

**PERCEPTIONS OF TOURISM STUDENTS TOWARDS CAREER CHOICE IN  
THE KENYAN TOURISM INDUSTRY: A COMPARATIVE STUDY OF MOI  
UNIVERSITY AND KENYA UTALII COLLEGE**

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## DECLARATION

### Declaration by Student

This thesis is my original work and has not been presented for a degree in any other University.

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This thesis has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

To my late Father (Chirchir), Mother (Mary), Wife, Sons and Daughters who have been the foundation of my inspiration.

## ABSTRACT

Previous investigations into tourism career choices and course of study selection have provided insights into the range of career influences and perceptions among tourism students. Numerous studies have been done in universities and middle level colleges in many countries of the world on the perceptions of tourism students towards career choice. However, few studies have been carried out focusing on the process and context in which the Kenyan tourism students make decisions about their careers. The study objectives were meant to; establish the types of tourism careers preferred by most tourism students, establish the preparedness of tourism students for careers in the tourism industry, determine the relationship between tourism students' internal and external motivations and career choices in the tourism industry, and determine the career preference of tourism students for formal employment, informal employment and entrepreneurship. The study hypothesized that there was no statistical significant relationship between internal and external motivations and the choice of tourism career among tourism students. It was designed to evaluate from the students' perspective, the usefulness of information given at times of decision-making and factors that facilitate or hinder their post school choices. This study adopted a Cognitive Motivational Theory and Attribution Theory which identifies the impact of internal and external factors affecting student career decisions. This study was descriptive and comparative study that utilized quantitative and qualitative research methodology. Respondents were from Moi University (MU) in Eldoret and Kenya Utalii College (KUC) in Nairobi, both of which are public and leading training institutions widely known to offer tourism courses in Kenya. The target population was made up of 660 persons which comprised of 478 students from Moi University Department of Tourism Management, 163 students from KUC and a total of 19 lecturers – 11 from Department of Tourism Management and 8 from KUC. From the total population, 192 student respondents were chosen for the study using stratified simple random sampling based on their year of study, and 5 lecturers with over five years experience in teaching were chosen purposively from both institutions. Questionnaires were administered to tourism students and semi-structured interviews to tourism lecturers. Data was analyzed using descriptive and inferential statistical techniques. Content Analysis was undertaken for qualitative data; whereas independent sample means, and correlation measures were used as the inferential statistical techniques for quantitative data. Information was presented in tables and graphs to simplify interpretation. The results revealed that external motivational factors played more important roles than the internal ones. It was also revealed that a large proportion of students at the diploma level would opt to pursue entrepreneurship for wealth generation and sustain their livelihoods as compared to the undergraduates who had more focus on further education and formal employment. It is recommended that higher education institutions should network to facilitate the interaction between students and employers through on-the-job training, guest speakers, alumni or internship programs that mediate expectations. The learning institutions offering tourism courses should also develop career development plans in their marketing activities that target potential students in high schools within their catchment areas. There is also a need for the inclusion of career counsellors in admission committees for the proper guidance, and each level of education should be capable of helping the tourism students in making smooth transition from the learning institution to careers.

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## **OPERATIONAL DEFINITION OF TERMS**

- Attitude:** Refers to a person enduring favorable or unfavorable cognitive evaluations, emotional feelings and action tendencies towards some object, event or another person (Brink, 2008). In this study, it refers to a person's perspective towards a specified career target and way of saying and doing things.
- Career:** Refers to an individual's course or progress through life or a distinct portion of life (Murray & Minor 2013). In this study, it is considered to pertain to remunerative and non-remunerative work and also interest to pursue formal education.
- Career choice:** Refers to the broad opportunities that exist for lifelong vocations as set out in a framework of strategies moving towards personal goals (Murray & Minor 2013). In this study, it refers to the fields of vocational, academic, and sociological endeavors explored for the purpose of satisfying personal, economic, and intellectual goals.
- Challenge:** Refers to something that needs a lot of skill, energy, and determination to deal with or achieve, especially something one has never done before and will enjoy doing (Murray & Minor 2013). In this study, it refers to any factors that come between preferences for a career, activity and the choice or pursuance of that career.
- Entrepreneurship:** Refers to the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order

to make a profit (Janssen & Wagner, 2013). In this study, it refers to students' desire of starting and running new businesses.

**Formal employment:** Refers to an act of working as an employee of a company in return for a salary pay (Janssen & Wagner, 2013). In this study, it refers to jobs that are created to develop a tourism project or facilitate a primary service in return for a salary pay.

**Graduatisation:** Refers to a profession or occupation, the entry to which has been restricted to undergraduate university graduates (Thomas & Long, 2001). Educationalists have used its verb graduatise at least since the early 1970s, though it's still a term of art in the profession and is rarely found outside specialist or scholarly publications. In this study, its used to refer to the categorization of certain cadre of jobs in the tourism industry for university degree graduates.

**Informal employment:** Employees are considered to have informal jobs if their employment relationship is, in law or in practice, not subject to national labour legislation, income taxation, social protection or entitlement to certain employment benefits (such as advance notice of dismissal, severance pay, paid annual or sick leave) (Janssen & Wagner, 2013). In this study, someone is informally employed for reasons such as casual jobs or jobs of a limited short duration, jobs with wages below a specified threshold (for example, social security contributions); employment by unincorporated enterprises or by

persons in households, or jobs for which labour regulations are not applied, not enforced, or not complied with for any other reason.

**Motivation:** Refers to the forces acting on or within a person causing an initiation of behavior or what it is that moves him or her (Murray & Minor 2013). In this study, it is considered as internal or external and deals with the issues that help or hinder students in making career choices.

**Perception:** Refers to awareness, comprehension or understanding of something (Murray & Minor 2013). In this study, it refers to the process by which students select, organize, and interpret information to create a meaningful picture of their career choices.

**Personality:** Refers to a characteristic way of thinking, feeling and behaving, including impressions believed to have been made on others, good or bad (Brink, 2008). This study refers to it as attitudes and opinions that affect the way people deal with interactions of people and, in particular to this study, the situations of choosing a career.

**Self employment:** Refers to earning one's livelihood directly from one's own trade or business rather than as an employee of another (Janssen & Wagner, 2013). In this study, a self-employed individual earns income through conducting profitable operations from a trade or business that they operate directly.

**Training:** Refers to the acquisition of knowledge, skills, and the teachings of vocational or practical skills that relate to specific useful

competencies (Murray & Minor 2013). This study refers to specific goals of improving one's career capability, capacity and performance.

Vocation: Refers to an occupation to which a person is specially drawn or for which he or she is suited, trained, or qualified (Schuurman, 2004). In this study, it refers to a strong inclination to follow a particular activity or career for which one is trained in.

## **ABBREVIATIONS**

BHM:	Bachelors degree in Hospitality Management
BTM:	Bachelor of Tourism Management
CEO:	Chief Executive Officer
FGD:	Focus Group Discussion
GDP:	Gross Domestic Product
JAB:	Joint Admissions Board
HND:	Higher National Diploma
KUC:	Kenya Utalii College
MOPS:	Motivation for Occupational Preference Scale
MU:	Moi University
NGO:	Non Governmental Organization
PBL:	Problem Based Learning
PCE:	Presidential Committee on Employment
TA:	Travel Agent
TO:	Tour Operator
TTM:	Bachelor of Travel and Tours Management
VSM:	Values Survey Module
WVI:	Work Value Inventory



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter was focused on contextualising the research study, presenting the problem statement, study objectives, hypothesis and research questions, justification of the study, the scope of the study, limitations and delimitations, and the assumptions of the study.

### **1.1 Background of the Study**

A number of studies have been carried out concerning tourism students' career choices and their decision making processes. Sindiga (1994) observed that the two-fold increase between 1979 and 1996 of the number of graduate entrants to the labour market outstrips the numbers of traditional graduate job openings. If graduates cannot secure a traditional graduate job they are forced to accept jobs that do not offer the fast-track opportunities of a management-training scheme, leading to the 'graduatisation' of many jobs previously filled by non-graduates.

The negative impacts of 'graduatisation' of jobs extend further in the financial services and, by implication, to the service industries in general (Thomas & Long, 2001). There appears to be a considerable gap between what providers offer as a management level tourism education and the needs as expressed by the industry (Baum, 2001) in relation to the students' perceptions and attitudes towards the careers in the tourism industry.

Tourism employers are not convinced that graduates can meet their requirements, therefore limiting the future career prospects of tourism graduates (Thomas & Long, 2001). Nevertheless, UK universities are overwhelmingly promoting their courses as vocational and leading to employment (Airey & Johnson, 1999). This way of promotion if applied in the Kenyan context may prove successful and tourism courses shall be increasingly popular among students.

A strong, steady economy has fuelled the growth of the hospitality and tourism industry in Kenya. According to a report by Ambetsa (2012), tourism earnings, which are a key source of foreign exchange earnings, rose by 32.8 percent from KSh 73.7 billion in 2010 to KSh 97.9 billion in 2011. In total, 74.2 thousand new jobs were created in the modern sector in 2011 compared to 61.3 thousand in 2010, contributing 14.3 per cent of total jobs created. Most of the modern sector jobs created were in energy, tourism, transport and financial services. International visitors, mainly on holiday, resulted in a 13.3 per cent rise, in the volume of arrivals. Total arrivals grew from 1.6 million in 2010 to 1.8 million in 2011. Consequently, the demand for hospitality and tourism professionals has augmented rapidly. In response to this escalating demand, many Kenyan universities and middle level colleges are striving to strengthen and expand their hospitality and tourism curricula.

Furthermore, the significance of tourism in Kenya calls for attention to tourism education in general and training in particular (Tubey, 2009). Indeed, for developing a practical curriculum, a good understanding of why students desire a career in the hospitality industry becomes critical. Formal tourism education in Kenya started in 1969 at the Kenya

polytechnic in Nairobi. It focused on a rather narrow approach to training, which raised a lot of dissatisfaction among trainees and trainers. This led to the establishment of Kenya Utalii College (KUC) in 1973 to provide broader tourism education. The inception of KUC was seen as an incremental means of indigenizing the management and ultimately the ownership of the tourism industry through reducing of expatriates and level of foreign leakages (Sindiga, 1994). KUC students are enrolled both on government and self sponsored programmes and have to meet minimum academic requirements before admission. Currently the KUC offers a three year diploma course in tourism management in its main campus. It also offers a four year undergraduate and two year master's degree course in tourism management in collaboration with the University of Nairobi.

Consequently, the need to upgrade tourism education in Kenya was noted by the Presidential Committee on Employment (PCE). It was in this context that the Moi University Department of Tourism Management was founded in 1991 (Tubey, 2009). The objectives of the department included: creating and expanding employment opportunities in the tourism sector, providing local management skills facilitating Kenyanization, restructuring the tourism industry in order to achieve sustainable development and improving services offered by the tourism enterprises. It was intended to upgrade training in Kenya and pay attention to research.

In order to achieve the main objectives of the Department of Tourism Management of strengthening and sustaining the research capacity of the department, it offers Bachelor of Tourism Management (BTM) (Tubey, 2009). The undergraduate students are mostly

enrolled through the Joint Admissions Board (JAB). With the introduction of the privately sponsored program, BTM students and graduates have increased substantially each year and it is on this basis that the researcher would like to investigate their perceptions of tourism careers both at entry and exit. Currently the Department of Tourism Management offers a two year diploma, four year undergraduate, two year master's and three year doctor of philosophy degree course in tourism management.

Career decision-making has become a key focus for tourism and hospitality educational practitioners. An investigation of career decision-making among tourism and hospitality students (O'Mahony et al. 2008) suggested that students enrolled in the course because they had a positive image of industry growth. Career decision-making studies among tourism and hospitality employees revealed that some make career decisions based on their personal interests and abilities and some make career decisions based on the labour market environment and career opportunities. Consequently, the parameters for career choice among tourism students in this study were thought to be based on acceptance by their faculty, available professional opportunities in tourism industry and the understanding of personal weaknesses and talents.

The tourism industry offers a range of career fields that the students can choose from. Consequently, the tourism learning institutions are tasked with tourism training and determine how learning can help eliminate confusion among students (Tubey, 2009). This study sought to understand the tourism subsectors most preferred by tourism students to pursue their careers from among the following; hotels, airline companies, travel and tours,

training and non governmental organizations. It also sought to understand the perceptions of tourism students towards formal employment, informal employment and entrepreneurship.

Currently, several private and public colleges and universities offering tourism training have been established. According to Mayo (2003), individual's vocational choice development is influenced by their work value. However, research focused at establishing the perceived value of travel and tourism degrees amongst tourism undergraduate students, or to examine their attitudes, plans and expectations for their future careers are limited (Ross, 1997). Less information is available on the preferences of tourism students for formal and informal employment, and entrepreneurship in the tourism as they pursue their careers in the tourism industry. Despite the above trends, little has been done to explore the differences and similarities in perceptions of students at various levels of learning towards careers in tourism, for which this study was based.

## **1.2 Statement of the Problem**

This study sought to provide an informed discussion of the relationship between tourism students' perceptions and their career choices at the time of their study. Traditionally, being a graduate meant a secure future as a manager and a guaranteed good salary. Unfortunately, for the majority of students today, this may not always be the case. Today, fewer graduates are able to secure traditional graduate jobs as the graduate labour market is less predictable, changing and becoming more competitive. There is a common belief that the undergraduate students are perceived as 'managers' whereas the diploma students are perceived as 'operative' personnel. However, there is scanty knowledge on the career perceptions of the

students after graduation, especially their perceptions towards formal employment, informal employment and entrepreneurship.

In addition, there appears to be a considerable gap between what training providers offer at management and technical level tourism education and the needs as expressed by the industry. Consequently, increasing number of undergraduate and diploma students are getting positions outside the tourism industry, which may not be the ultimate aim of their training needs. There is need to broaden the definition of tourism management so that tourism students can explore various opportunities related to tourism industry for formal employment and entrepreneurship.

There are growing numbers of tourism courses provided by universities and middle level colleges, and they are increasingly popular among students. Furthermore, student enrolments into these courses have increased dramatically, yet minimal information is available on the factors that motivate these students to enroll for the courses on offer. Proponents of tourism education may also need to compare and contrast the factors influencing the diploma and undergraduate students' choices of tourism careers.

The changing tourism trends are believed to be the result of two factors. Firstly, an uncertain economic environment and secondly, an increase in graduate numbers. Although a number of career choice studies have been conducted in various disciplines, very few studies have been conducted in the field of hospitality and tourism management in Kenya. Consequently,

no comparison has been made on the perceptions of students at various levels of learning towards careers in the tourism industry.

### **1.3 Objectives**

#### **1.3.1 Main Objective**

The goal of this research is to establish the tourism student perceptions that influence their career choices in the tourism industry.

#### **1.3.2 Specific Objectives**

This research was guided by the following specific objectives:

1. To establish the types of tourism careers preferred by most tourism students.
2. To establish the preparedness of tourism students for careers in the tourism industry.
3. To determine the career preference of tourism students for formal employment, informal employment and entrepreneurship.
4. To determine the relationship between tourism students' external and internal motivations and career choices in the tourism industry.

