

Research Article

Motivation and Attitude towards Studying Tourism among Students of Kaski District, Nepal

§Amin Palikhe^{*}, Nabin Bahadur Adhikari^{**}, Sudan Kumar Mulmi^{***}

Lecturer^{*}, Prithvi Narayan Campus

Lecturer^{**}, Prithvi Narayan Campus

Lecturer^{***}, Prithvi Narayan Campus

✉Corresponding Author: a2palikhe@yahoo.com

Article History

Received 3 June 2019

Revised 8 October 2019

Accepted 24 November 2019

Abstract

This study aimed to find the factors that motivate students to study tourism in the colleges of Nepal and to identify selection patterns for studying tourism subject through analysis of socio-demographic determinants according to gender, study level and college type. This study is designed as a descriptive and analytical study based on primary data. A total of 124 respondents collected from Kaski district as data input during November 2018 and data are collected using structure questionnaire. Chi-square test is used to determine factors associated with studying tourism in colleges of Nepal according to gender, study level and college type. Cronbach's alpha has been used to test reliability and validity. The result shows that gender has no association with all motivational variables for studying tourism in colleges of Nepal. Study level is associated with motivational variables such as learning value, self-efficacy, interest and emerging subject. College type is associated with motivational variables such as learning value, self-efficacy, social status and interest ($p < 0.05$). This study is particularly relevant for tourism subject teaching colleges and can help them for developing strategies for promotion of tourism subjects. Colleges studying tourism subjects must focus on the various opportunity areas that can be achieved by studying tourism subject to attract students.

Key Words: Attitude, Kaski, motivation, Nepal, tourism.

© The Author, published by JRCC, Janapriya Multiple Campus

Introduction

Tourism is one of the most prevailing subjects in the field of management. Tourism is a social - economic phenomenon which has become the world's largest and fastest growing market. Tourism is considered as the most prominent area within the management and it attracts fewer students than other management subjects like account, finance and marketing. Most of the students perceived tourism as a non-significant subject during high school days and becomes

more unwanted when they are in college and even more neglected subject in graduate education. With such discourse in the learning tourism education, students find it to have a negative attitude toward learning tourism subject because of its not computational exigency in everyday life problem sets. If they don't like the subject more often, they don't feel opportunities (Guido, 2013).

Motivation refers to those push factors that sustain student's desire to study tourism. Motivation is very important for school or college success, in its absence; the student never may make an effort to learn. Students not only have different quantities, but also different qualities of motivation that can vary from time to time depending on the learning and teaching context (Schlechty, 2001). Motivation is a multidimensional construct. Researchers in the field of motivation agree that a student engaging in any learning situation has to answer three fundamental questions: 'Can I do this activity?', 'Do I want to do this activity and why?' and 'What do I need to do to succeed?' (Wiegfield & Eccles, 2001). Students can also be extrinsically motivated to engage in an activity when they believe that working on the task will result in desirable outcomes like reward, good grade, parents' and teachers' approval, avoidance of punishment. Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Ryan & Deci, 2000). Students respond differently to intrinsic and extrinsic motivation and each motivation type results in different form of engagement in and with their learning (Bowen, 2003). Using student voice, the researchers analyze the students' perceptions about their own motivation type and how these might impact the formation of authentic student engagement towards learning tourism. This research not only seeks to identify the relationship between student motivation and engagement in studying tourism subject and courses but also explores the different types motive base segment and cluster of students (Schlechty, 2011). Attitude is a psychological construct, a mental and emotional entity that inheres in or characterizes a person. Attitude can be formed from a person's past and present. An attitude can be a positive or negative. It could be concrete, abstract or just about anything in our environment. It was observed that the students who have negative attitude towards tourism have lack of motivation for enrollment and engagement and also the students who have positive attitudes towards tourism have less motivation for enrollment and engagement (Cracker, 2006). Therefore, this study is designed to understand students' perceptions about their own motivation type and how this may influence and impact on student engagement in learning tourism subject.

