13636820100200174>
- Bushell, R., Prosser, G. M., Faulkner, H. W., & Jafari, J. (2001). Tourism research in Australia. *Journal of Travel Research*, 39(3), 323–326. <https://doi.org/10.1177/004728750103900314>

- Callan, R. J. (1996). Supervised work experience in Europe: A profile of U.K. undergraduates' perceptions. *International Journal of Contemporary Hospitality Management*, 9 (1), 35-39
- Chakrabartty, S. N. (2013). Best Split-Half and Maximum Reliability. *IOSR Journal of Research & Method in Education*, 3(1), 1-8.
- Child, D. (2006). *The essentials of factor analysis. (3rd ed.)*. New York, NY: Continuum International Publishing Group.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson Education, Inc.
- Dal, Ümran & Arifoğlu, Berna & Razi, Gülcem. (2009). What factors influence students in their choice of nursing in North Cyprus?. *Procedia - Social and Behavioral Sciences*. 1. 1924 - 1930. <https://doi.org/10.1016/j.sbspro.2009.01.338>
- Daniel, E. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, 7(16), 91-100.
- Deery, M., & Shaw, R. (1999). An investigation of the relationship between employee turnover and organizational culture. *Journal of Hospitality & Tourism Research*, 23(4), 387–400. <https://doi.org/10.1177/109634809902300404>
- Dhanao, R. (2014). Status of tourism and hospitality education in India. *International Journal in Multidisciplinary and Academic Research*, 3(1), 90–94. <http://ssijmar.in/vol3no1/vol3%20no1.9.pdf>
- Dodds, R., & Muchnick, H. (2008). Why Do They Come: Ryerson University Student Expectations for Choosing a Hospitality and Tourism Degree. *Journal of Hospitality & Tourism Education*, 20(3), 17–19. doi:10.1080/10963758.2008.10696917
- Doody, O., & Doody, C. M. (2015). Conducting a pilot study: Case study of a novice researcher. *British Journal of Nursing*, 24(21), 1074-1078. <https://doi.org/10.12968/bjon.2015.24.21.1074>
- Ezeuduji, I., Chibe, M., & Nyathela, T. (2017). Hospitality management study programme and students' perceptions: Universities in South Africa. *Journal of Teaching in Travel & Tourism*, 17(4), 313–324. <https://doi.org/10.1080/15313220.2017.1399850>
- Fiske, S. T., & Markus, H. R. (2012). *Facing social class: How societal rank influences social interaction*. New York, NY: Russell Sage Foundation

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.)*. New York: Mc Graw Hill.
- Gibson, E. J. (1970). The development of perception as an adaptive process. *American scientist*, 58(1), 98–107.
- Go, F. M., and Pine, R. (1995). *Globalisation strategy in the hospitality industry*, London: Routledge.
- Goldsmith, A., & Mohd Zahari, M. S. (1993). Hospitality education in Malaysia: Filling the skill gap. *International Journal of Contemporary Hospitality Management*, 6 (6), 27- 31. <https://doi.org/10.1108/09596119410070459>
- Haase, H. & Lautenschläger, A. (2011). Career Choice Motivations of University Students. *International Journal of Business Administration*. 2. DOI: 10.5430/ijba.v2n1p2.
- Hair, J. Samuol, P., Page, M & Money A. (2010). *Research Methods for Business*. England: John Wiley&Sons Ltd
- Hamzah, A. (2004). *Policy and planning of the tourism industry in Malaysia*. The 6th ADRF general meeting, Bangkok, Thailand.
- Hall, E. G., & Hansen, J. (1997). Self-actualizing men and women - A comparison study. *Roeper Review*, 20(1), 22–27. doi:10.1080/02783199709553846
- Heraty, N., & Morley, M. (1998). In search of good fit: Policy and practice in recruitment and selection in Ireland. *Journal of Management Development*, 17(9), 662–685. <https://doi.org/10.1108/02621719810244490>
- Hjalager, A. (2003). Global tourism careers? Opportunities and dilemmas facing higher education in tourism. *The Journal of Hospitality Leisure Sport and Tourism*, 2(2), 26–38. <https://doi.org/10.3794/johlste.22.35>
- Howard, R. W. (1992). Classifying types of concept and conceptual structure: Some taxonomies. *European Journal of Cognitive Psychology*, 4(2), 81–111. <https://doi.org/10.1080/09541449208406245>
- Huyton, J. R. (1997). The implications of cross-cultural communication in the hotel industry: A Chinese case. *Proceedings of 1997 National tourism and hospitality research conference*, 158–165. Bureau of Tourism Research.
- Jafari, J. (1997). Tourismification of the profession: Chameleon job names across the industry. *Progress in Tourism and Hospitality Research*, 3(2), 175–