### **1.4 Research Questions**

This research sought to answer the following research questions:

Question 1: What are the types of tourism careers preferred by most tourism students?

Question 2: How prepared are the tourism students to pursue careers in the tourism industry?

Question 3: What are the career preferences of tourism students for formal employment, informal employment and entrepreneurship?



## **1.5 Research Hypothesis**

H<sub>0</sub>: There is no statistically significant relationship between external and internal motivations, and the choice of tourism career among tourism students.

## **1.6 Justification**

Determining the tourism industry's needs in terms of staff characteristics (such as skills and education) is deemed necessary by both tourism industry and academia. It is believed that such knowledge may influence education in tourism, and possibly improve the career prospects of tourism graduates. Tourism management course both at the diploma and undergraduate level places an emphasis on high quality service. This is integral as tourism is among the six key sectors described and given priority in acting as key growth drivers in the journey to Kenya's Vision 2030.

This study is also set to contribute to the body of knowledge on tourism student perceptions towards tourism career choice in the Kenyan tourism industry. This helps in the understanding of different dynamics involved in career choice and finding of lasting reconstruction solutions through recommending new career choice approaches for improvement of the career prospects of the tourism students. This study would also provide a foundation on which other researchers interested either in the subject of the student perceptions towards the intended career would base their studies.

Through this comparative study, the significant attitudes and perceptions of students studying at the diploma and undergraduate levels of study are deemed valuable to tourism trainers and employers. The findings will also be of value to the government officials, academicians, tourism professionals and tourism students on their path to continuously improve service delivery in the travel and tourism industry and build a good image of the country.

### **1.7 The scope of the study**

This study was focused on Moi University Department of Tourism Management and KUC. They were chosen because they are the leading trainers and pace setters in the Kenyan tourism industry offering undergraduate and diploma tourism programs, which forms the focus of the study. This study concentrated primarily on the effect of perceptions of tourism students on career choice in tourism market. The survey targeted the 192 student respondents and 5 lecturers within the tourism departments.

### **1.8 Limitations and Delimitations**

It is not possible to generalize all the findings to other tourism schools. However, the findings can be evaluated as a useful source of information regarding the perceptions and attitudes of the sampled tourism students in the Moi University and Kenya Utalii College or to those with similar demographics.

Given the long distance between KUC and MU, there were higher financial implications on the research budget. The researcher had to confirm and book an appointment with the lecturers at KUC for the interviews.

The researcher used the class representatives at MU to distribute questionnaires to students. Although the students requested to fill in the questionnaires after their classes, some questionnaires were not returned. The researcher had to make repeat visits to the institution so as to obtain the expected number of filled in questionnaires.

The study also sought to obtain the opinions of the tourism lecturers in the two learning institutions. Owing to the busy schedules of the lecturers, it was challenging reaching out and meeting the expected number of lecturer respondents while administering the questionnaires. To ensure a reliable number of lecturers were met, the researcher obtained the timetables and lecturer contacts, which was used to obtain feedback in advance from them on their availability for the interviews.

### **1.9 Assumptions**

The research made various assumptions. It was assumed that tourism students in both learning institutions had been enrolled in their tourism course for long enough to have developed some knowledge and understanding of the demands associated with a career in the tourism industry. It was also assumed that the tourism students career choice decisions were determined by an interaction between their internal and external motivations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter identifies the theoretical and conceptual framework of the study and provides the review of literature on the students' perceptions focused on objective description of their definitions and implication to student employment and career choice in the tourism industry. It sought to highlight the types of careers in the tourism industry, the expectations of tourism students towards tourism careers, motivations for career choice, factors for career choice in the tourism industry , evaluation of the student perceptions, techniques for measuring attitudes and perceptions, challenges in career choices among tourism students.

#### **2.1 Types of Careers in the Tourism Industry**

Tourism is a diverse industry which offers long-term career opportunities for enthusiastic individuals who want to put their education and skills to work in various environments. People in tourism may work indoors or outdoors, standard hours or on a flexible schedule, seasonal jobs or all-year-round (O'Mahony & Sillitoe, 2001). In this study, these characteristics of tourism jobs were thought to have an influence in the career choices of tourism students in the tourism industry.

Anastasi and Urbina (2003) point out that the tourism industry can be divided into five career areas: accommodation, food and beverage services, recreation and entertainment, transportation and travel services. All of these areas involve providing services to incoming

and outgoing people in a tourist destination. The careers range from operational positions to management and executive-level responsibilities. The tourism industry also offers a unique environment for those who wish to pursue entrepreneurship. In this study, this nature of tourism careers may prove most exciting and offers diverse career paths to the new and enthusiastic tourism students.

The operational positions usually involve direct contact with tourists and are often the first step in a lifetime career (Evans, 2003). These include; bartender, concierge, adventure tour guide, cook and sales coordinator. The supervisory positions include people who hire, manage, motivate and schedule operational positions as well as provide key functional expertise. In addition are the guest services supervisor, event planner, restaurant shift supervisor, team leader accounting, maintenance supervisor, director of sales and marketing, head chef, rooms division manager, adventure company owner and attractions operations manager. The management positions involve budgeting, analysis, planning and change management among others in order to help employees and the organization to grow and prosper. In this study, the tourism students at both diploma and undergraduate levels could identify the job positions they would secure upon completion of their studies.

The executives are often responsible for several departments or divisions and usually work at a regional, national or international level. They are responsible for strategic planning and have significant budget responsibility (Evans, 2003). Sample jobs include; hotel general manager, regional manager of restaurant chain, vice president of human resources, tour

company president, convention centre executive director, Chief Executive Officer (CEO) of destination marketing organization. In this study, tourism students at both diploma and undergraduate levels would look forward to attaining these positions as they progress in the careers long after graduation.

There are many opportunities for entrepreneurs in the tourism industry (O'Mahony & Sillitoe, 2001). The entrepreneurs can open a resort, a tourism training institution, an eco-tourism outfit, an adventure operation or a bed and breakfast. The incredible growth of tourism in Kenya and the world means plenty of business opportunities for the entrepreneurial minded persons. These enterprises may as well provide opportunities for other tourism graduates to access both formal and informal employment.

## **2.2 Expectations of Tourism Students towards Tourism Careers**

Many positions within the industry involve low-skilled work; there are opportunities for entry into the industry for individuals with little experience and low skills (Purcell & Quinn, 1996). Lee-Ross (1999) investigated the basic expectations of students in the tourism sector, and found their expectations to be “fairly realistic” before their graduation period. The researcher used a sample of 704 students and identified that students complained of problems in developing their managerial skills. Numerous books and research reports have been published on the tourism industry, yet little research has been undertaken to define industry views of tourism curricula or tourism students' perceptions of the industry. Clearly, perceptions of tourism careers should be investigated from the perspectives of students,

employers, academics and government officials (Sciarini & Woods, 1997). This study sought to investigate career choice perceptions from the students and lecturers' perspective.

Velde & Cooper (2000) argued that a significant influence on perceptions is gleaned during the preparation of students by their schools. There has been increasing focus in the last decade on the teaching of skills. There are many benefits of apprenticeships for both students and employers. Students benefit from work-based experience because they have the chance to undertake practical work to complement theoretical knowledge. The principal focus of this study was on the perspective of students. Students may have been influenced by personal contact with tourism establishments through experience with the establishment as a consumer, by faculty members, establishment representatives, field trips, attachments, and from other students.

Students recognize motivational factor as one of the reasons why people in general choose to work in tourism. They want something different, for example, they find that they want something that they think is going to be exciting, adventurous and, whilst it was not always exciting and adventurous, it is good fun. Velde and Cooper (2000:54) identified that within the top three reasons why students chose to-do a course in tourism as “there is variety of tasks”; “there is opportunity to travel”; “I like working with people”. These reasons are linked to the students' future career plans and expectations. Careers were an important factor in choosing to study tourism. A study on attitudes of tourism students to tourism careers by Airey and Frontistis (1997) indicated that as many as 71 per cent chose to study tourism, as

they thought it would lead to a good job in the tourism industry, and 40 per cent would like to work in the industry, as they think there are good career prospects.

The study by Airey and Frontistis (1997: 6) indicated that there are good career prospects within a tourism organization through promotion. Promotion is a natural way of career progression, as few people are employed externally. Phrases like “I was promoted”, “my manager asked me whether I would be interested” were often used in describing career progression.

Purcell and Quinn (1996) examined the respondents' transition from education to employment and how well they appeared to be equipped to meet the needs of the hospitality industry from a survey of 712 Hotel and Catering graduates who completed courses in 1989. Their study compared the experience and perceptions of Bachelor's Degree and Higher National Diploma course alumni in terms of their higher education and subsequent employment. They sought to investigate whether the more ‘craft-based’ diplomates fit more happily into the industry than those taking the more academic vocational route taken by the undergraduates. They found out that the two cohorts exhibit significant differences, in terms of evaluations of their courses and early career trajectories, but that these largely derive from their different characteristics (largely independent of higher education experience) and the options available to them. It was concluded that HNDs are more likely to remain in the industry. However, there was evidence to suggest that this may be due to the narrower range of opportunities open to them as a result of their more vocationally specialist qualification rather than a stronger commitment to the industry.



Furthermore, Frontistis (1997) identifies that tourism students undergo a process while choosing their careers during which they are met by various challenges, for example, what are the characteristics of working in the travel and tourism industry?, Are students aware of them?, What are the human resource needs of the employers and the requirements they pose to potential employees?, Are students aware of them and can they meet these requirements? Where do employers see the point of entry of travel and tourism graduates in the industry? Where do students see their career take off? What is the value of travel and tourism degrees to employers, and to students?

### **2.3 Motivations for Career Choice**

The choice of a career, of subjects and courses in schools, is one of the most difficult decisions in a person's life. Anastasi and Urbina (2003) observed that few areas of life are as important to people as their occupations, not only because of the much time spent at work but also because work can provide opportunities for many internal and external rewards. In fact, Denga (2001) notes that vocational choice involves a person's total life because it determines his income, his choice of friends, his pattern of dress, his influence in society, and very often, the amount of risk to which he is exposed. The notion of value is a special characteristic of human behavior.

### **2.3.1 External Motivation Factors**

External motivation comes from outside of the individual. Common external motivations are rewards like good grades, pay, promotion, feedback, coercion and working conditions (Jiang, Klein, & Balloun, 2000). The belief is that the presence of powerful external motivators can actually reduce a person's internal motivation, particularly if the external motivators are perceived by the person to be controlled by people.

Similarly, Nwachuku (2007) indicates that the decision making process concerning one's career is not so much a function of the information amassed to the individual, but more the process of maturity and planning. Good decision-making relied upon adequate information and effective strategies for making choice. For tourism students to provide themselves with answers to career choice questions, decision-making has become a tool to form career choices.

Schools and employment services have often acted as reference groups which play a huge role in the social mobility of students entering the workforce. Schools and employment agencies have matched the qualifications of the job to the education level of the career seeker, using computers, and eliminating barriers of distance quite easily. Denga (2001) stated what can be a hard fact to face; sometimes it is not what you know, but who you know. Extracurricular activities are beneficial to a job hunter. A record of clubs and activities provides evidence of leadership and the ability to work in groups. The careers most suited for someone with many extracurricular activities on her/his resume' are sales, junior executive positions, and a training career. Work experience should be seen as the way a

tourism student demonstrates responsibility and dependability. Those that are in the position to have the best contacts are students with parents who hold supervisory or executive positions.

Besides, Salami (2002) stated that boys are still being steered toward the traditional 'male' jobs, which are higher paying. Girls are still expected to cluster into the traditional fields of cosmetology, childcare, and other similar jobs. Culture and subculture plays a significant role in the career position the student attains in many ways. The culture that is spoken about here is a factor that is used to nurture decisions in tourism career choice. Gender, for example has played a significant role in this environment where reception and cooking are seen as a feminine career. The non-tourism students would also joke that the tourism courses belonged to the ladies with an opinion that ladies were more hospitable than men.

In addition, tourism careers and choices are sometimes rooted in family history and expectations. Sharma (2007) found out that parents have significant influence on student's career choice than students' counselors, teachers, friends and other relatives. Many jobs that young people want do not compare to the job they actually get. Toth (2008) states that it is better to treat this as the discrepancy between aspiration and achievement. In that arena parents tend to try and influence their children to get a better job and have a better life than they have. This would be especially true among semi-skilled and unskilled workers and their children. In today's world, one leaves one's home to attend school, and then to pursue career opportunities which are better than those found at home.

Furthermore, when one moves up in the socioeconomic world today, it is only human to expect others to value that which one values. When the parents feel their career goals are worthy, in most cases they will expect their children to follow suit. Thus, a student who has no value in education, in order to raise themselves above their parent's level, was likely be viewed as ungrateful by their parents (Nigeria, 2004). In those cases, the student needs to have found a job/career that started where their parent's level of ability has left off. When education, skill, abilities, and interests have not lead to the same level of income producing jobs, the discrepancy between aspiration and achievement has become a sore issue.

Professional opportunities and benefits also have a major impact in student career choices. Auyeung and Sands (1997) conducted a study to examine the importance of factors which influence the comparative career choices of Australian, Hong Kong and Taiwanese students, in selecting accountancy as a career. Material entity factors (such as availability of employment, prestige and social status, earning potential, cost of education and year of study) surprisingly emerged as formative concerns for Hong Kong and Taiwanese students.

Shipp (1999) investigated the factors that are most important to African American college students in making a decision on a career course and the attractiveness of teaching as a career choice. The findings indicated that non-education majors placed significantly more importance on salary, job security, and advancement in their career choices than did education majors. Regarding a career in teaching, both groups perceive salary and prestige as the least attractive aspects. Education majors gave a significant higher rating to the attractiveness, fringe benefits and also advancement opportunities than non-education major.

Similarly, the tourism students place emphasis on access to employment, advancement opportunities, skills versatility and fringe benefits in their career path.

### **2.3.2 Internal Motivation Factors**

Salami (2002) points out that internal motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Tourism students are likely to be internally motivated to choose careers if they; attribute their work values to internal factors that they can control (such as the amount of effort they put in), believe they can be effective agents in reaching desired goals (for instance getting a job is not determined by luck), and are interested in mastering the tourism industry needs, rather than just learning to achieve good grades.

There is no clear common agreement about what tourism means and also very unclear as to what extent the tourism training in the universities and middle level colleges provide the understanding of work challenges in order to contribute to career success of the graduates in the tourism industry (Tubey, 2009). Many tourism graduates especially at the undergraduate level get employed in sectors outside the core of the tourism industry. This signifies that there is a need to redefine tourism management to include sectors such as communication, volunteerism, and banking where many students get employed.

Careers and learning through the formal and structured education process do not always synchronize the abilities to the opportunities. Recent studies show that one in three college graduates could not find employment requiring a college degree (Toth, 2008). The study

also stated that relevant work experience has given students an upper hand in building a career. Experience rather than education seemed to carry more value in some career choices. Cooperative education combined educational, financial, and career building opportunities. Tourism students can help themselves into deciding myth from reality. Communication, and learning to operate autonomously, are fundamental building blocks used in effective career planning and subsequently gain recognition in one's endeavours. In order to succeed in obtaining their goals and get recognized, students must know what they want (Toth, 2008:34):

“Too many of us have been taught to suppress what we want and instead concentrate on meeting other people's expectations. In doing this we end up spending most of our time marching to other people's drums”.