The Theory of Planned Behavior (TPB) was developed by Icek Ajzen as an attempt to predict human behavior. The TPB posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention. The first construct of the theory is behavioral intention, which is the motivational factors that influence behavior. The stronger the intention to engage in a given behavior, the more likely it is to perform that behavior. The second construct is attitude towards the behavior which is the extent to which a person has a favorable or unfavorable appraisal of a given behavior. Attitude consists of behavioral beliefs and outcome evaluations. Subjective norm is the third construct which is a social pressure to perform or not to perform a given behavior. Combination of normative beliefs and motivation to comply constitute subjective norm. Perceived behavioral control also plays a key role in the TPB and it refers to people's perception of the ease or difficulty of performing the behavior of interest (Ajzen, 1991).

Hacieminoglu (2016) has done a research on Elementary School Students' Attitude toward Science and Related Variables with the objectives of explain the learning approach, motivational goal and show the effect and relation of gender and socio demographic variables towards the learning of science. Many students, especially females, have negative feelings and attitudes toward science, which discourages them from continuing with scientific inquiries. The correlation results revealed the positive relationship between attitude toward science and the other variables. Multiple regression analysis indicated that while students' meaningful learning, self-efficacy, and nature of science views have a positive contribution, rote learning contributed negatively to the model. The findings also showed that parents' income and education level had a significant effect on students' attitude toward science. Potvin and Hasni (2014) has done an extreme survey covering on last twelve years of educational research in an interest, motivation and attitude towards science and technology at K-12 levels: a systematic review of 12 years of educational research. The results show the relationship that exists between students and science & technology (S&T), is a complex and important one. The analysis revealed that boy/girl differences very frequently and that gender preferences were not as often linked to scientific disciplines as they were to pedagogical contexts or smaller-than-discipline content objects. Guido (2013) has mention about physic in an article of the Attitude and Motivation towards Learning Physics. This study shows that there is no significant difference in the attitude and motivation of students towards learning physics. Furthermore, there is a negligible degree of relationship for attitude and motivation. The relationship between attitude and motivation is due to chance.