181. [https://doi.org/10.1002/\(sici\)1099-1603\(199706\)3:2<175::aid-pt91>3.0.co;2-w](https://doi.org/10.1002/(sici)1099-1603(199706)3:2<175::aid-pt91>3.0.co;2-w)
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39(1), 31-96. <https://doi.org/10.1007/BF02291575>
- Kamangar F. & Islami F. (2013). Sample size calculation for epidemiologic studies: principles and methods. *Archives of Iranian Medicine (AIM)*. 16(5).
- Khan, N. (2008). Human resource development in the tourism industry in india: A case Study of Air India Ltd., New Delhi. *El Periplo Sustentable*, 14(14), 89. <https://doi.org/10.21854/eps.v0i14.944>
- Kim, B. P., McCleary, K. W., & Kaufman, T. (2010). The New Generation in the Industry: Hospitality/Tourism Students' Career Preferences, Sources of Influence and Career Choice Factors. *Journal of Hospitality & Tourism Education*, 22(3), 5–11. <https://doi.org/10.1080/10963758.2010.10696979>
- Kim, D., Markham, F. S., & Cangelosi, J. D. (2002). Why Students Pursue the Business Degree: A Comparison of Business Majors Across Universities. *Journal of Education for Business*, 78(1), 28–32. <https://doi.org/10.1080/08832320209599694>
- Kim, S. S., Lee, M. J., & Chon, K. (2008). Study Motivations and Study Preferences in the Korean Hospitality and Tourism Field. *Journal of Marketing for Higher Education*, 18(2), 216–239. <https://doi.org/10.1080/08841240802487395>
- Kim, S. S., Guo, Y., Wang, K.-C., & Agrusa, J. (2007). The study motivations and study preferences of student groups from Asian nations majoring in hospitality and tourism management programs. *Tourism Management*, 28(1), 140–151. <https://doi.org/10.1016/j.tourman.2005.11.003>
- Kim, T.-Y. & Kim, Y.-K. (2015). Elderly Korean learners' participation in English learning through lifelong education: Focusing on motivation and demotivation. *Educational Gerontology*, 41 (2), 120–135.
- Kumar, A. (2018). Hospitality education in India: Issues and challenges. *Journal of Hotel and Business Management*, 7(1). <https://doi.org/10.4172/2169-0286.1000169>
- Kusluvan, S., & Kusluvan, Z. (2000). Perceptions and attitudes of undergraduate tourism students towards working in the tourism industry in Turkey. *Tourism Management*, 21(3), 251–269. [https://doi.org/10.1016/s0261-5177\(99\).00057-6](https://doi.org/10.1016/s0261-5177(99).00057-6)
- Lareau, A., & Conley, D. (2008). *Social class*. New York, NY: Russell Sage Foundation

- Lashley, C. (2013). Student Employment In Hospitality And Tourism: Insights From A Recent Study. *Research in Hospitality Management*, 3(1), 1-8, DOI: 10.1080/22243534.2013.11828297
- Lee, M. J., Kim, S. S. and Lo, A. (2008). Perception of hospitality and tourism students towards study motivations and perceptions: A study of Hong Kong students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 7(2): 45-58.
- Lee, M., Olds, D., & Lee, C. (2010). Why students choose a hospitality and tourism program: A pilot study of U.S. undergraduate students. *Journal of Hospitality & Tourism Education*, 22(3), 20–26. <https://doi.org/10.1080/10963758.2010.10696981>
- Lewis, A., and Airey, D. (2001). Tourism career in Trinidad and Tobago: Perceptions of secondary school students. *Tourism Hospitality Research*, 3 (1), 7-20. <https://www.jstor.org/stable/23743847>
- Lu, T., & Adler, H. (2009). Career goals and expectations of hospitality and tourism students in China. *Journal of Teaching in Travel & Tourism*, 9(1–2), 63–80. <https://doi.org/10.1080/15313220903041972>
- Majid, Umair. (2018). Research Fundamentals: Study Design, Population, and Sample Size. *Undergraduate Research in Natural and Clinical Science and Technology (URNCSST) Journal*, 2(1), 1-7.
- McMillan, J. H. & Schumacher, S. (2010). *Research in Education – Evidence-Based Inquiry*. (7th ed.) Boston: Pearson Education, Inc.
- Melnic, A.S. & Botez, N. (2014). Academic learning motivation. *Economy Transdisciplinarity Cognition*, 17 (2), 56–62.
- Mertler, C. A. (2014). *Action research: Improving schools and empowering educators* (4th ed.). Thousand Oaks, CA: SAGE.
- Mertler, C. A. (2016). *Introduction to educational research*. Thousand Oaks, CA: SAGE.
- Mukesh Kumar, Salim Abdul Talib, T. Ramayah. (2013). *Business Research Methods*. Kuala Lumpur: Oxford Fajar Sdn Bhd.
- Ministry of Education (2018). *Quick Facts 2018*. Malaysia Educational Statistics. Putrajaya, Educational Planning and Research Division.
- Ministry of Education (2019). *Quick Facts 2019*. Malaysia Educational Statistics. Putrajaya, Educational Planning and Research Division.