Personality is defined as the collection or impressions in the appearance of the student's body and the impressions believed to have been made on others, good or bad. These impressions form the cognition or the understanding in dealing with persons and things. What makes up the cognitive map or personality may never be fully known. Sharma (2007) stated that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be, and what they are like, are the determining factors in their career. There have been many examples to describe the process of self-knowledge. One example would be a student's critical look at life's experiences to enhance their self-knowledge. Another example would be students using problem-based learning to gain insight into self-knowledge (Toth, 2008). The personality factors to be considered include their mental abilities, special abilities, and interests. Factors of mental abilities include verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory. Tourism students should

become familiar with their personality in order to guide their career choice. A developed career plan includes evaluation of personality through self-assessment, and communication with others which depends heavily on personality.

It is helpful to consider the attitudes people hold about themselves when choosing a career (Salami, 2002). Attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of their environment. Attitudes contribute to the discrepancy between aspirations and achievement. The perceived nature of an industry is a key factor that determines whether an industry is attractive. Students' awareness of the main features of tourism jobs, such as low pay and unsociable working hours, may exert a negative influence on their job satisfaction and motivation, and force them to leave the industry.

Li and Kivela (2003) observed that after practical training; students obtained a better understanding of themselves and the tourism industry. They could see the advantages and shortcomings of tourism careers and clearly knew what they liked or disliked about tourism jobs. This sub-category included six factors: seasonality, instability, low skilled, repetition, low income, physical working environment and the booming of the national tourism industry.

Changes in the tourism industry have also been closely related to change in qualifications. Continually, the admissions bar has been raised so that the qualifications of the past no longer guarantee the future (Purcell & Quinn, 1996). This has become an issue with

university and middle level college education. The ladder that was the model for success no longer applies or is restructured so that achievement may not be possible. Tourism students entering the workforce have to consider these issues and planning for such issues is essential for career success.

## **2.4 Evaluation of the Student Perceptions**

Cooman et al. (2008) proposed that work values are factors in the process of occupational choice. There are relationships between work values and vocational maturity, occupational choice, and job satisfaction (Denga, 2001). Denga further comment that:

“I think that if anybody studied an amount of time in that subject and they still want a job in that environment or industry, [that] demonstrates you have got a passion for it, a commitment to it... So that demonstrates they have an interest in that area and also they have knowledge of it, and that is very useful, people come in and know what to expect. Enthusiasm, dedication and commitment are very important characteristics of prospective employees by all the interviewees.”

The concept of work values can be used as an index of job satisfaction and to predict students' career choice. In his attempt to assess individuals' perceptions of work values, Super (1980) developed the Work Value Inventory (WVI) scale which is best known for assessing values in the context of vocational behaviors (Jameson & Holden, 2000). In total, 15 value constructs consisting of 45 value-related attributes are included in the WVI scale for which every three attributes measure one value construct. The WVI scale has been empirically tested in a variety of occupational behavior research works. Ben-Shem and Avi-Itzhak (1991) employed the WVI scale in examining the relationship between work values and vocational decisions among Israeli freshmen students aspiring for a career in the helping



professions. They concluded that the WVI scale could be a valuable measurement assessing students' perceptions of work values among students having different majors.

Salami (2002) applied the WVI scale in their study concerning the relationship between occupational decision making and perceptions of work values among KUC students. Their findings unveiled that, if students were highly committed to a specific occupation before their graduation, they were likely to seek more internal values in their job. Conversely, those who had not decided on a career tended to have more concerns about external values for their future job. Neumann and Neumann (1983), in their examination of the perceived differences in work value between engineering and liberal arts students, disclosed that engineering and liberal arts majors had different views of both internal and external work values. The internal and external work values similarly affect the tourism students' choice of careers.

Forty-five attributes mirrored from Super (1980) are used to assess students' perceptions of their work values. Consequently, four research questions are proposed, as follows: Can the 45 Work Value Inventory (WVI) attributes segment the respondents into mutually exclusive clusters? Which work value attributes distinguish the clusters? Are there any differences in demographic characteristics among the clusters? Are there any differences in occupational choice propensity among the clusters? It was therefore preferred that the respondents be clustered according to the learning institution.

Although a number of work-value studies have been conducted in various disciplines, very few studies have been conducted in the field of hospitality and tourism management. Li and Kivela, (2003) used the WVI scale to measure hospitality students' work values and found that, although their work values resembled that of business majors, hospitality students seemed to be more humanistic. Baum (2001) used Hofsted's Values Survey Module (VSM) scale in a research work investigating the work value perceptions of Chinese hotel managers in Hong Kong. They found that Chinese hotel managers perceived maintaining good working relationships with superiors and peers and having good monetary rewards as two of the most important work value attributes. In sum, the extant literature of the perceptions of work value found that individuals' perceptions of work value might influence individuals' occupation choice and job performance.

## **2.5 Consideration Factors For Career Choice In The Tourism Industry**

Career decision-making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision-making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf, 2006). This study proposed those who discover the best career for themselves are those who may have had adequate qualifications for admission to study tourism, have an accurate understanding of their environment and the professional opportunities available to them, and confidence in their decisions.

A study conducted among library and information science students by Moniarou-Papaconstantinou et al., (2010) indicated that many students did not select a course because it was their first choice, but based on the likelihood of entry to the university and whether it would provide positive employment opportunities in library information science after graduation. This was followed by the structure of the course, tuition and other costs involved with the course. These findings are consistent with investigations into the reasons tourism and hospitality students selected a course in Australia (O'Mahony & Sillitoe, 2001). It was found that many students made decisions based on choosing a university rather than selecting a course into which they would be accepted. This study sought to provide an understanding on the whether the acceptance by the tourism department was a factor that could influence student career choices in the tourism industry.

Opportunity is the factor that has shaped career choices for students. An investigation of factors perceived to be important by young college students (Maringe, 2006) found that students chose the course based on their interest in the subject, employment opportunities and career prospects after graduation. This study sought to establish whether the availability of professional tourism opportunities could influence tourism students in their perceived future in terms of the reasonable probability of a future in particular career fields.

Human behaviour depends upon both personality and the environment in which the person lives and the way they express themselves, their interests and their values through work choices and experiences (Holland, 1997). He has categorized individuals into six personality types: realistic, investigative, artistic, social, enterprising and conventional and he explains

how these personality types are suited to particular work environments. He introduced aspects of personality that develop as a result of an individual's learning experiences. These are self-regulation (individuals' ability to adjust themselves to different circumstances or their environment), self-esteem (individuals' view of themselves as happy, confident, insecure or inadequate), self-punishment (a person's capacity to behave in negative ways by trying to escape or through inactivity) and self-efficacy. These include whether individuals approach or avoid certain tasks or situations, the quality of their performance with certain tasks or situations and their persistence to overcome obstacles or disconfirming experiences. In this study, tourism career demands that students have the personality to match the qualities of the occupation such as being outgoing and interest on people and environment.

## **2.6 Techniques for Measuring Attitudes and Perceptions**

Most techniques for measuring attitudes and perceptions rely heavily on voice recording material for the interview survey. Airey and Frontistis (1997) researched the attitudes to careers in tourism of English and Greek secondary school pupils. They used interviews with leading employers, followed by focus groups with pupils, parents and teachers, resulting in a subsequent questionnaire. Purcell and Quinn (1996) used a self-completion questionnaire to explore alumni's experiences and perceptions and to determine "how well they appear to be equipped to meet the needs of the hospitality industry" (Purcell & Quinn, 1995). The two particularly important studies that researched the attitudes of undergraduate students were influential in this investigation.

Kusluvan and Kusluvan (2000) researched the perceptions and attitudes of undergraduate tourism students towards working in the tourism industry. They developed a multi-dimensional and multi-item attitude scale. Pitcher and Purcell (1998) examined the diversity of expectations and access to opportunities in the graduate labour market, using a survey and focus group follow-up sessions of UK final year undergraduate students, from a range of academic disciplines. This study employed questionnaires, with both open and closed ended questions, in data collection because they present an opportunity to generalize from a sample to a population. The inferences could be made about some characteristics, attitudes or behavior of the study population.

In a study carried out in Nigeria by Bakare (1977) in which he compared the value orientations of professional nurses and professional engineers using a self-developed, but standardized instrument, 'Motivation for Occupational Preference Scale' (MOPS), he discovered that for nurses, internal factors (people-oriented values followed by self-expression values) ranked higher than the external variables in their vocational choice. The MOPS is a self-rating scale consisting of three major sections. The first section has to do with the respondent's bio-data, while the second section is about career preferences. The third section, which is the main section of the scale, is designed to identify the reasons for occupational choice. In this study, fourteen reasons for occupational preference were provided and the respondent was required to rate them according to their importance in influencing their career choice.

Shipp (1999) highlighted factors that are most important while taking a decision for a career. The primary focus of the study was a comparison of education and non-education majors

and the attractiveness of teaching profession. Survey responses from 263 students were gathered. Only those students who identified themselves as African American had their surveys used as data collection. Freshman was also excluded from the research because educational courses are not usually taught at the freshman level. A two- part questionnaire was used and Likert-type scale was used to measure 10 factors. Explanation was also given to students so they can easily understand the subject matters. Questionnaire was collected through face to face and also through mail. 126 questionnaires were used for the purpose of analysis. Findings indicated that non-education majors placed significantly more importance on salary than the job itself. In this study a three part questionnaire with fourteen factors was used.

A study conducted by Jiang, Klein and Balloun (2000) examined the external opportunities to career satisfaction. Questionnaires were distributed to three large software development organizations in southern US. 40 IS personnel in each organization fill the questionnaire. Entry level position was selected as a sample. From the total number of 120 questionnaires 101 questionnaires were returned and used in the analysis. In this study a limited number of organizations were selected so study results were compared to the previous studies in which a large number of organizations were taken and Subject like career satisfaction, anchor and demographic content. Study was conducted on a small number of organizations still there was no any significant threats to external validity. Internal career anchor was measured through a 5-point Likert scale and the external career job design was measured by the job diagnostic survey that was designed by Oldham the response range from 1 to 5. Career satisfaction was measured by 5 item scale. The result showed that there is a positive

relationship between one's internal career anchor, external opportunities and the career satisfaction and also a cause of motivation. This research also confirms that career choice is a function of both external career situation and internal career anchor.

In his attempt to assess individuals' perceptions of work values, Super (1980) developed the WVI scale which is best known for assessing values in the context of vocational behaviors (Dose, 1997). In general, the WVI scale embodies two value domains: internal and external. Internal values are those inherent in the work activity (achievement, altruism, creativity, independence, intellectual stimulation, management, and aesthetics). External values are generally the rewards from work such as income or prestige (way of life, prestige, security, and economic return), and social or environmental affiliated value (surroundings, associates, supervisory relations, and variety). This study employed the WVI scale since the variables to be measured are already included in the scale used in Chen *et al.* (2000).

## **2.7 Challenges in career choices among Tourism Students**

The lack of awareness among students of some of the main characteristics of working in the tourism industry – low pay– can have a negative impact on their job satisfaction and motivation, and may force them to leave the industry (Salami, 2002). Issues relating to securing the first job in the industry involve skills, knowledge, experience and personality characteristics in many fields: customer service skills and communication skills, information technology (IT) skills, interpersonal skills, problem solving and leadership skills.

Traditional graduate jobs in the tourism industry are almost non-existent, with deception of larger tourism organizations such as national and multinational hotel chains (Jameson & Holden, 2000). The employers from many tourism firms expect students to start with an entry-level position and work their way up. McKercher et al. (2000) comments, 'You come in and do a job and if you do well there might be the opportunity to do other things.' The problem is that whilst this may give them the opportunity to "get to know the business" such positions may not fully utilize the skills taught during students' education (Kusluvan and Kusluvan, 2000). Thus, many tourism students may find employment opportunities in sectors outside the tourism industry before their skills are fully utilized.

Poor employment conditions, absence of motivating factors and low pay, are the factors that could lead to low job satisfaction, and tourism graduates may choose to leave the industry (Ross, 1997; Kusluvan & Kusluvan, 2000). But how easy would it be for the students to secure this entry-level job and how likely are the interviewees to employ tourism graduates? Students chose to study tourism as they see their careers in the industry, and believe that their degrees ensured that. They are clearly career minded and dedicated to the industry. Students are confident their degree would enable them to secure a job after graduation.

Little recognition of the value of tourism degrees among tourism managers were observed by Thomas and Long (2001). They believed that this might threaten the prospects of tourism graduates trying to secure a job in the industry. However, students are not aware of this trend. Students in general are optimistic about the ease of securing formal employment after graduation. They feel confident of securing a job in tourism, because they believe their



degrees would give them an advantage. The only clear advantage of holding a tourism degree, recognized by the employers, is that it shows that tourism graduates have sustained interest and higher awareness of what the industry is about and therefore was more likely to commit to it. Students are unaware that their degree may not provide advantage in securing employment. Nevertheless, the students are aware of the importance of work experience to prospective employers. If students engage in such work experience while in education, this may enable them to secure a job in the industry in the future.

## **2.8 Theoretical Framework**

This study identifies two motivational theories; attribution theory and cognitive evaluation theory. Other theories considered relevant to the study are the theory of occupational psychology and Super's career development theory.

Cognitive Evaluation Theory advanced by (Deci, 1975) is probably the most influential contemporary theory with implications for academic motivation. It suggests that there are actually two motivation systems: intrinsic and extrinsic. These correspond to two kinds of motivators; intrinsic motivators and extrinsic motivators. Intrinsic motivators include achievement, responsibility and competence motivators that come from the actual performance of the task or job - the intrinsic interest of the work. Extrinsic motivators include pay, promotion, feedback, working conditions - things that come from a person's environment, controlled by others. One or the other of these may be a more powerful motivator for a given individual. Intrinsically motivated individuals perform for their own achievement and satisfaction. If they come to believe that they are doing some job because

of the pay or the working conditions or some other extrinsic reason, they begin to lose motivation.

The belief is that the presence of powerful extrinsic motivators can actually reduce a person's intrinsic motivation, particularly if the extrinsic motivators are perceived by the person to be controlled by people. As per this theory a shift from external rewards to internal rewards results into motivation. It believes that even after the stoppage of external stimulus, internal stimulus survives. It relates to the pay structure in the organization. Instead of treating external and internal factors separately, the tourism students should treat them as contemporary to each other.

The cognition is to be such that even when external motivators are not there the internal motivation continues. However, practically extrinsic rewards are given much more weightage. This study sought to find out whether external or internal motivations have a greater weight in career decisions among tourism students.

Attribution theory (Weiner, 2005) incorporates behavior modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors.

According to attribution theory, the explanations that people tend to make to explain success or failure can be analyzed in terms of three sets of characteristics. First, the cause of the success or failure may be internal or external. That is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment. Second, the cause of the success or failure may be either stable or unstable. If we believe the cause is stable, then the outcome is likely to be the same if we perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of the success or failure may be either controllable or uncontrollable. A controllable factor is one which we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will attribute their successes or failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when tourism students succeed at their academic tasks, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck. The basic principle of attribution theory as it applies to motivation is that tourism students' own perceptions or attributions for success or failure determine the amount of effort they will expend on that activity in the future.

