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Programme: International Hospitality & Tourism Management (IHTM)

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Aim & Objectives

To **determine** which motivational factors attract students to continue Hospitality Management education



1. To **critically evaluate** the application of theories regarding motivational factors of students to pursue higher education



2. To conduct primary research in order to **identify** and **evaluate** motivational factors of students to study at IMI



3. To **provide recommendations** to marketing & recruitment teams and **provide** hospitality lecturers & staff with **insights** on motivations to study hospitality

Background & Rationale

- 'What **motivates** you to study Hospitality at IMI?'
- An **Assumption**: Every student here studies 'to reach the top' (IMI, n.d.)
- Own motivation is different – Students' **Motivations differ** from each other.
- Received **high(est) quality education** from IMI
- Case study **contributes to IMI's knowledge** on motivations of students
- Published **research limited** on motivations to study Hospitality (specifically hospitality in Switzerland) compared to IT, Medicine, Engineering
- One **single study** on motivations to study Hospitality in 2004 at IMI, 15+ years ago! (Efendy, 2010)
- Necessary to **conduct new case study at IMI** to update on this generation's student body's motivations
- Be **an example** for likewise studies at other hospitality schools

Introduction

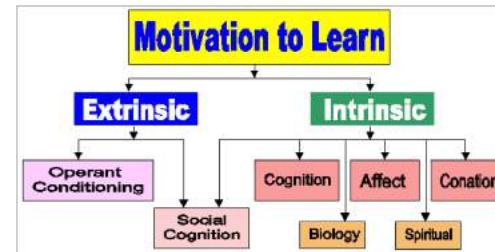
- The international travel & tourism industry is the **fastest growing sector** in today's world (UNWTO, 2018)
- International **travelers**: <25ml in 1950's, >1bl in 2015. Forecast is >2bl by 2030 (UNWTO, 2018)
- A **Positive relationship** between tourism and hospitality. Tourism generates jobs (Aynalem et al. (2016)
- A **scarcity** in hospitality employment! (Bradley, 2015)
- Hoteliers in **high demand** – **Enrol** in (Swiss) hospitality programmes
- Switzerland = '**Birthplace of hospitality**': 'Swiss sense' & 'Made in Switzerland' (SEG, n.d.; Chandrasekhar, 2015)
- Major **selling points**: Prestige, high-quality education, excellent quality of life, Switzerland (O'Brien, 2001)
- IMI is ranked **12th** (QS, 2018) and attracted many new students (Swissinfo, 2019)

Referencing (A-G)

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Literature Review

- Motivation is derived from the historical Latin term '**movere**' (Kleinginna & Kleinginna, 1981:272), which translates as: **to be moved**.
- Motivation can be subdivided into '**intrinsic**' and '**extrinsic**' (Huitt, 2011:3)

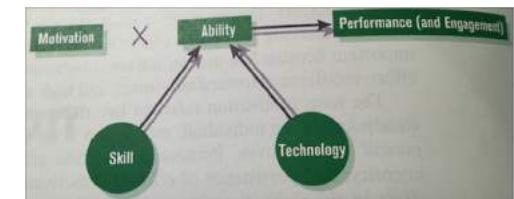


- Intrinsic motivation is an **inner force** that persuades an individual to propel him/herself to do something (e.g.: **YOU!**)
- Extrinsic motivation is an **outer force** that can set a person to do something however with consent and reluctance (e.g.: **parents, family, friends, employer etc.**)
- Key **motivational theories**: Maslow (1943), Vroom (1964), McClelland (1987), Newstrom & Davis (2002), DuBrin (2012)
- The **direction** of the research: 1. Motivation theories, 2. Motivations in education, 3. (Swiss) hospitality education, 4. Own study



Own contribution to knowledge

- Motivation X Ability = Performance (**M x A = P**) (DuBrin, 2012: 394)



- NEW Theory: A **Cycle** of M x A = P (Positive cycle)
- NEW Theory: **M x A x S = F** (Negative cycle)

Methodology & Anticipated Findings

- Primary Research: **Quantitative** RI = Google Forms Questionnaire
- Sampling Method: **Purposive** (ONLY IMI students & alumni)
- Confidence Level (95%), Error margin (5%) – Sample size = 100+
- Data Analysis Tool: **SPSS**
- Alternative **Hypothesis (H1)**: There **IS** significant difference in motivations to study Hospitality among IMI students & alumni

Referencing (H-Z)

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