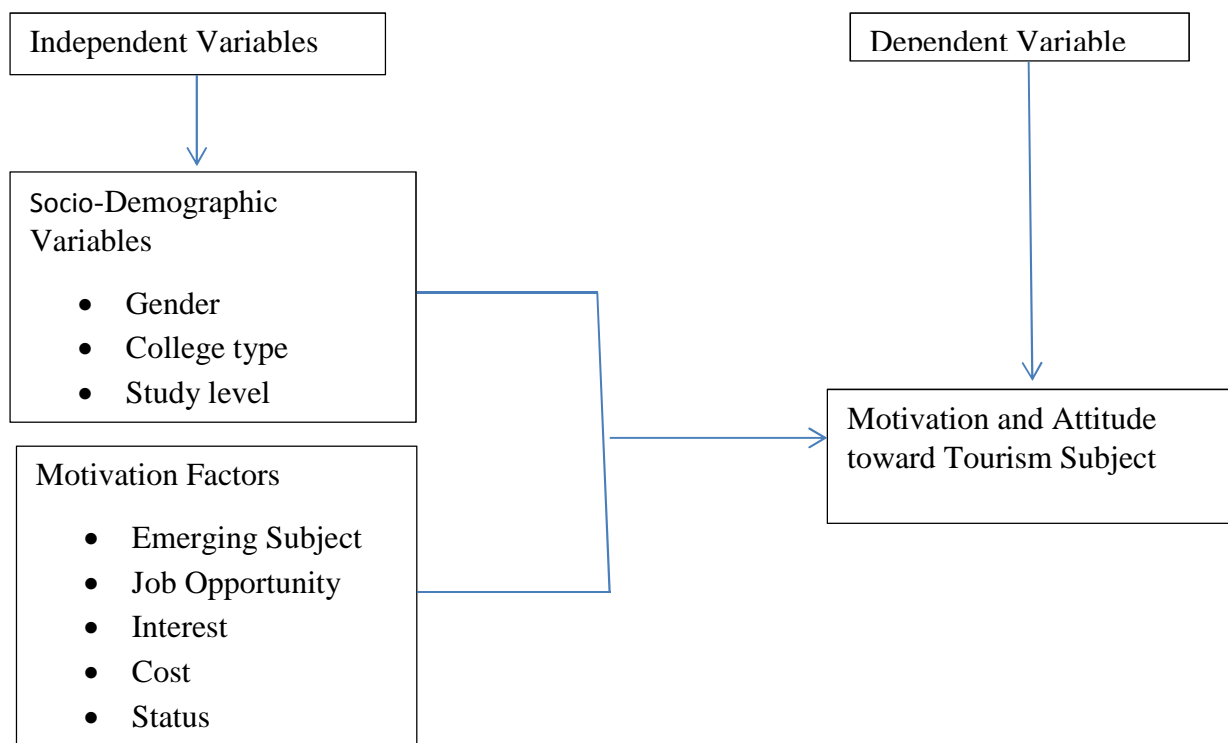


Figure 1. Conceptual framework of motivation and attitude towards learning tourism

In earlier studies, attitudes and motivation were investigated as they were influencing components to learn and study various subject like math and physics. None of the previous literature and review was available which would address the motivation and attitude towards learning tourism subject by Nepalese students. Therefore, this study was done to enhance students' tourism literacy that help them to grasp essential tourism concepts, to understand the nature of tourism, to realize the relevance of tourism to their lives and to willingly continue their tourism study in colleges. This study focuses on the opportunity, scope and area of tourism subject to those students who have knowledge but not so much conviction towards it. So, this study is designed to determine motivational factors which are associated with learning tourism subject and also to select patterns that can be better understood and systematically analyzed through socio-demographic determinants according to gender, college type and study level. By studying literature, following conceptual framework was developed.

The figure shows the direct relationship of the predictive variables with the dependent variable which is learning tourism subject and course. Selection of tourism subject and courses are influenced by gender, college type, study level and different motivational and attitudinal factors like emerging subject, job opportunity, interest, cost and social status which inspire for studying tourism subject. The figure demonstrates a model of selecting tourism subject and courses by students. It involves two categories of factors: socio demographic and motivational & attitude. It is conceptualized that selection of tourism subject and courses are affected by above two categorical factors. Therefore, it is hypothesized that these two factors have significant relationship with motivation towards studying tourism subject.

H₁: Gender, college type and study level have significant association with motivation towards studying tourism subject.

H₁: Interest, job opportunity, cost, social status, self-efficacy, learning values have significant association with motivation towards studying tourism subject.

Data and Methods

Descriptive and analytical research design was used to examine the association between studying tourism and other selected socio-demographic determinants. Bi-variate analysis had done separately to examine association. The study population was the students of management and tourism studying students of grade 12 and bachelor level in schools and colleges of Kaski District. This study was based on primary data collected from a sample of 124 students. The sampling techniques used are purposive sampling and stratified random sampling.

As Kaski district is popular for tourism in Nepal and many colleges in Kaski district are offering tourism course so Kaski district was taken as sample area by using purposive sampling. Stratified sampling was used to select two public colleges, one tourism studying college and one private college that were registered in department of education in Pokhara. The sample of 62 students from public college, 27 students from tourism studying college and 35 students from private college were taken. The questionnaire was used as a data collection tool where questionnaire was opened and closed ended in nature.

After checking completeness and accuracy of the data obtained from field visit, the collected data were entered and analyzed by using statistical package for social science (SPSS) version 20.0. Descriptive statistics were conducted using frequencies. Reliability have been tested by Cronbach's alpha ($\alpha= 0.82$) by using SPSS where internal reliability of a set of items that measure a particular construct of independent variables to influence dependent of studying tourism courses. Validity is tested by test and re- test of questionnaire whether it covers all the variables and items. Beside this, construct validity was measure by focusing all items related to construct of independent variables. It was checked by the help of expert researcher to analysis whether there was missed item of content validity or not.

For statistical analysis, chi-square test and multiple correlation was applied to examine factors that motivate students to study tourism in the colleges in Kaski district, Nepal and to identify selection patterns for studying tourism subject through analysis of socio-demographic determinants according to gender, college type and study level. The ethical value was consideration. For this, purposed colleges were visited and took special permission from administration to distribute and administered those questionnaires to the student studying management subject and tourism subject. The level of significance ($p<0.05$, $p<0.01$, and $p<0.001$) was taken to be statistically significant.

Result and Discussion

It is essential to know some demographic and socio-economic characteristics of the population studies. This topic mainly deals with some important demographic characteristics such as, sex structure, education, occupation, income level and other economic characteristics of respondents.