Super's career development theory has indicated that what is learned is a function of the interest, values, attitudes and behaviour patterns that are valued and rewarded by the

individuals, peers and adult models (Sharma, 2007). According to the theorist, individuals choose vocations according to their interests and abilities, skills, training, and personality characteristics. Occupations and life satisfaction, therefore, depend upon the extent to which the individual finds adequate outlets for their interest.

Most value theorists agree that individuals act or behave according to their values (Denga, 2001). Hence, a person's values act as criteria for choosing goals or guiding actions. In the theory of occupational psychology, work values are important components that drive individuals to seek certain kinds of jobs or working environments. Throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment. Career decision factors involve two sets of input: the self and the world of work. The individual in a career has constantly balanced one's aspirations and how they have fitted into the reality of the workplace.

## **2.9 Conceptual Framework**

The conceptual framework for this study is represented in figure 2.1. The conceptual framework models the relationship between motivational factors and career choices. The independent variables in this study were defined in three broad categories, which comprise external and internal motivational factors. The dependent variable was tourism career choice. In spite the modifying institutions; all the independent factors have a direct influence on tourism career choices amongst tourism students. The tourism industry presents various opportunities to the tourism students. The students can enter into the tourism industry with an interest for formal employment, informal employment and entrepreneurship.

The model identifies two motivation systems namely, internal and external. The internal motivational factors in this study include challenge, personality and recognition. Personality is associated with the patterns of behavior and mental structures that relate behavior and experience of tourism students in an orderly way. Challenge is thought of as internal energizing force that direct a students' behavior towards the achievement of personal goals. Recognition consists of knowledge and positive or negative feelings by a tourism student about a tourism career, event or personnel.

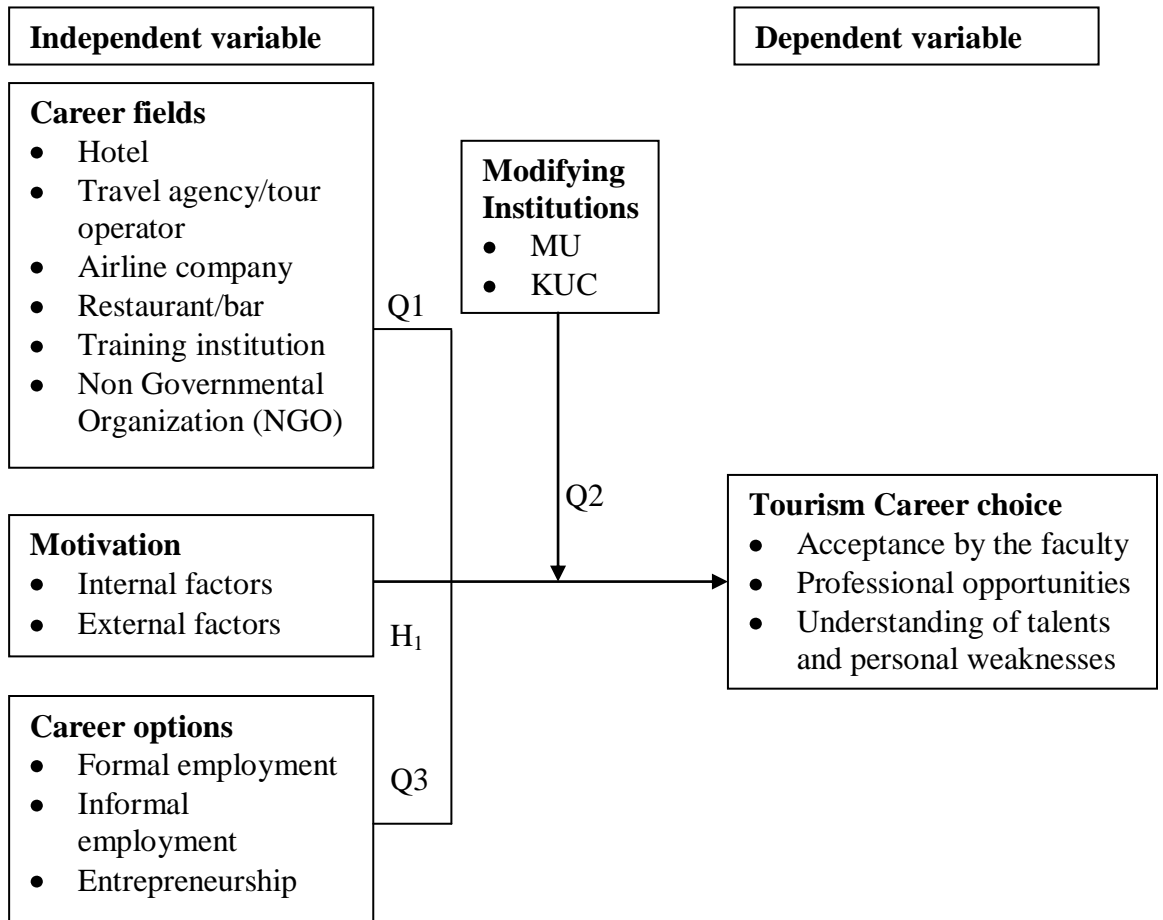
On the other hand, external motivational factors include parents and relatives, social groups, and education and learning. Family influence is seen largely in terms of the environment parents and close relatives create for the tourism students, such as the reinforcements and information resources parents and family members provide. These events very likely reflect the parental types and involvement in tourism industry, and thus, parental types should be transmitted to children (tourism students).

Social groups have several characteristics. First, a student within each social group during their study period tends to behave more alike than students from two different social classes. Second, students are perceived as occupying inferior or superior positions according to their social class. Third, a student's social class is indicates career choice by a number of variables, such as occupation, income, wealth, education, and value orientation, rather than by any single variable. Fourth, individuals are able to move from one social class to another up or down during their lifetime.

Education and learning is a set of beliefs, values, ideas, attitudes and customs that characterize a particular person's orientation or mindset towards a career. Student perceptions are gradually determined by his or her work experience. The level of education with its norms and standards guide the tourism students' perceptions, and has an impact on both students' expectations and their perceptions of job quality.

Learning institutions represented by Moi University and Kenya Utalii College shape the perceptions of tourism students through sharing of knowledge and correcting misconceptions about the tourism industry. Students from different backgrounds of the tourism sector and with varying length of education and training have different image perceptions of a career. Understanding of education level and training particularities of a target group can explain and forecast tourism students' perceptions.

Tourism career choices and decisions are determined by various factors in the tourism industry. The tourism industry includes a wide range of jobs which are available for both college-educated workers and employees without degrees or industry-specific training. Tourism careers frequently offer on-the-job training, which make it an ideal industry for workers who cannot afford college or career training. Those that discover the best career for themselves are those who may have had adequate qualifications for admission to study tourism, have an accurate understanding of their environment and the professional opportunities available to them, and confidence in their decisions. For some, it takes years of experience and exposure to different careers to find the best fit.



**Figure 2.1: Perceptions of Students towards Tourism Career Choices**

(Source: Author's own compilation, 2011)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter places emphasis on the research process together with the tools and instruments that was used in carrying out this study. It deals with the research area, research design, sampling procedure, research instruments, reliability and validity, methods of data collection and methods of data analysis.

#### **3.1 Study Area**

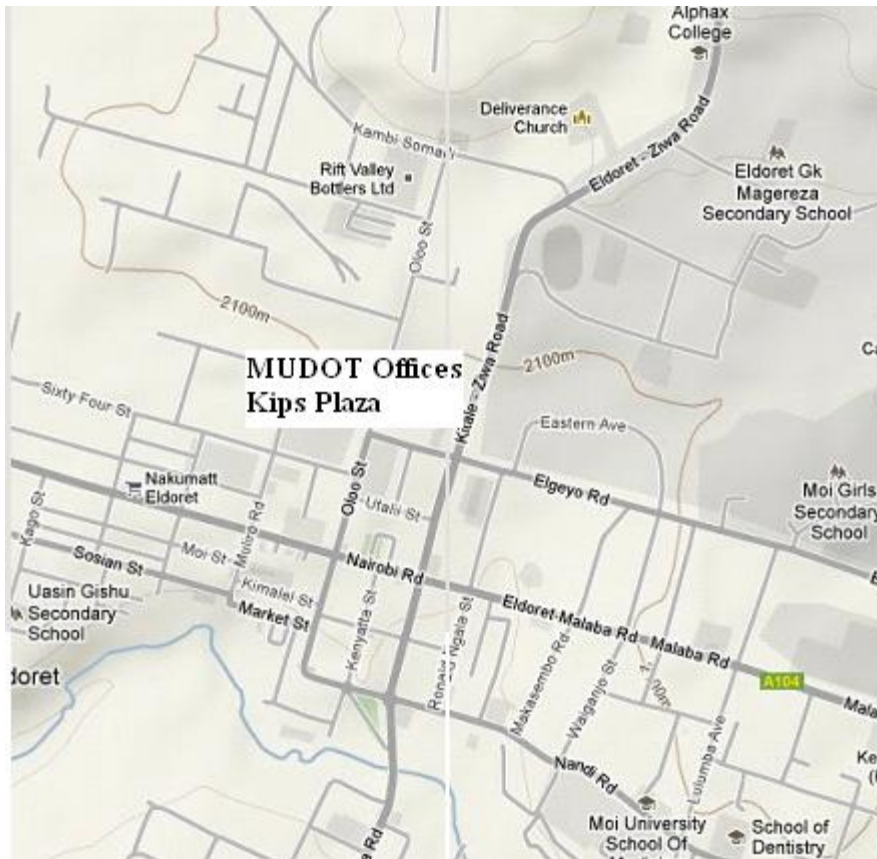
This study was carried out in two institutions of higher learning namely Moi University Department of Tourism Management in Eldoret town and Kenya Utalii College (KUC) in Nairobi city (see figure 3.1). Nairobi is the capital city of Kenya and boasts of a number of attractions, which include a national park, nature and cultural centers including training institutions. It is also hosts the head offices of many government and private enterprises and organizations. Eldoret town is the headquarters of Uasin Gishu County and is located about 350 km North-West of Nairobi. There is a significant development of some tourism facilities including nature reserves and training institutions which provide potential jobs for the tourism students. Also, available are the tour companies, tourist hotels, travel agencies, Eldoret international airport and Eldoret airstrip among others. The development and growth of Eldoret town has attracted many people in search of jobs.





**Figure 3.1: Map of Kenya**

Both Nairobi city and Eldoret town have a number of higher institutions of learning, especially universities and middle level colleges, with tourism among the courses offered in some of the learning institutions. The tourism institutions in these urban areas may provide an immediate influence to the students' perceptions and choice of their careers in tourism.



**Figure 3.2: Map of Moi University – Department of Tourism Offices**

Moi University Department of Tourism Management is situated at Kips Plaza in the central business district of Eldoret town (see figure 3.2) and was established in 1991 to provide post-secondary and tertiary level skills in tourism management. The department is a leading trainer and a pace setter in the tourism industry having trained over 2,000 persons in undergraduate tourism management professions (Tubey, 2009). It aims at offering insights into the real-world problems and issues confronting the tourism industry, in particular, at the

local, regional and international level. It offers a four year undergraduate degree, two year master's degree and three year doctoral studies in tourism including a two year diploma programme.

KUC is a public hospitality and tourism training institution established in 1973. The College, situated about 10 km along the Thika Road, on the outskirts of the city of Nairobi (see figure 3.3), has since grown both in size and scope to be recognized nationally, regionally and internationally as a leading hospitality and tourism training institution. Since its inception, the college has gained a wealth of experience in training for the tourism industry in Kenya and beyond the regional boundaries. The college today is a leading trainer and a pace setter in the hospitality and tourism industry having trained over 36,000 persons in various hotel and tourism professions. The institution offers a course in travel and tourism management at the diploma level, which was among the first courses to be offered in the institution and also the centre of focus by the researcher. It aims at offering insights into the real-world problems and issues confronting the tourism industry and; the travel and tour operations, hotel & hospitality and event management sectors, in particular, at the local, regional and international level.

MU and KUC are both public and pioneering institutions of learning in the tourism industry. Undergraduate and diploma programmes in tourism management respectively, were among the first courses to be offered in these institutions. Currently, less information is available on the perceptions of students in both programs towards tourism careers and no evidence is available that this has been documented.



**Figure 3.3: Map of Kenya Utalii College, Main Campus**

### **3.2 Research Design**

This study utilized a descriptive as well as comparative research design. Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem (Anastas, 1999). Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation. In this study, it was used in the demographics to describe gender, institution type and levels of education among respondents.

Comparative research is the act of comparing two or more things with a view to discovering something about one or all the things being compared. Quantitative analyses are much more

frequently pursued than qualitative (Anastas, 1999). In this study, a comparative study was used to complement the descriptive study, since a descriptive study cannot conclusively ascertain answers to why. The design enabled the researcher to address research questions of all types (such as what, why and how). This design was considered ideal because it allowed the researcher to use a sample to infer to the general population of interest, thus most appropriate.

### **3.3 Target Population**

The target population consisted of all individuals whose characteristics were being studied. The total population of the study comprised of 660 persons, consisting of 641 students and 19 lecturers from both Moi University Department of Tourism Management and KUC. This comprised of 478 students and 11 lecturers from the Moi University Department of Tourism Management; and 163 students and 8 lecturers from KUC. The population included tourism lecturers and tourism students in their diploma and undergraduate programs. The information from the lecturers was used for a comprehensive understanding and discussion of findings on the perceptions of students towards the tourism careers.

### **3.4 Sampling Procedures and Sample Size**

#### **3.4.1 Sampling Procedures**

KUC and MU were selected using a purposive sampling of the two institutions. The chance that a particular sampling unit was selected depends on the discretion of the researcher (Kaufman & Kaufman, 2005). In purposive sampling, selection of sample was done

subjectively by the researcher because of the prior knowledge about the characteristics of the institutions to offer tourism courses.

Lecturers with teaching duration of more than five years, in each institution were selected through purposive sampling because of their in depth knowledge on student attitudes and perceptions. Three lecturers from Moi University Department of Tourism Management and two lecturers from KUC were interviewed to for complementary opinions on the students' perceptions towards careers in tourism industry. Their opinions were important in the discussion of the study to provide a better understanding of students' perceptions towards tourism careers choices in the tourism industry.

Stratified random sampling was used to select students to participate in the study. In stratified random sampling the student population was divided into strata based on their year of study. Dividing the population into series of relevant strata means that the sample is more likely to be representative and ensures that each of the strata is represented proportionally within the sample (Kothari, 2004). Tourism students were classified into academic levels and the class representatives were used in identifying the student respondents based on the year of study. There were three strata for KUC diploma students and four strata for Moi University Department of Tourism Management undergraduate students.

### **3.4.2 Sample Size**

In determining the absolute sample size of the study, the researcher adopted the statistical tables to assist in determining the sample size and degree of confidence that the findings reflected the whole population.