- Mishra, P., Singh, U., Pandey, C., Mishra, P., & Pandey, G.. (2019). Application of student's t-test, analysis of variance, and covariance. *Annals of Cardiac Anaesthesia*. https://doi.org/10.4103/aca.ACA_94_19
- Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. Tokyo: JALT.
- Oppenheimer, V. K. (2001). Social Demography: Role of Inequality and Social Differentiation. *International Encyclopedia of the Social & Behavioral Sciences*, 14270–14276.
- Powell, S., & Wood, D. (1999). Is recruitment the millennium time bomb for the industry worldwide? *International Journal of Contemporary Hospitality Management*, 11(4), 138–141. <https://doi.org/10.1108/09596119910263513>
- Prescott, P. A., & Soeken, K. L. (1989). The potential uses of pilot work. *Nursing Research*, 38(1), 60. <https://doi.org/10.1097/00006199-198901000-00015>
- Purcell, K., & Quinn, J. (1996). Exploring the education-employment equation in hospitality management: A comparison of graduates and HNDs. *International Journal of Hospitality Management*, 15(1), 51–68. [https://doi.org/10.1016/0278-4319\(96\)00002-3](https://doi.org/10.1016/0278-4319(96)00002-3)
- Richardson, S. (2008). Undergraduate tourism and hospitality students attitudes toward a career in the industry: A preliminary investigation. *Journal of Teaching in Travel & Tourism*, 8(1), 23–46. <https://doi.org/10.1080/15313220802410112>
- Richardson, S. (2009). Undergraduates' perceptions of tourism and hospitality as a career choice. *International Journal of Hospitality Management*, 28(3), 382–388. doi:10.1016/j.ijhm.2008.10.006
- Roths, A., Lemos, M. S., & Gonçalves, T. (2014). Motives and Beliefs of Learners Enrolled in Adult Education. *Procedia - Social and Behavioral Sciences*, 112, 939–948. <https://doi.org/10.1016/j.sbspro.2014.01.1252>
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation Coefficients: Appropriate Use and Interpretation. *Anesthesia & Analgesia*, 126(5), 1763-1768.
- Sequeira, A.H. (2014). Conceptualization in Research. *SSRN Electronic Journal*.
- Sharma, Sohil. (2019). Descriptive Statistics. Retrieved from https://www.researchgate.net/publication/333220406_Descriptive_Statistics
- Shyju, P. J., & Tanwar, N. (2020). Motivation of students to study a tourism programme in India. *Anatolia*, 1–16. <https://doi.org/10.1080/13032917.2020.1747237>