Table 1

Distribution of Respondents on the basis of socio-demographic characteristics

Characteristic	Frequency
Gender	
Male	65 (52.4)
Female	59(47.6)
Ethnic/caste	
Nepali	101(81.5)
Gurung	3(2.4)
Magar	3(2.4)
Others	1(.8)
No Response	16(12.9)
Religion	
Hindu	95(76.6)
Buddhist	20(16.1)
Christian	9(7.3)
College type	
Public college	89(71.8)

Private College	35(28.2)
Level	
+ 2	79(63.7)
Bachelor in Tourism	35(36.3)
Income	
0-10000	2(1.6)
10000-15000	8(6.5)
15000-20000	21(16.9)
20000-25000	51(41.1)
25000 above	42(33.9)
Occupation	
Service	35(28.2)
Own	47(37.9)
Foreign	28(22.6)
Agriculture	14(11.3)

Sources: Field Survey, 2018 (parenthesis indicates percentage)

Table 1 demonstrates that 52.4 percent is male respondents and 47.6 percent is female respondent during the survey period. Above table shows that students studying tourism or non-tourism subject, 81.5 percent speak Nepali language. It also reveals that 76.6 percent respondents fall under the Hinduism. During the survey period for the motivation and attitude towards tourism subject, 71.8 percent respondents are taken from the public school and remaining from private college. Bachelor in tourism is unique and new subject in Kaski district as well as in Nepal. The sources of students are intermediate so that 63.7 percent of respondents are taken from those levels. Those who were studying in tourism subject in the college or studying “+ 2” level, most of the students’ family income is above 15000 per month. It reveals that 37.9 percent of respondents’ family has their own business.

For identifying selection patterns for learning tourism subject through analysis of socio-demographic determinants, social-economic background is used to determine the motivational attitude of respondent. By the help of cross tabulation, it is possible to make suitable segment by analyzing their attitude towards the tourism subject.

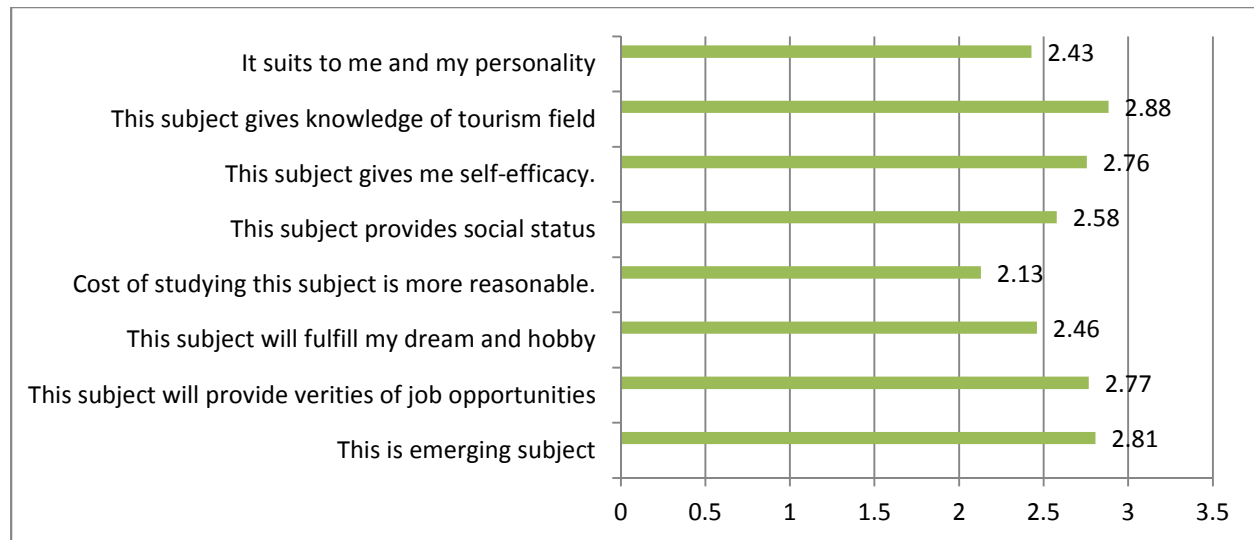


Figure 1. Motivation and attitude towards the studying tourism subject

Figure 2 demonstrates that the motivational factors towards studying of tourism subject and courses. Figures indicates that students are motivated towards studying tourism subject due to fact that this subjects gives knowledge of tourism field. Therefore, it has given the highest mean among the items in motivation towards the studying tourism subject. Cost of studying this subject is more reasonable has less mean.