Kathuri and Pals (1993) noted that larger sample sizes were necessary when groups were to be broken into subgroups. In the present day, a 30% sample size of the respondents is chosen from each of the strata (Tubey, 2009). This study did not dwell on the entire population but did restrict its scope to a sample population as shown in Table 3.1. A total of 197 respondents were chosen for this study, 192 being tourism students and 5 being tourism lecturers.

**Table 3.1: Department of Tourism Management and KUC statistics**

Respondents	Strata	Target population	Ratio	Sample size
Undergraduates (MU- Department Of Tourism Management)	1 <sup>st</sup> year	68	30%	20
	2 <sup>nd</sup> year	147	30%	44
	3 <sup>rd</sup> year	138	30%	41
	4 <sup>th</sup> year	125	30%	38
	Lecturers	11	**	3
KUC Diploma	1 <sup>st</sup> year	43	30%	13
	2 <sup>nd</sup> year	63	30%	19
	3 <sup>rd</sup> year	57	30%	17
	Lecturers	8	**	2
	Total	660	30%	197

\*\* Purposive sampling on lecturers over 5 years in service. (Researcher's records, 2011)

### 3.5 Data Collection Methods and Instruments

This study utilized both primary and secondary techniques of data collection. Primary data was obtained through the use of questionnaires on tourism students and interview schedules for tourism lecturers. Secondary data was obtained from the reference materials in university, college and public libraries and the internet.

#### 3.5.1 Secondary Data Collection

The main aim of the secondary data was entirely to have a feel of what previous researchers contributed to similar problems in the past and by so doing pointing out the research gaps and consequently adding new knowledge to what has already been done. Information was

obtained from books, abstracts, journals, encyclopedia and handbooks from libraries and the internet.

### **3.5.2 Primary Data Collection**

Collection of information on career choices involved the use of questionnaires and interview schedules.

#### **3.5.2.1 Interview Schedule**

Interviews refer to person to person verbal communication in which one person asks the other questions intended to elicit information or opinions (Kothari, 2004). Interviews (see appendix II) were conducted to obtain information from the senior tourism lecturers. Interview for these groups was utilized because of its flexibility and was particularly useful as it provides detailed information for developing the questionnaires. It enabled the researcher to dig deep, thus, able to get better understanding of the student respondents' perceptions and their situations. It makes it possible to probe the respondent to shade light on issues in the questionnaire.

#### **3.5.2.2 Questionnaires**

Questionnaires (see appendix III) were administered to 192 student respondents. They contained closed questions about the demographic situation of students and a multi item attitude scale developed and tested by (Kusluvan and Kusluvan, 2000) was used to facilitate



data collection. The items in the perceptions scale are questions to explain the general effects of three attributes: demographic characteristics, career influences and reasons for career choice.

The items in the perceptions scale was Likert-type with five categories (5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree). The neutral option was added to prevent forced choices and was not be evaluated during the statistical analyses.

The questionnaires had both open and closed ended questions. The closed ended items were suitable as they limit the responses. The advantage of this is that the relevant responses, which are easy to analyze and compare, are obtained. The questions are also easy for the respondents to answer (Warwick and Lininger, 1975). However, the close-ended format has several disadvantages. These include the tendency for the respondents to avoid serious thinking and choose the easiest alternative as well as putting words in the mouth of the respondents. Hence, there was need to include open-ended response questions. This provides for self-expression and serious thinking thus giving appropriate suggestions from their own point of view. This was particularly useful during the discussion for this study.

### **3.6 Testing Hypothesis**

Inferential statistics was used for qualitative analysis which involved the derivation of explanations and making of interpretations of the findings basing on descriptions. To test the significant relationships between the career choice and motivation variables, a linear regression analysis was performed on the set of career choice and motivation variables. A

linear combination of the two sets of the variables was derived, while creating variation so that the correlation between the two variables was maximized at 0.05 (95%) significance level.

Regression model with assigned symbols was used to analyze data as follows:  $Y = b_0 + b_1X_1 + b_2X_2 + E$ . This formula was adopted since the dependent variable was only one.  $Y$  represented tourism career choice,  $b_0$  represented the constant,  $b_1$  represented the beta value for external motivation factors,  $X_1$  represented external motivational factors,  $b_2$  represented the beta value for internal motivation factors,  $X_2$  represented internal motivational factors and  $E$  represented expected Error.

### **3.7 Validity of the Research**

Validity was enhanced through a pilot study involving questionnaire administration to 8 MU and 8 KUC students majoring in tourism management was conducted. Mugenda and Mugenda (1999) alluded that pilot testing of questionnaire assists in identifying deviance, finding out how long the questionnaire takes to complete, clarity of the instruction, questions that are unclear and attractive. This was suitable for clarity of responses and collecting adequate information for data analysis and obtaining additional comments.

Content validity was supported through an extensive literature review on work value research and the reviews from the senior lecturers of tourism faculty in the MU and KUC. The interview schedule was conducted by the researcher in a reliable time span, which allows for the collection of adequate information. At the end of every interview all questions was checked to ensure they are all answered so as to avoid going back to look for them.

### **3.8 Reliability of the Research Instrument**

Cronbach's reliability coefficients were then calculated to maximize internal consistency among the WVI attributes. A reliability coefficient of 0.7 or higher is considered acceptable in most social science research situations (UCLA, 2007). The standardized Cronbach's alpha was used:  $\alpha = N \cdot c / \{v + (N-1) c\}$ . Where  $N$  represented the number of items,  $c$  represented the average of inter-item covariance among items, and  $v$  represented the average variance. A scale needs to contain differentiated items to be a valid measure of a construct. The following rules of thumb are usually used by social scientists for assessment of alpha reliability coefficients:  $\alpha > 0.9$  is Excellent,  $\alpha > 0.8$  is Good,  $\alpha > 0.7$  is Acceptable,  $\alpha > 0.6$  is Questionable,  $\alpha > 0.5$  is Poor, and  $\alpha < 0.5$  is Unacceptable (Gliem & Gliem, 2003). Alpha reliabilities were 0.763 for demographic characteristics, 0.712 for the career influences and 0.701 for reasons for career choices, meaning that they were all within the acceptable range for social science research.

### **3.9 Ethical issues**

This study was undertaken with special considerations of all ethical concerns and attempted to uphold them. The major ethical issues that were addressed by the study included informed consent, privacy and confidentiality, anonymity and researchers' responsibility (Neuman, 2000). Informed consent was upheld by providing the respondents with adequate information about the study. This included the purpose of the study, the procedures to be followed; the benefits of the study to them and the industry as a whole and the extent of privacy and confidentiality to be maintained (see appendix I). This information was the

basis upon which the selected respondents made an informed decision on whether or not to participate in the study.

The study upheld privacy of the respondents and maintained confidentiality of all data collected to the extent agreed between the two parties. Some of the data collected in the study was private and confidential as it related to specific students career decisions. Therefore, all data collected and analyzed was used for the purpose for which the study was undertaken and was not divulged to unauthorized persons. The researcher also refrained from collecting data that pertained to the identity of the respondents. Where cases had to be discussed, real names of the respondents were not be used.

### **3.10 Data Analysis and Presentation**

The questionnaires were checked for completeness and consistency of information at the end of each data collection day. Data was processed through the use of Statistical Package for Social Sciences (SPSS).

Descriptive analysis involves the derivation of statistical descriptions and interpretation of data by use of numerical terms (Anastas, 1999). In this study, the demographic characteristics of the respondents were analyzed and incorporated the use of frequency and percentage distribution tables. Measures of central tendency included calculation of means for both internal and external motivations.

Inferential data analyses were used to investigate the motivational reasons and influences of tourism students for career choices in tourism industry. Correlation measures were adopted for the external and internal motivations and career choices made at the time of admission. This was aimed at identifying the external and internal factors that would majorly influence tourism students at the time of career choices. Regression was used to provide an understanding on the relationship of external and internal motivations on career choices among the tourism students.

Content analysis was undertaken for qualitative data from the open ended questions in questionnaires and lecturer interviews. Using content analysis method the researcher systematically worked through each transcript assigning codes, which comprised words, to specific characteristics within the text. This information was used in the discussion of the findings from the survey on tourism students.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter is focused at collating, presenting and analyzing data from respondents through questionnaires, interview schedules and direct observations. It deals with data analysis and interpretation of findings in an attempt to establish the types of tourism careers preferred by most tourism students, to determine the relationship between tourism students' motivations and career choices in the tourism industry, and to determine the career preference of tourism students for formal employment, informal employment and entrepreneurship.

#### **4.1 Students' Demographic Details**

The demographic characteristics of the respondents were categorized into the institution type, gender and education level. Institution type and education level are presented in Table 4.1. From a proportionate sampling, 74.5 % (143) of the respondents were from MU, whereas 25.5 % (49) were from KUC. As observed most of the students were from the undergraduate level.

Basing on the education level, the KUC student respondents comprised of 26.5%, 38.8% and 34.7% at the first, second and third year diploma programmes respectively. Besides, MU student respondents comprised of 14.3%, 30.8%, 29.0% and 26.2% at the first, second, third

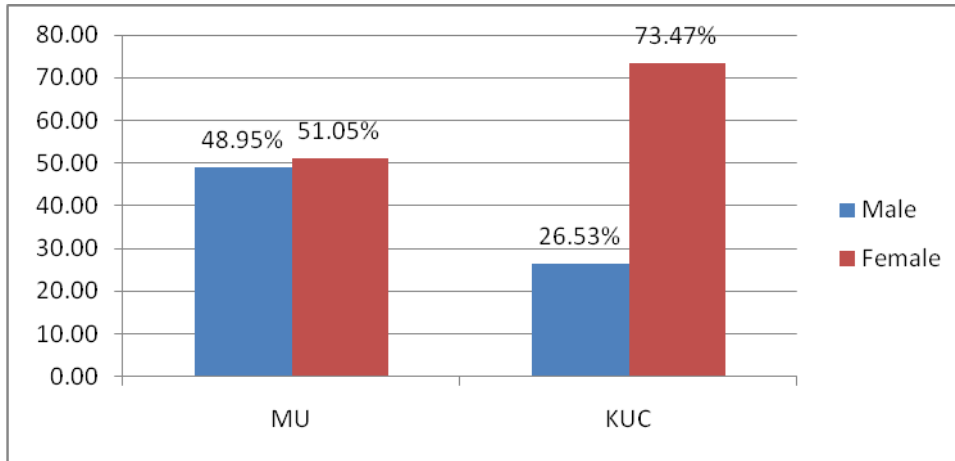
and fourth year of undergraduate study respectively. The sample was proportionate of the student enrolments per year of study.

**Table 4.1: Tourism Students' Demographic Details**

<b>Item</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Institution type	MU	143	74.5%
	KUC	49	25.5%
	Total	192	100.0%
Education level KUC	1 <sup>st</sup> Year Diploma	13	26.5%
	2 <sup>nd</sup> year Diploma	19	38.8%
	3 <sup>rd</sup> year Diploma	17	34.7%
	Total	49	100.0%
Education level MU	1st year undergraduate	20	14.3%
	2nd year undergraduate	44	30.8%
	3rd year undergraduate	41	29.0%
	4th year undergraduate	38	26.2%
	Total	143	100.0%

Source: (Survey data, 2011).

As shown in figure 4.1, the respondents were represented by a majority of the female gender with a percentage of 73.47% for KUC and 51.05% for MU. The male gender was represented by 49.95% from MU and 26.53% from KUC. This shows that most of the students enrolling and with an interest to pursue a tourism course were female.



**Figure 4.1: Gender of Respondents**

Source: (Survey data, 2011).

## 4.2 Career Influences

### 4.2.1 Choosing Tourism Career at Admission

A comparison was made on the way in which MU students and KUC students chose their careers at admission. Table 4.2 shows that majority of the student respondents at both the MU (62.24%) and KUC (91.84%) chose the tourism career willingly and informed. Those who were not informed comprised 27.97% (40) of the respondents from the MU and 8.16% (4) students from KUC, whereas 9.79% (14) student respondents from the MU were undecided. The respondents who were not informed and undecided at the time of admission represented 22.92% (44) and 7.29% (14) respectively. A large number of student respondents with a percentage of 69.79% (134) agreed that they were informed of the tourism careers at the time of admission, signifying that they had adequate knowledge from various sources such as family members, friends, and institutions of learning.



**Table 4.2: Willful and Informed Choice of Tourism Career at Admission**

Informed choice of tourism career at admission	Percentage			Overall (%)
	MU	KUC	Total Frequency	
Yes	62.24% (89)	91.84% (45)	134	69.79
No	27.97% (40)	8.16% (4)	44	22.92
Undecided	9.79% (14)	0.00% (0)	14	7.29
Total	100% (143)	100% (49)	192	100

Source: (Survey data, 2011).

The tourism students were asked to identify the most influencing factor in their choice of tourism career at admission. As shown in Table 4.3, many undergraduate respondents (48.95%) identified professional opportunities in the tourism sector as the most influencing factor, followed by understanding of talents (30.77%), then acceptance by the tourism department (13.29%), and other factors (6.99%). At KUC, the student respondents pointed out the most influencing career factor at admission as understanding of talents (46.94%), followed by professional opportunities in the tourism sector (30.61%), then the acceptance by the tourism department (14.29%), and other factors (8.16%). Overall, all the students identified professional opportunities as the greatest influencing career factor at admission represented by 44.27% (85) of the respondents, followed by understanding of talents and personal weaknesses represented by 34.9% (67) of the respondents, then acceptance by the tourism department 13.54% (26) of the respondents, and other factors represented by 7.29% (14) of the respondents. The other factors identified as influencing tourism career choices at admission included advice from parents, obtaining the right qualifications at high school and the love for travel and meeting new people.

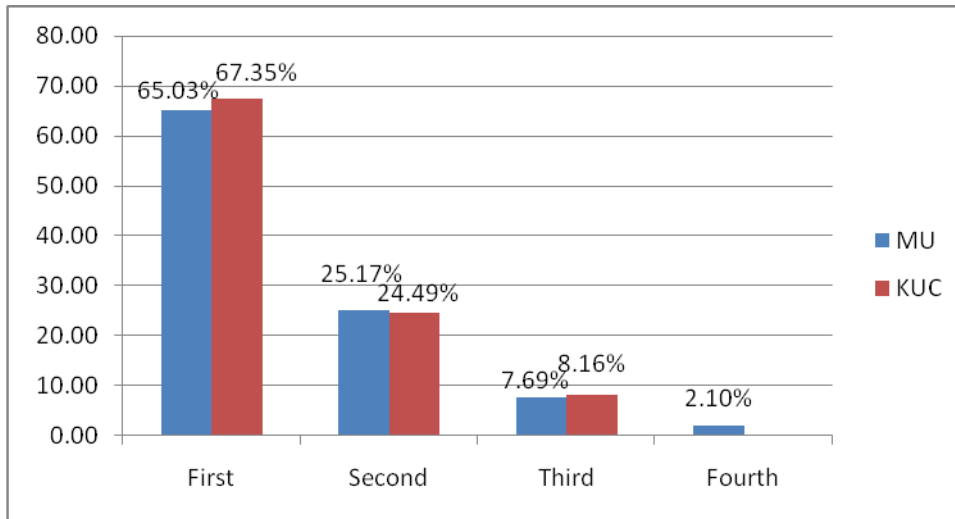
**Table 4.3: Most Influencing Career Factor at Admission**

Most influencing career factor at admission	Percentage			Overall (%)
	MU	KUC	Total Frequency	
Acceptance by the tourism department	13.29% (19)	14.29% (7)	26	13.54
Tourism professional opportunities	48.95% (70)	30.61% (15)	85	44.27
Understanding of talents and personal weaknesses	30.77% (44)	46.94% (23)	67	34.9
Other	6.99% (10)	8.16% (4)	14	7.292
Total	100% (143)	100% (49)	192	100

Source: (Survey data, 2011).