- Simons, K., Lowe, D. & Stout, D. (2004). Comprehensive Literature Review: Factors Influencing Choice of Accounting as A Major. *Journal of the Academy of Business Education*. 5.
- Singh, S. (1997). Developing human resources for the tourism industry with reference to India. *Tourism Management*, 18(5), 299–306. [https://doi.org/10.1016/s0261-5177\(97\)00018-6](https://doi.org/10.1016/s0261-5177(97)00018-6)
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management*, 5 (2), 18 -27. <https://doi.org/10.2139/ssrn.3205035>
- Taormina, & Gao. (2013). Maslow and the Motivation Hierarchy: Measuring Satisfaction of the Needs. *The American Journal of Psychology*, 126(2), 155. <https://doi.org/10.5406/amerjpsyc.126.2.0155>
- Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach’s Alpha. *International journal of Medical Education*, 2, 53-55.
- The Star. (2019). *Tourism contributes RM42bil to the economy*. Retrieved from <https://www.thestar.com.my/business/business-news/2019/08/24/tourism-contributes-rm42bil-to-economy>
- Tourism Malaysia. (2018). 2018 Annual Report. Retrieved from https://www.tourism.gov.my/pdf/uploads/annual-reports/Tourism_AR2018.pdf
- Wan Yim King, P., & Kong Weng Hang, F. (2011). Career perceptions of undergraduate gaming management students. *Journal of Teaching in Travel and Tourism*, 11(4), 367–391. <https://doi.org/10.1080/15313220.2011.624409>.
- World Travel & Tourism Council. (2019). *Travel and Tourism. Economic Impacts 2019*. Retrieved from <https://wtcc.org/Research/Economic-Impact>
- World Travel & Tourism Council. (2020). *Travel and Tourism. Global Economic Impacts & Trends 2020*. Retrieved from <https://wtcc.org/Research/Economic-Impact>
- WTTC. (1996). World Travel and Tourism Council. Progress and priorities. New York.
- Ying Z.G, Kuo C.W, Lei & Shuling. (2005). Motivations For Choosing To Study Tourism And Hospitality Management: A Comparison of Mainland Chinese and Taiwanese Undergraduate Students. *Asean Journal on Hospitality and Tourism.*, 14, 27-38. <https://doi.org/10.5614/ajht.2005.4.1.03>

Appendices



IDENTIFYING MOTIVATION FACTORS OF STUDENTS CHOOSING TOURISM AND HOSPITALITY PROGRAMS IN UNIVERSITI MALAYSIA KELANTAN.

Dear Sir/Madam,

We are a student in Bachelors of Entrepreneurship (Hons) (Tourism) Universiti Malaysia Kelantan. We are seeking your kind assistance in giving your best answer regarding our short survey on the motivation of students to choose the tourism and hospitality program in Universiti Malaysia Kelantan.

We are seeking your kind assistance in giving your best answer regarding our short survey on the motivation of students to choose the tourism and hospitality programs in Universiti Malaysia Kelantan. All information will be kept confidential and used for academic purposes only.

Thank you for your time and cooperation.

<i>KHIRRUN AN NISA BINTI BHAUDIN</i>	<i>H18A0170</i>
<i>SURAYA BINTI ISMAIL</i>	<i>H18A0619</i>
<i>MOHD IZZHAM HAKIM BIN SAMURI</i>	<i>H18A0231</i>
<i>MUHAMMAD AMZAR BIN ABD AZIZ</i>	<i>H18A0247</i>

Our research aims to achieve the following objectives:

- To determine the students' perceptions for choosing tourism and hospitality programs in UMK
- To investigate the main motivational factor for choosing tourism and hospitality programs in UMK
- To determine the differences of motivations between two genders for choosing tourism and hospitality programs in UMK

In this study, we will be discussing three hypotheses to investigate any relationship about motivation of students choosing tourism and hospitality programs in UMK:

H1: There is a Motivational factor of students for choosing Tourism and Hospitality programs in UMK

H1a: Social status is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1b: Self-actualization is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1c: Job Opportunities is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1d: Ease of study is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1e: Scholastic achievement is a motivational factor of students choosing tourism and hospitality programs in UMK.

H1f: Field attractiveness is a motivational factor of student choosing tourism and hospitality programs in UMK.

H2: There is a difference between two type genders and their motivation for choosing the tourism and hospitality programs in UMK.

H3: There is a relationship between motivation factors and perception of students choosing tourism and hospitality programs in UMK.

Section A: Demographic Characteristic

Please specify your answer by tick (✓) on the relevant answer provided.