Table 2

Mean, standard deviation, reliabilities and inter-correlation of study variables

Characteristics	Mean	S.D.	1	2	3	4	5	6	7	8
1.Motivation	2.5867	0.33	(.799)							
2.Emerging Subject	2.5867	0.36	.588**	(.809)						
3.Job Opportunity	2.1993	0.32	0.093	.194*	(.852)					
4.Interesting	2.369	0.41	.602**	.430**	0.138	(.783)				
5.Cost	2.2032	0.34	.292**	.300**	0.171***	.280**	(.834)			
6.Social Status	2.1886	0.43	.383**	.239**	.273**	.665**	.256**	(.806)		
7.Self-efficacy	2.4499	0.37	.484**	.448**	0.058	.485**	.357**	.393**	(.810)	
8.Learning Value	2.5867	0.45	.540**	.540**	0.033	.773**	.286**	.594**	.519**	(.788)

Sources: Field Survey, 2018

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ and reliabilities are in parenthesis

Table 2 demonstrates mean, standard deviation and correlation of the studying variables. First, finding indicates that students are moderately motivated towards the studying tourism subject ($M=2.5867$) but it has significantly less mean than a set of items of motivation of knowledge of tourism field ($M=2.88$, figure 2). Second, motivation towards studying of tourism subject and course have less correlated to the motivational variables: emerging subject, cost, social status, self-efficacy and learning value. There is significant moderate correlation between motivation and interesting subject but there is low degree of relation to job opportunity. Third, there is high degree of reliability in to a set of items of variable construct. To test the hypothesis, $p < 0.05$, $p < 0.01$, and $p < 0.001$ are used to explore the significant of relationship.

Table 3

Hypothesis test on the basis of Gender mix to the factors affecting motivation variables

Factors affecting selection of tourism subject	Gender mix(p-value)	Pearson Chi-Square	df
Learning Value	0.633	.914	2
Self-Efficacy	0.349	2.107	2
Social Status	0.231	2.928	2
Cost	0.876	.264	2
Interest	0.644	.879	2
Job Opportunity	0.591	1.053	2
Emerging subject	0.414	1.761	2

Sources: Field Survey, 2018

*significant at 5 percent level

Table 3 demonstrates the test of hypothesis of gender mix to the factors affecting motivation variables. There is no significance difference between genders to all motivational as $p > 0.05$.

Table 4

Hypothesis test on the basis of Student level to the factors affecting motivation variables

Factors affecting selection of tourism subject	p-value	Pearson Chi-Square	df
Learning Value	0.001*	15.199	2

Self-Efficacy	0.002*	12.895	2
Social Status	0.052	5.930	2
Cost	0.099	4.627	2
Interest	0.000*	16.790	2
Job Opportunity	0.249	2.778	2
Emerging subject	0.028*	7.122	2

Sources: Field Survey, 2018

*significant at 5 percent level

Table 4 demonstrates the test of hypothesis of study level to the factors affecting motivation variables. There is no significance difference between study levels to all motivational variables except learning value, self-efficacy, interest and emerging subject as $p < 0.05$.

Table 5

Hypothesis test on the basis of College wise to the factors affecting motivation variables

Factors affecting selection of tourism subject	College wise p-value	Pearson Chi-Square	df
Learning Value	0.000*	36.511	4
Self-Efficacy	0.022*	11.436	4
Social Status	0.000*	20.918	4
Cost	0.605	2.725	4
Interest	0.000*	28.505	4
Job Opportunity	0.408	3.985	4
Emerging subject	0.192	6.099	4

Sources: Field Survey, 2018

*significant at 5 percent level

Table 5 demonstrates the test of hypothesis of college type to the factors affecting motivation variables. There is no significance difference between college type to all motivation all variables except learning value, self-efficacy, social status and interest as $p > 0.05$.