#### **4.2.2 Career Preferences**

Many students pursuing a tourism course made it as their first choice before admission. Figure 4.2 indicates that at MU, 65.03% of the respondents chose tourism course as their first choice, 25.17% chose as second choice, 7.69% chose as their third choice and 2.10% chose as their fourth choice. At KUC, 67.35% of the respondents chose tourism as their first choice, 24.49% chose it as their second choice, and 8.16% chose it as their third choice. This implies that most tourism students had an interest and prepared to pursue a tourism career at admission.

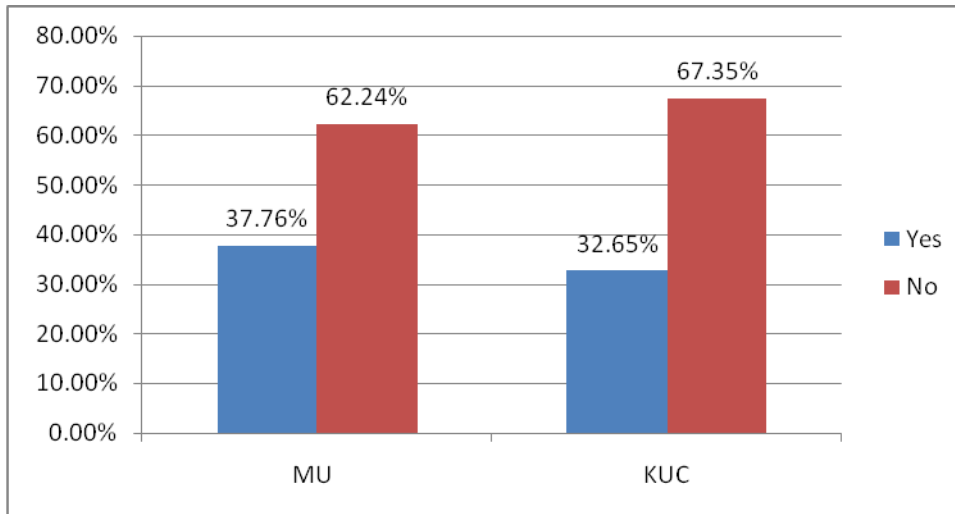


**Figure 4.2: Rank of Preference For Tourism Course**

Source: (Survey data, 2011).

#### **4.2.3 Change of Tourism Career Given Chance**

Tourism students have a propensity to change their tourism careers given chance. As indicated in figure 4.3, for MU, 37.76% of the respondents would change their tourism career given chance and 62.24% would not change it at all. At KUC, 32.65% of the respondents would change their tourism careers, whereas 67.35% would not change given any chance. It follows that the majority of the tourism students have an informed decision to pursue career available in the various tourism sub sectors.



**Figure 4.3: Change of Tourism Career Given Chance**

Source: (Survey data, 2011).

### 4.3 Motivation for Career Decision

The motivations for career decision were categorized as either internal or external. Whereas external motivations are uncontrollable influences, the internal motivations are controllable and are believed to have originated from the respondents.

#### 4.3.1 External Motivations

The tourism students were asked to identify an external factor that mostly influenced their career decisions and choices. According to Table 4.4, the factors that were highly regarded by undergraduate students in career choice was education level represented by 52.45% (75) of the respondents, parents and relatives (23.08%), social groups (13.99%) among other factors (10.49%). The KUC student respondents indicated that they highly regarded parents and relatives as the leading influence (42.86%), followed by education level (26.53%), then

social groups (22.45%) among other factors (8.16%). Overall, education level was rated the leading (45.83%), followed by parents and relatives (28.13%), then social groups (16.15%) and finally other factors (9.90%). Other factors identified to externally influence students' career choices included work experience, gender and good pay.

Students indicated that their advancement in education within the tourism industry provided background knowledge of the tourism job environment. It was also observed that majority of the tourism students had been exposed and had experience in the tourism industry through attachments, voluntary service, internships and previous formal employment in tourism industry before study.

Those who depended on parental and relatives influence chose it because they had been advised to do so. The parents and relatives had experience in tourism, were working in tourism industry or were the direct sponsors and required them to do a course in tourism.

**Table 4.4: Selected External Motivations**

External Motivations	Percentage			Overall (%)
	MU	KUC	Total Frequency	
Parents and relatives	23.08% (33)	42.86% (21)	54	28.13
Social groups	13.99% (20)	22.45% (11)	31	16.15
Education level	52.45% (75)	26.53% (13)	88	45.83
Other	10.49% (15)	8.16% (4)	19	9.90
Total	100% (143)	100% (49)	192	100.00

Source: (Survey data, 2011).

### 4.3.2 Internal Career Influences

It is evident that respondents have internal influences to their career choices. Table 4.5 indicates the career influences of the students in both institutions. It was observed that most undergraduate student respondents sought for recognition (34.27%) in their career decision process, followed by personality (30.77%), curiosity and challenge (23.78%), and other influences (11.19%). On the other hand, the diploma student respondents identified personality (36.73%) as their strongest career influence, followed by recognition (24.49%), curiosity and challenge (20.41%) and other influences (18.37%). Overall, personality was rated the highest (32.29%), followed by recognition (30.21%), curiosity and challenge (23.96%), and other factors (13.54%). The other influences identified by the students included thoughts of fantasy and adventure, including high interpersonal interactivity in tourism which is good for an individual's social development.

**Table 4.5: Selected Internal Career Motivations**

Internal motivations	Percentage			Overall (%)
	MU	KUC	Total Frequency	
Curiosity and challenge	23.78% (34)	24.49% (12)	46	23.96
Personality	44 (30.77%)	36.73% (18)	62	32.29
Recognition	34.27% (49)	18.37% (9)	58	30.21
Other	11.19% (16)	20.41% (10)	26	13.54
Total	100% (143)	100% (49)	192	100.00

Source: (Survey data, 2011).

### 4.4 Reasons for Choosing Tourism Career

Tourism students were asked to rate the reasons behind their choice of tourism careers. The reasons were categorized as either external or internal.

#### **4.4.1 External Motivation Factors**

Seven reasons each from external and internal motivations were identified. Their means were computed and compared. Table 4.6 indicates the reasons for external motivations in the choice of tourism careers among the tourism students. The reasons for the choice of tourism careers among the undergraduate respondents were: adequate exposure to tourism careers through education and trainings (3.902), tourism careers have a balanced time for family, work and play (3.775), there are satisfactory promotion opportunities in tourism (3.154), they could make good money when they pursue a tourism career (3.140), university degree was necessary to work in the tourism industry (2.909), parents and relatives influenced their tourism career choices (2.867) and social groups (such as clubs and societies) influenced their career choices (2.552). The findings reveal that education and trainings is the foremost influence in career choices among tourism students.

The diploma respondents rated the reasons thus: that they could make good money when they pursue a tourism career (3.898), they had adequate exposure to tourism careers through education and trainings (3.551), there are satisfactory promotion opportunities in tourism (3.204), university degree was necessary to work in the tourism industry (3.082), tourism careers have a balanced time for family, work and play (2.857), parents and relatives influenced their tourism career choices (2.694) and social groups (such as clubs and societies) influenced their career choices (2.429). The means scores for the reasons for external motivations were generally higher for the undergraduates than the diploma students.

**Table 4.6: Means of External Motivation Factors**

<b>External Motivations Factors</b>	<b>Institution type</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error mean</b>
There are satisfactory promotion opportunities in tourism	MU	143	3.1538	1.21207	0.10136
	KUC	49	3.2041	1.17224	0.16746
Social groups (such as clubs and societies) influenced my career choice	MU	143	2.5524	0.81083	0.0678
	KUC	49	2.4286	0.76376	0.10911
Parents and relatives influenced my tourism career choice	MU	143	2.8671	1.30674	0.10928
	KUC	49	2.6939	1.21113	0.17302
Adequate exposure to tourism careers through education and training	MU	143	3.9021	0.88266	0.07381
	KUC	49	3.5510	1.24267	0.17752
Make good money	MU	143	3.1399	1.35106	0.11298
	KUC	49	3.8980	0.82272	0.11753
Tourism careers have a balanced time for family, work and play	MU	143	3.7746	1.39092	0.11672
	KUC	49	2.8571	1.38444	0.19778
University degree necessary to work in tourism	MU	143	2.9091	1.09357	0.09145
	KUC	49	3.0816	1.55237	0.22177

Source: (Survey data, 2011).

#### **4.4.2. Internal Motivation Factors**

Student respondents were asked to rate the reasons for their internal motivations in choosing tourism careers and the findings in form of means were tabulated (see Table 4.7). The undergraduate respondents indicated that meeting new people would be a pleasant experience (4.462), interpersonal and communication skills are important for tourism careers (4.455), they would be able to meet or achieve career goals in life by taking a tourism career (3.937), they would be able influence and have an impact on others (3.697), curiosity and challenge drove them to pursue tourism as a new field in career development (3.486), studying of tourism course was a correct investment in career development (3.119), and that tourism jobs are more respected and recognized than other jobs (2.748).



The diploma respondents would choose tourism careers based on the feeling that they have interpersonal and communication skills which are important for tourism careers (4.633), meeting new people would be a pleasant experience (4.408), they would be able to meet or achieve career goals in life by taking a tourism career (4.265), studying of tourism course was a correct investment in career development (4.163), the ability to influence and have an impact on others (4.122), drive by curiosity and challenge to pursue tourism as a new field in career development (4.102), and that tourism jobs are more respected and recognized than other jobs (3.388). The means scores for the reasons for internal motivations were generally lower for the undergraduates than the diploma students.

**Table 4.7: Means of Internal Motivation Factors**

<b>Internal Motivations Factors</b>	<b>Institution type</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error mean</b>
Being able to meet/achieve my goals in life	MU	143	3.9371	0.83258	0.06962
	KUC	49	4.2653	0.67006	0.09572
Tourism jobs are more respected and recognized than other jobs	MU	143	2.7483	1.02414	0.08564
	KUC	49	3.3878	1.15138	0.16448
Driven by curiosity and challenge to choose career	MU	143	3.4859	1.31944	0.11073
	KUC	49	4.1020	0.89547	0.12792
Studying tourism is correct investment in career development	MU	143	3.1189	1.3081	0.10939
	KUC	49	4.1633	0.6566	0.0938
I am able to influence and have an impact on others	MU	143	3.6972	0.85044	0.07137
	KUC	49	4.1224	0.88111	0.12587
Meeting new people is a pleasant experience	MU	143	4.4615	0.55372	0.0463
	KUC	49	4.4082	1.17115	0.16731
Interpersonal and communication skills are important for tourism careers	MU	143	4.4545	0.77575	0.06487
	KUC	49	4.6327	0.48708	0.06958

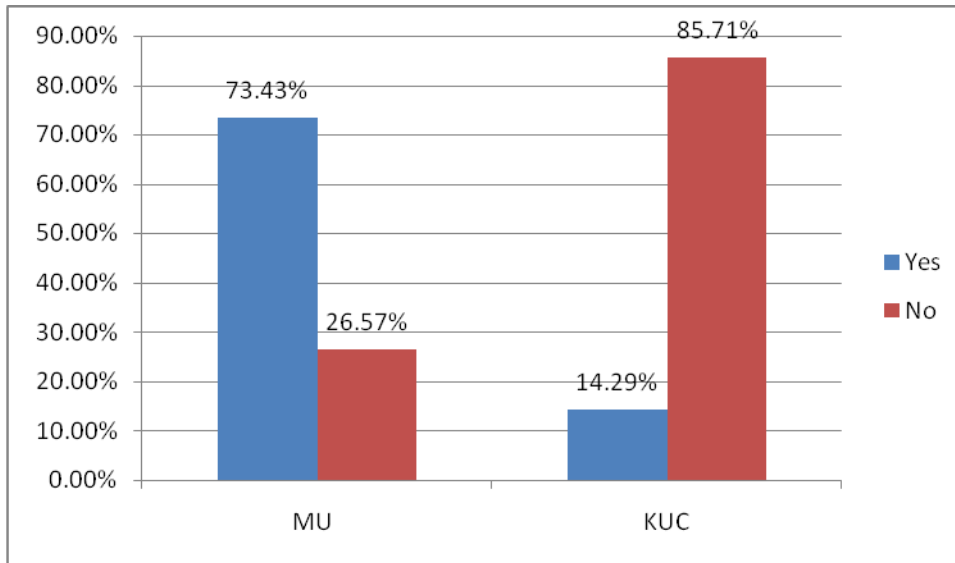
Source: (Survey data, 2011).

## **4.5 Preparedness of Tourism Students for Tourism Careers**

The characteristics of tourism careers and professions include: requirements for practical work experience in the industry, duration of time worked in the tourism industry, professional interests in the industry, and the future intentions in the tourism industry.

### **4.5.1 Practical Work Experience in Tourism**

Tourism students are required to have adequate practical work experience in tourism before graduation both at the diploma and degree levels of education. Work experience within the tourism industry provides background knowledge of the job and work environment to the tourism students before graduation. The observations on work experiences among the student respondents are indicated in figure 4.4. Majority (73.43%) of the undergraduate respondents have had experiences in the tourism industry, while a few (26.57%) have not had any work experience. Among the diploma students, 14.29% of the respondents had work experience in the tourism industry while 85.71% of the respondents had no work experience. Overall, many students had work experience in the tourism industry. It was found out that majority of the tourism students have had work experience in the tourism industry through attachments, voluntary service, internships, apprenticeship and employments.



**Figure 4.4: Practical Work Experience in Tourism Industry**

Source: (Survey data, 2011).

#### **4.5.2 Time spent working in tourism industry**

The tourism students are required to have a practical working experience of a given duration before graduation and even access job opportunities in the tourism industry. As shown in Table 4.8, according to the MU students, 24.48% (35) of the respondents had 1-4 months experience, 35.66% (51) of the respondents had 5-8 months experience, 16.78% (24) of the respondents had 9-12 months experience, 12.59% (18) of the respondents had over 12 months experience and 10.49% (15) of the respondents had no experience at all. At KUC, 6.12% (3) of the respondents had 1-4 months experience, 4.08% (2) of the respondents had 5-8 months experience and 85.71% (42) of the respondents had no experience at all in the tourism industry. Overall, the students with no experience represented 29.69%, 1-4 months experience represented 19.79%, 5-8 months experience represented 27.60%, 9-12 months experience represented 13.54% and those with over 12 months experience represented

9.38% of the respondents. It is evident that majority of the tourism students have working experience in the tourism industry of varying time span.