Gender

Male	
Female	

Age Group

19-21	
22-24	
25-27	
28-30	
Above 30	

Course

Tourism	
Hospitality	

Year

First	
Second	
Third	
Fourth	

UNIVERSITI
MALAYSIA
KELANTAN

Section B: Perceptions of students choosing a Tourism and Hospitality Programs

Please indicate your level agreement to the respective statements by tick (√) only one answer for each statement

Perceptions	Strongly Disagree	Disagree	Agree	Strongly Disagree
Qualify themselves to embark in Tourism and Hospitality Industry.				
There is chance to join a rapidly growing industry.				
Studying Tourism and Hospitality programs offers transferable skills.				
Tourism and Hospitality programs offers endless opportunities.				
Parental encouragement is why I choose Tourism and Hospitality programs.				
Tourism and Hospitality offers many career opportunities.				
These are creative and innovative programs.				
Learning Tourism and Hospitality subjects is learning vital skills.				
Tourism and Hospitality programs has a lot of job variety.				
It is within my personal interest choosing Tourism and Hospitality programs.				
Tourism and Hospitality programs offer flexible environment.				
Tourism and Hospitality industries offer good salaries.				
Studying Tourism and Hospitality subjects is easier than other subjects.				
There are a lot of opportunities to travel when taking Tourism and Hospitality programs.				
Tourism and Hospitality programs offer great flexibility.				

KELANTAN

Section C: Motivational Factors of students choosing Tourism and Hospitality Programs

Please indicate your level agreement to the respective statements by tick (√) only one answer for each statement

Motivational Factors	Strongly Disagree	Disagree	Agree	Strongly Agree
Factor 1: Social status				
I like to know more about different cultures				
I want show my social status				
I like make friendship with foreign students				
The Hospitality and Tourism Program have a good reputation as other similar job.				
Factor 2: Self-actualization				
I would like to gain self-actualization.				
I have more interest in these programs.				
I like to learn foreign languages.				
This field suits my aptitude.				
Factor 3: Job Opportunity				
I believe that there are a variety of job opportunities.				
I believe that the level of salary is high in these programs.				
I believe that these programs have a growing potential.				
I believe that these programs are practical rather than theoretical.				
I believe that the percentage of employment is higher upon graduation.				
Factor 4: Field Attractiveness				
I like to serve others.				
Jobs in this field look attractive.				
I would like to study more in this field.				
I believe that can have many opportunities to take more overseas trips.				

Factor 5: Ease of study				
This program is easy to score and less struggle for learning.				
Compare to others fields, I find it is easier to get good grades in these programs.				
I like to get more knowledge in this field compared to others.				
The entry requirement is minimums for this program.				
Factor 6: Scholastic Achievement				
I would like to be an excellent scholar in these programs				
I would like to be a scholar in Tourism and Hospitality fields.				
Compared to others fields, it is easier to get a professorship in these programs.				
I would like to study more in these programs.				





Universiti Malaysia
KELANTAN

**BORANG PENILAIAN PAKAR
(SOAL SELIDIK)**

Setelah menyemak dan menilai soal selidik yang telah dibina, dengan ini saya mengesahkan bahawa :

NAMA PENKAJI : DR. SHATHEES BASKARAN

NO. MATRIK : NIL

FAKULTI : UTM

TAJUK KAJIAN : MOTIVATIONS OF STUDENTS CHOOSE TOURISM AND HOSPITALITY PROGRAMS IN UNIVERSITI MALAYSIA KELANTAN

Soal selidik yang dibina adalah SESUAI / TIDAK SESUAI untuk digunakan dalam kajian tersebut.

Ulasan secara keseluruhan:

Soal Selidik ini memerlukan perubahan seperti yang disarankan di soal selidik yang dilampirkan.

Tandatangan Panel Pakar : *Shathees Baskaran*

Tarikh : 10/12/2020

Cop Jawatan : Pensyarah Kanan

ppta

ORIGINALITY REPORT

18%

SIMILARITY INDEX

11%

INTERNET SOURCES

6%

PUBLICATIONS

12%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Universiti Malaysia Kelantan

Student Paper

3%

2

Shyju P J, Naresh Tanwar. "Motivation of students to study a tourism programme in India", *Anatolia*, 2020

Publication

1%

3

Eddy Kurobuza Tukamushaba, Honggen Xiao. "Hospitality and Tourism Education in Uganda: An Integrative Analysis of Students' Motivations and Industry Perceptions", *Journal of Teaching in Travel & Tourism*, 2012

Publication

1%

4

Submitted to Universiti Teknologi MARA

Student Paper

1%

5

Catalina Juaneda, Raquel Herranz, Juan José Montaña. "Prospective student's motivations, perceptions and choice factors of a bachelor's degree in tourism", *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2017

Publication

1%

fulltext.phuket.psu.ac.th

KELANTAN