Conclusion

The major finding of present study is that gender has no association with all motivational variables for studying tourism in colleges of Nepal. Study level is associated with motivational variables such as learning value, self-efficacy, interest and emerging subject. Study shows that learning value, self-efficacy, interest and emerging subject are the motivational factors that are associated with studying tourism subject in colleges of Nepal from point of view of study level. College type is associated with motivational variables such as learning value, self-efficacy, social status and interest. This shows that learning value, self-efficacy, social status and interest are the motivational factors that are associated with studying tourism subject in colleges of Nepal from point of view of college type. Tourism is emerging subject therefore it is so popular that through studying tourism people can directly or indirectly involve in either pure tourism business such as hotel, restaurant, lodge or non-tourism related businesses. Colleges must focus on the various opportunity areas that can be achieved by studying tourism subject to attract students.

Acknowledgements

Authors would like to thank all the participants for their valuable information. We are also grateful to the Janapriya Research and Consultancy Center (JRCC) for funding this mini research. We would like to appreciate the suggestions of our supervisor and highly indebted to Prof. Dr. Vikash Kumar K.C. for his immense support in reviewing this paper.

References

- Ajzen, Icek (2001). Nature and Operation of Attitudes. *Annual Review of Psychology*. 52, 27–58.
- Bowen, E. R. (2003). Student Engagement and Its Relation to Quality Work Design: A Review of the Literature. *Action Research Exchange*, 2 (1).
- Cracker, D. (2006). “Attitudes towards science of Students enrolled in Introductory Level Science Courses”. *UW-L Journal of Undergraduate Research IX*, 1-6.
- Eagly, Alice H., and Shelly Chaiken. (1998) "Attitude, Structure and Function." In Handbook of Social Psychology, ed. D.T. Gilbert, Susan T. Fisk, and G. Lindsey, New York: McGowan-Hill, pp 269–322
- EsmeHacieminoglu, E. (2015). Elementary School Students' Attitude toward Science and Related Variables. *International Journal of Environmental & Science Education*, 11(2), 35-52.
- Guido, R. M. (2013). Attitude and Motivation towards Learning Physics. *International Journal of Engineering Research & Technology (IJERT)* 2 (11).
- Hunt, J. D. (1975). Images as a Factor in Tourism Development, *Journal of Travel Research*, 13 (3), 1-7.

- Lee, O., & Brophy, J. (1996). Motivational patterns observed in sixth-grade science classrooms. *Journal of Research in Science Teaching*, 33(3), 585–610.
- Main, R. (2004). *The rupture of time: Synchronicity and Jung's critique of modern western culture*. Routledge.
- Newmann, F. M. (1996). *Authentic achievement: restructuring schools for intellectual quality* (1st ed.). San Francisco: Jossey-Bass Publishers.
- Patrice, P. & Abdelkrim, H., Studies in Science Education (2014): Interest, motivation and attitude towards science and technology at K-12 levels: a systematic review of 12 years of educational research, *Studies in Science Education*
- Pintrich, P.R., Schunk, D.H. (2002). *Motivation in education: Theory, research and applications* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall
- Rizal, S. (2005). *Tourism Business of Pokhara*. Unpublished Master's Degree Thesis, Department of Management T.U.
- Russell, V. J., Ainley, M., & Frydenberg, E. (2005). *Student motivation and engagement Schooling Issues Digest*. Australian Government, Department of Education, Science and Training.
- Ryan, R.M., Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 23, 54-67.
- Schlehty, P. C. (2001). *Shaking up the schoolhouse*. San Francisco, USA: Jossey-Bass Publishers.
- Schlehty, P. C. (2002). *Working on the work an action plan for teachers, principals and superintendents* (1sted.). San Francisco, USA: Jossey Bass.
- Vogel, T., Bohner, G., & Wanke, M. (2014). *Attitudes and attitude change*. Psychology Press.
- Wigfield, A., Eccles, J.S. (2001). *Development of achievement motivation*. San Diego: Academic Press.
- Wood, W. (2000). Attitude change: persuasion and social influence. *Annual Review of Psychology*, 51, 539–570.
- Zohar, D. (1998). An additive model of test anxiety: Role of exam specific expectations. *Journal of Educational Psychology*, 90, 330-340.