**Table 4.8: Time Spent Working in Tourism Industry**

Time spent working in tourism industry	Percentage			Overall (%)
	MU	KUC	Total Frequency	
1-4 months	24.48% (35)	6.12% (3)	38	19.79
5-8 months	35.66% (51)	4.08% (2)	53	27.60
9-12 months	16.78% (24)	4.08% (2)	26	13.54
Over 12 months	12.59% (18)	0% (0)	18	9.38
None	10.49% (15)	85.71% (42)	57	29.69
Total	100% (143)	100% (49)	192	100.00

Source: (Survey data, 2011).

#### **4.5.3 Intent to Pursue Career in the Tourism Industry after Graduation**

Majority of the tourism students have a strong affirmation to pursue a career in the industry after graduation. As observed in Table 4.9, at MU 80.42% (115) of the student respondents affirmed that they would work within the tourism industry after their graduation, 6.29% (9) of the respondents declined that they would work in the industry, and 13.29% (19) of the respondents were undecided on whether or not to work in the industry after graduation. On the other hand, 91.84% (45) KUC student respondents affirmed that they would work in the tourism industry after graduation, and 8.16% (4) of the respondents were undecided.

Overall, about 83.33% (160) of the respondents affirm that they would work in the tourism industry in the future, about 4.69% (9) would not work in the industry and about 11.98% (23) were undecided of whether or not to work in the tourism industry in the future. This

implies that a majority of the tourism students have motivation and interest to work in the tourism industry after graduation. Those who accepted to work in the tourism industry commented that they would work in the accommodation, air transportation, travel operations, entertainment, and training and consultancy sectors. Those who were undecided or acknowledged that they would not work in the tourism industry commented that they would work in the banking and finance, manufacturing product marketing, or public and private administrative sectors.

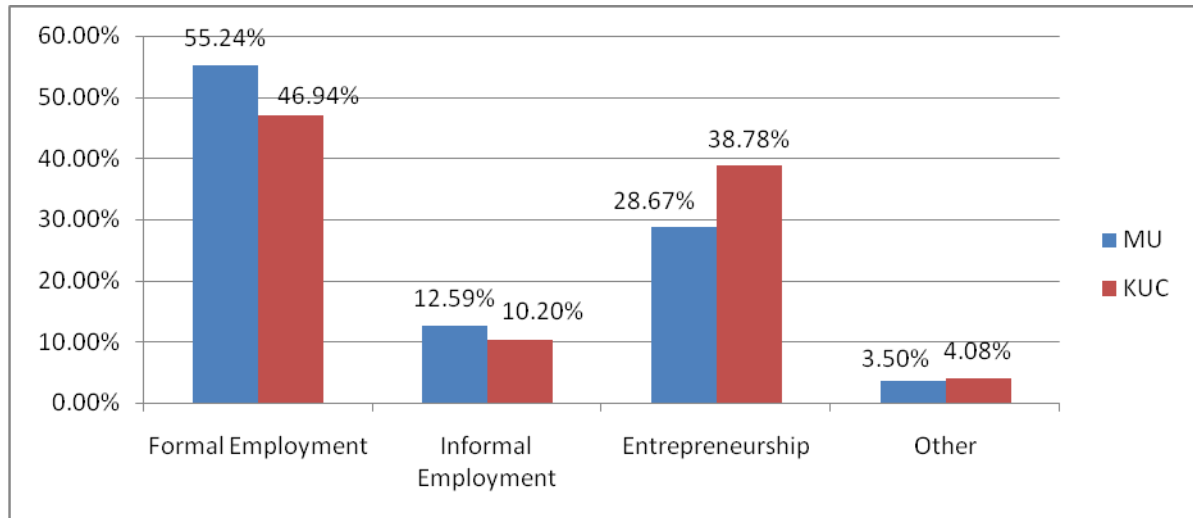
**Table 4.9: Intent to Pursue Career in the Industry after Graduation**

Intent to pursue tourism career after graduation	Percentage			Overall (%)
	MU	KUC	Total Frequency	
Yes	80.42% (115)	91.84% (45)	160	83.33
No	6.29% (9)	0% (0)	9	4.69
Undecided	13.29% (19)	8.16% (4)	23	11.98
Total	100% (143)	100% (49)	192	100.00

Source: (Survey data, 2011).

The tourism students have options of pursuing different professions in tourism through formal employment, informal employment, and entrepreneurship among others. Figure 4.5 indicates that for the undergraduate level, 55.24% of the respondents would opt for formal employment, 12.59% of the respondents would opt for informal employment, 28.67% would opt for entrepreneurship and 3.50% would opt for other career opportunities. At the diploma level, 46.94% of the respondents would opt for formal employment, 10.20% would opt for informal employment, 38.78% would opt for entrepreneurship and 4.08% would opt for other career opportunities. The other career opportunities opted for by the tourism students

included consultancy, further studies and having tourism career for earning additional income. Whereas those who would be informally employed would want to work with the local and international Non Governmental Organizations (NGOs) and other artistic activities, the findings reveal that more diploma students are interested in entrepreneurship than the undergraduates.



**Figure 4.5: Professional Career Options**

Source: (Survey data, 2011).

Tourism students were asked to identify the tourism career sector they had worked in before graduation and interested to work in after graduation. The career sectors identified were hotel, tour operator or travel agency, airline company, bar and restaurant, training institution, and NGOs among others. The tourism students had work experience of the identified career sectors before graduation. Table 4.10 indicates that among the undergraduate students, majority of the respondents (41.96%) had work experience in a hotel, followed by among other sectors; tour operator or travel agency (20.98%), an airline company (20.98%), a bar

and restaurant (26.57%), a training institution (10.49%), a NGO (12.59%) and other career sectors (0.70%).

On the other hand, KUC had majority of student respondents having work experiences in a tour operator or travel agency (8.16%), followed by among other sectors; an airline company (6.12%), a bar and restaurant (6.12%), a training institution (4.08%), other career sectors (6.12%) and none in a hotel and NGO. Overall, about 31.25% of the respondents had experience in a hotel, 16.67% of the respondents had experience in a tour operator or travel agency, 17.19% of the respondents had experience in an airline company, 21.35% of the respondents had experience in a bar and restaurant, 8.85% of the respondents had experience in a training institution, 9.38% of the respondents had experience in an NGO, and 2.08% of the respondents had experience in other career sectors. The other career sectors from which the students had work experience included communication, and banking and financial institutions.

The tourism students have an interest of working in the tourism industry after graduation. The findings in this study indicated that MU student respondents would mostly want to work in an airline company (39.16%), followed by among other sectors; a hotel (16.08%), a tour operator or travel agency (34.97%), a bar and restaurant (23.08%), a training institution (20.98%), an NGO (13.29%) and other career sectors (2.80%). Meanwhile, among KUC student respondents, majority were interested in pursuing tourism careers in an airline company (46.94%), followed by among other sectors; a tour operator or travel agency (38.78%), a hotel (30.61%), a bar and restaurant (16.33%), a training institution (26.53%), an NGO (22.45%), and other career sectors (8.16%).

Overall, about 19.79% of the respondents would work in a hotel, 35.94% of the respondents would work in a tour operator or travel agency, 41.15% of the respondents would work in an airline company, 21.35% of the respondents would work in a bar and restaurant, 22.40% (43) of the respondents would work in a training institution, 15.63% of the respondents would work in an NGO, and 4.17% of the respondents would work in other career sectors. The other professions that are of interest to the tourism students would include communication, cargo transportation, military and security service, and banking and finance service.

**Table 4.10: Types of Tourism Career Sectors and Work Experiences**

Sector	Response	Before graduation			After graduation		
		Percentage		Overall (%)	Percentage		Overall (%)
		MU	KUC		MU	KUC	
Hotel	Yes	41.96	0.00	31.25	16.08	30.61	30.61
	No	58.04	100.00	68.75	83.92	69.39	69.39
TA/TO	Yes	20.98	8.16	16.67	34.97	38.78	38.78
	No	79.02	91.84	83.33	65.03	61.22	61.22
Airline company	Yes	20.98	6.12	17.19	39.16	46.94	46.94
	No	79.02	93.88	82.81	60.84	53.06	53.06
Restaurant/bar	Yes	26.57	6.12	21.35	23.08	16.33	16.33
	No	73.43	93.88	78.65	76.92	83.67	83.67
Training institution	Yes	10.49	4.08	8.85	20.98	26.53	26.53
	No	89.51	95.92	91.15	79.02	73.47	73.47
NGOs	Yes	12.59	0.00	9.38	13.29	22.45	22.45
	No	87.41	100.00	90.63	86.71	77.55	77.55
Other	Yes	0.70	6.12	2.08	2.80	8.16	8.16
	No	98.60	93.88	97.92	97.20	91.84	91.84

Source: (Survey data, 2011).



#### 4.6 Correlation of Internal and External Factors for Career Choice

The relationship among the external and internal career motivations were compared with the informed choice of tourism career at admission and further career choices.

**Table 4.11: Correlations of External Reasons for Career Choice**

		Informed choice of tourism career at admission	Further career choices
Tourism careers have a balanced time for family, work and play	Pearson Correlation	1	0.124
	Sig. (2-tailed)		0.087
	N	192	192
Satisfactory promotion opportunities	Pearson Correlation	-0.078	0.109
	Sig. (2-tailed)	0.284	0.134
	N	192	192
Social groups influenced career	Pearson Correlation	-0.027	-0.075
	Sig. (2-tailed)	0.715	0.298
	N	192	192
Parents and relatives influenced career	Pearson Correlation	0.269*	-0.333*
	Sig. (2-tailed)	0	0
	N	192	192
Adequate exposure to tourism careers through education and training	Pearson Correlation	-0.081	-0.102
	Sig. (2-tailed)	0.265	0.159
	N	192	192
Make good money	Pearson Correlation	0.126	0.270*
	Sig. (2-tailed)	0.082	0
	N	192	192
University degree necessary to work in tourism	Pearson Correlation	0.016	-0.156
	Sig. (2-tailed)	0.821	0.03
	N	192	192

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Source: (Survey data, 2011).

Table 4.11 indicates their relationships at 0.05 significance level. Parents and relatives had a positive relationship of 0.269 on informed choice of tourism career at admission, and a negative relationship of -0.333 on further career choices. The potential to make good money had a positive relationship of 0.270 with further career choices.

**Table 4.12: Correlations of Internal Reasons for Career Choice**

		<b>Informed choice of tourism career at admission</b>	<b>Further career choices</b>
Being able to meet my goals in life	Pearson Correlation	-0.436*	0.187*
	Sig. (2-tailed)	0	0.009
	N	192	192
Tourism jobs are more respected and recognized than other jobs	Pearson Correlation	-0.067	-0.036
	Sig. (2-tailed)	0.356	0.618
	N	192	192
Driven by curiosity and challenge to choose course	Pearson Correlation	-0.512*	0.092
	Sig. (2-tailed)	0	0.206
	N	191	191
Studying tourism is correct investment in career development	Pearson Correlation	-0.052	0.313*
	Sig. (2-tailed)	0.473	0
	N	192	192
I am able to influence and have an impact on others	Pearson Correlation	-0.311*	0.132
	Sig. (2-tailed)	0	0.069
	N	191	191
Meeting new people is a pleasant experience	Pearson Correlation	0.008	-0.066
	Sig. (2-tailed)	0.908	0.363
	N	192	192
Interpersonal and communication skills are important	Pearson Correlation	0.106	0.236*
	Sig. (2-tailed)	0.142	0.001
	N	192	192

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Source: (Survey data, 2011).

The relationship among the internal career motivations were compared with the informed choice of tourism career at admission and the further career choices. Table 4.12 indicates their relationships at 0.05 significance level. The ability to meet personal goals in life had a negative relationship of -0.436 with informed choice of tourism career at admission, and a positive relationship of 0.187 with further career choices. The relationship between studying tourism as a correct investment in career development was positive (0.313) with further career choices. The ability to influence and have an impact on others had a negative relationship (-0.311) with informed choice of tourism career at admission. The importance of interpersonal and communication skills had a positive relationship (0.236) with further career choices.

#### **4.7 Hypothesis Testing**

The research hypothesis postulated that there is no statistical significant relationship between motivations and the student career influences in the tourism industry. Table 4.13 indicates the P-value and the R squared values of both external and internal motivations respectively. Subsequently, Table 4.14 and Table 4.15 indicate the Regression Coefficient for Career Motivations and R Squared values respectively. The P values for both internal and external motivations were 0.000 (less than 0.05 level of significance). This indicates that there was a significant statistical relationship between external and internal motivations and the student career choices in the tourism industry.

Therefore, the null hypothesis that there was no statistical significant relationship between motivations and the student career choices in the tourism industry is rejected. The R squared

coefficient was 0.269 to mean that external motivations explained 26.9% of the tourism career choices among tourism students. On the other hand, the R squared coefficient for internal motivations was 0.073 signifying that internal motivations explained 7.3% of the tourism career choices among tourism students. In terms of variance test,  $F=70.024$  (external motivations) and  $F=14.933$  (internal motivations), when  $P=0.000$ , and the difference is significant. Therefore, the regression equation is tenable in terms of statistics the regression equation about tourism students perceptions can be achieved (**Y (Tourism Career Choice) = 2.933 + 0.136X<sub>1</sub> + 0.076X<sub>2</sub>+ 0.190**).

**Table 4.13: Regression of Career Motivations**

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1 (External)	Regression	19.659	1	19.659	70.024	0.000 <sup>a</sup>
	Residual	53.341	190	0.281		
	Total	73	191			
2 (Internal)	Regression	3.423	1	3.423	14.933	0.000 <sup>a</sup>
	Residual	43.556	190	0.229		
	Total	46.979	191			
a. Predictors: (Constant), External Motivations, and Internal Motivations,						
b. Dependent Variable: Tourism Career Choice						

Source: (Survey data, 2011).

**Table 4.14: R Squared Values for Career Motivations**

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1 (External)	0.519 <sup>a</sup>	0.269	0.265	0.52985	0.269	70.024	1	190	0
2 (Internal)	0.270 <sup>a</sup>	0.073	0.068	0.47879	0.073	14.933	1	190	0

a. Predictors: (Constant), External Motivations and Internal Motivations  
b. Dependent Variable: Tourism Career Choice

Source: (Survey data, 2011).

**Table 4.15: Regression Coefficient and Significance Test for Career Motivations**

Coefficients <sup>a</sup>								
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
Constant	2.933	0.190		15.433	0.000			
External Motivations	0.136	.016	0.519	8.368	0.000	0.519	0.519	0.519
Internal Motivations	0.076	0.020	0.270	3.864	0.000	0.270	0.270	0.270

a. Dependent Variable: Tourism career choice

Source: (Survey data, 2011).

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.0 Introduction**

This chapter discusses the study results with reference to the study's specific objectives. The discussion of the results incorporates the explanation of the descriptive and inferential analysis in chapter four with particular reference to previous researches done on similar topics.

#### **5.1 Types of Tourism Careers Preferred By Most Tourism Students**

The study by Öztin and Akıs (2007) indicates that the tourism students' preferences for working in specific tourism sectors after graduation were similar to their choices as trainees. They indicated that students mostly preferred the accommodation sector, followed by travel agencies/tour operators, and finally food and beverage. In this study, however, the students work experiences and work preferences after graduation were different and showed attraction to well paying jobs. The findings in this study indicated the undergraduate students would mostly want to work in an airline company yet majority of them had work experience in a hotel. On the other hand, majority of the diploma students had work experiences in a tour operator or travel agency yet most of them would like to work in an airline company. The other professions that are of interest to the tourism students would include communication, cargo transportation, military and security service, and banking and finance service.

Travel and Tourism one of the world's largest foreign exchange earner among industries, provides employment directly to millions of people worldwide and indirectly through many associated service industries (Chellen & Nunkoo, 2010). A very wide industry, it includes government tourism departments, immigration and customs services, travel agencies, airlines, tour operators, hotels and many associated service industries such as airline catering or laundry services, guides, interpreters, tourism promotion and sales. Purcell (1998) argues that present-day work arrangements promote a short-term, opportunistic outlook among employees, one that undermines loyalty, trust and long-term commitment. However, uncontrollable factors such as the economy and seasonality can also affect tourism and hospitality employees positively and negatively, and may subsequently influence the way they make career decisions. In this study, owing to the unrealistic perceptions of tourism students towards the various types of tourism careers, each level of education should equip students with skills for recognition of the tourism jobs and bring about a rise in the level of commitment of students towards the industry.

## **5.2 Preparedness of Tourism Students for Tourism Careers**

A survey conducted by Aksu and Köksal (2005) at the Akdeniz University School of Tourism and Hotel Management in Antalya, investigated the main expectations of students from the tourism industry. The results indicated that generally they had low expectations. However, positive perceptions were found among respondents who had: chosen the school as one of their top three choices at the university entrance exam; chosen the school willingly; and carried out practical work experience outside of Turkey. In this study, many students who pursue tourism courses identified tourism as their first choice course at

admission, implying that it was their most preferred course among other alternatives. The course was chosen willingly and with adequate background information from their parents and relatives, learning and work exposure through attachments and formal employment. The students who had not decided to pursue a tourism career willingly or were undecided at the time of admission would have chosen to pursue other careers such as banking and finance, communication, medicine and security.

Purcell (1996) while examining the respondents' transition from education to employment determined how well they appear to be equipped to meet the needs of the hospitality industry. The author compared the experience and perceptions of Bachelor's Degree and Higher National Diploma course alumni in terms of their higher education and subsequent employment. The author concluded that the two cohorts exhibit significant differences, in terms of evaluations of their courses and early career trajectories, but that these largely derive from their different characteristics (largely independent of higher education experience) and the options available to them. According to Purcell, HNDs are more likely to remain in the industry, but there is evidence to suggest that this may be due to the narrower range of opportunities open to them as a result of their more vocationally specialist qualification rather than a stronger commitment to the industry. This study concurs with the findings of Purcell and confirms that majority of the diploma students are ready to take up a career in tourism as compared to the undergraduate students who have more options outside tourism industry for employment. Although the study of tourism emphasises more on service delivery, there is still a need to broaden the definition of tourism management to



include financial and communication as they provide greater opening for the tourism students to access employment in other service sectors outside the tourism industry.

Öztin and Akıs (2007) in their study indicated that the willingness of tourism students to study tourism was an important factor influencing perceptions in a positive way. The Post-hoc Turkey HSD test indicated that their concept of the industry was more favorable than the others. Likewise, post-hoc comparisons indicated that the mean value for those respondents who were interested in working in tourism was significantly higher than the mean scores of the respondents who were either not interested or undecided. On the other hand, they indicated that career perceptions of the respondents change according to their year of study. This study, however, did not include the perceptions of respondents as they progress in their education.

Tourism students are required to have adequate practical work experience in tourism before graduation both at the diploma and degree levels of education. Work experience within the tourism industry provides background knowledge of the job and work environment to the tourism students before graduation. Students benefit from work-based experience because they have the chance to undertake practical work to complement theoretical knowledge (Velde & Cooper, 2000). In order to meet the needs of the tourism human resource market, colleges and universities should increase students' practical training in order to give them more time to experience tourism jobs (Ge & Wu, 2005). In this study, majority of the undergraduate students have been exposed to the tourism industry as compared to students in the diploma. It was found out that majority of the tourism students have had work

experience in the tourism industry through attachments, voluntary service, internships, apprenticeship and employments.

The careers in tourism programme seek to offer guidance to students as well as the general adult population about career opportunities within the tourist industry. Until and unless the career opportunities are not well exposed, there will not be full commitment of students towards the tourism industry (Chellen & Nunkoo, 2010). In this study, the students have had working experience of varying time span of between one month and over twelve months. The students with no experience comprised mostly of those in the first year of study at the undergraduate level and those pursuing the first year of the diploma programme.

### **5.3 Tourism Students' Motivations and Tourism Career Choices**

Toth (2008) investigated the motivational value foundations in the choice of career among professional nursing students and students studying at teacher's college. He found out that any force motivating the choice of the nursing career must not just be external but must include intrinsic factors, especially the possession of the required traits, which play a dominant role in the career decision-making. It is necessary to mention at this point that although this study has shown the overwhelming influence of internal rather than external factors in the vocational choice of nurses, it may not be true for the tourism students. The tourism students are more likely to be influenced by external motivations in choosing their careers than internal ones. From the study, it was observed that higher education levels among tourism undergraduate students and family among the diploma students had stronger external influence on their perceptions on career choices. The lecturers commented that the

government sponsored students were influenced into choosing tourism career because they had attained the required points by the tourism department and the university Joint Admissions Board (JAB) for undergraduates, the process of changing courses outside tourism is long and tedious, tourism is more marketable course and has a potential of growing employment opportunities.

The importance of personality traits and skills, as noted in Akrivos et al. (2007) highlighted that people with particular personality traits, such as being flexible, enthusiastic at work and possessing the abilities to communicate effectively and deal effectively with diversity are likely to make better career progress in the industry than those who lack these personality traits and skills. In this study, it was observed that most students at both at undergraduate and diploma levels of study were influenced into choosing their tourism careers based on personality traits, search for need for recognition, and curiosity and challenge. The other influences identified by the students included thoughts of fantasy and adventure, including high interpersonal interactivity within the tourism industry. The implication of this finding is that one's choice of any vocation, including tourism, is an expression of one's personality, which is an internal variable.

The null hypothesis in this study indicated that there was no relationship between motivations and the choice of the tourism career. However, it was rejected and the alternative hypothesis accepted that indeed there is a relationship between motivations and tourism career choices. The study showed a positive relationship between external and internal motivation factors with the choice of the tourism career. The findings are supported

by the writings of Deci (1975) and Weiner's (2005) theories that the cause of the success or failure of an individual may be internal or external. As proposed by the Deci, this study confirmed that external influences may interact with internal influences to affect career decision making among tourism students.

Chellen and Nunkoo (2010) comment that perhaps the most important reason for undertaking a study on students' commitment to employment in the tourism and hospitality industry is that there are so many questions which still need to be answered about the attitudes of young people to tourism careers. In this study, a number of tourism students accepted that there are some factors that would make them to change their career from the tourism industry. These included job insecurity, frequent transfers, unfriendly working environments, seasonality of tourism jobs, low salary compared to service, and transfers that affect family life negatively.

There are also reports of many tourism and hospitality management graduates leaving the industry or even failing to enter the industry upon graduation due to low job satisfaction, poor formal employment conditions and absence of motivating factors resulting in high staff turnover and wastage of trained and experienced personnel (Thomas & Long, 2001). The lecturers commented that the students would change their careers if there is need for more experience and failure to secure jobs in the tourism industry. However, some students commented that 'nothing would make (me) change because it's a career that (I) intend to pursue as long as (I) live'. This raises the issue of finding out and explaining the perceptions of individuals who are likely to enter the tourism and hospitality work-force to explore

whether the industry is meeting their expectations. There is relatively little evidence that research has been conducted in this area.

#### **5.4 Preference of Tourism Students for Formal Employment, Informal Employment and Entrepreneurship**

The tourism students have options of pursuing different professions in tourism through formal employment, informal employment, and entrepreneurship among others. Auyeung and Sands (1997) comments that prior experience of starting a business or trying to start a business is significantly linked with a positive attitude toward entrepreneurship and a greater degree of self-efficacy but not significantly related to subjective norms. In this study, majority of the students in MU and KUC would choose a tourism career for formal employment. However, a large proportion of students at the diploma would opt to pursue entrepreneurship as compared to the undergraduate students.

Attribution theory (Weiner, 2005) incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors. In this study, it implies that tourism students who have had direct experience of starting their own business have a more favorable attitude toward an entrepreneurial career and are more confident in their own ability to repeat that behavior. Those who would be informally employed would want to work with the local and international Non Governmental Organizations (NGOs) or pursue artistic activities.

In this study, the tourism students were asked to identify the tourism professional levels they would have attained in five years after their graduation. As mentioned again by Kusluvan and Kusluvan (1999), if students were informed realistically and sufficiently about careers and working conditions in the tourism industry they would form more realistic and lower expectations with regards to jobs in the tourism industry. According to the answers given to the open-ended question, the majority of the respondents expect to have high-level managerial positions in the industry after graduation and earn good money (Öztin & Akis, 2007). In this study, the most appearing of the student responses included working as hotel general managers, operations managers, lecturers, front desk workers, concierges, travel agents, airline workers, chefs, bartenders, accountants and administrative workers. Other students commented that they would be tourism business owners or entrepreneurs.

In this study, most tourism students have ability to meet goals in life by developing careers within the tourism industry, and would also encourage others wishing to pursue careers in the industry. Chen et al (2000) suggests that regarding subjective norms, students who are more confident in their ability based on practical experience are less influenced by perceived social norms. In this study, the undergraduate students considered that they had adequate exposure to tourism careers through education and trainings as the foremost. On the other hand, the diploma students considered that they could make good money when they pursue a tourism career. The tourism lecturers noted that the market conditions affect the opportunities available in any particular field and that the tourism industry is growing at a faster rate than the combined average for other industries.

The tourism lecturers acknowledged that students had their own career plans immediately after graduation. The students would have opportunities of furthering their education either for a bachelor's or master's degree. Others would first go for formal employment and later change to entrepreneurship or combine them together. Some lecturers commented that students would enjoy the process of voluntarily associating with tourists and this process could broaden their knowledge and widen their views, including organizations offering internship opportunities.

I am confident that tourism students are suited to tourism jobs. They are outgoing and can communicate well with people (Informant 2).

After all these years of learning, tourism students finally can be independent. It is great to have a job and put what they have learned into practice (Informant 4).

Ryan (1995) confirmed that employees often considered tourism jobs as the first stepping stone to a career elsewhere. The students also intended to collect capital and to prepare for diverting to other businesses. This result confirmed that those seeking formal employment often considered tourism jobs as the first stepping stone to a career elsewhere, including engaging in entrepreneurship activities. The lecturers commented that majority of the students were eager to start their careers and most of them were willing to take up tourism jobs after graduation for personal reasons. However, they cited a number of influences for tourism students' change of career in tourism such as the perceived nature of the tourism industry, students' awareness of the main features of tourism jobs which may exert a negative influence on their job satisfaction and motivation, and force them to leave the industry. After practical training, students obtained a better understanding of the tourism industry and could see the advantages and shortcomings of tourism careers and clearly knew what they liked or disliked about tourism jobs.

Work experience within the tourism industry provides background knowledge of the job and work environment to the tourism students before graduation. Students benefit from work-based experience because they have the chance to undertake practical work to complement theoretical knowledge (Velde & Cooper, 2000). In order to meet the needs of the tourism human resource market, colleges and universities should increase students' practical training in order to give them more time to experience tourism jobs (Ge & Wu, 2005). In this study, majority of the undergraduate students have been exposed to the tourism industry as compared to students in the diploma. It was found out that majority of the tourism students have had work experience in the tourism industry through attachments, voluntary service, internships, apprenticeship and employments.

The careers in tourism programme seek to offer guidance to students as well as the general adult population about career opportunities within the tourist industry. Until and unless the career opportunities are not well exposed, there will not be full commitment of students towards the tourism industry (Chellen & Nunkoo, 2010). In this study, the students have had working experience of varying time span of between one month and over twelve months. The students with no experience comprised mostly of those in the first year of study at the undergraduate level and those pursuing the first year of the diploma programme.



## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter discusses the study results, highlights the conclusions drawn and describes the recommendations made with reference to the study's specific objectives. The discussion of the results incorporates the explanation of the descriptive and inferential analysis in chapter four with particular reference to previous researches done on similar topics. From the study findings, conclusions are drawn and in that light, the researcher suggests several recommendations. An additional section on suggestions for further research is also included.

#### **6.1 Summary of Findings**

This study was guided by four specific objectives, namely; to establish the types of tourism careers preferred by most tourism students, to investigate the preparedness of tourism students for careers in the tourism industry, to determine the relationship between tourism students' motivations and career choices in the tourism industry, to determine the career preference of tourism students for formal employment, informal employment and entrepreneurship. The study also hypothesized that there was no statistical significant relationship between motivation factors and the choice of the tourism career. In addition, the study sought to respond to three research questions: What are the types of tourism careers most preferred by tourism students? How prepared are the tourism students to pursue

careers in the tourism industry? And, what are the career preferences of tourism students for formal employment, informal employment and entrepreneurship?

The tourism students were categorized into groups that could best identify their homogeneity and closeness of career perceptions. The students were identified by their educational institution types, gender and levels of education. From a total population of 660 persons, 192 student respondents were proportionately selected from the two academic institutions, comprising 49 students from KUC and 143 students from MU. Although the students were selected using stratified random sampling from each academic level, there were a larger number of female students as compared to the male students. It was observed that there were higher female students' enrolments into tourism courses in both institutions than their male counterparts. This signifies that the female gender have a greater liking for tourism careers than the male gender. The diploma levels at KUC and undergraduate levels at MU are categorized into study years.

In this study, many students who pursue tourism courses identified tourism as their first choice course at admission, implying that it was their most preferred course among other alternatives and was chosen willingly with adequate background information. The findings indicated that KUC students were highly informed at the time of choosing their careers at admission as compared to their MU counterparts. Furthermore, many KUC students would not change their tourism career for another at the time of decision as compared to the tourism students at MU.

There are a number of factors influencing career choices and decisions especially at the time of admission for study. Tourism students would base it on the acceptance by the tourism department, tourism professional opportunities and understanding of talents and personal assessment among others. In this study, the greatest option for career choice among tourism students would be based on tourism professional opportunities followed by personal assessment with a clear understanding of talents. Majority of MU students were more influenced by professional opportunities in tourism as compared to KUC students who were majorly influence by understanding of their talents and weaknesses.

This study has shown that on external motivation factors, parents and relatives including education and training are the leading influential factors on career choice. The findings revealed that most MU tourism students were influenced by education level in choosing tourism career as compared to KUC students who were influenced more by their parents and relatives. This finding may imply that, the undergraduate students included the diploma graduates who had enrolled for further studies in the course. However, students in both institutions identified personality as the leading influencing factor on their tourism career choice among the internal motivation factors.

Tourism students in both institutions of higher learning had varied motivational reasons for choosing tourism careers. The findings revealed under external motivations, diploma students sought to make good money from their tourism careers as compared to the undergraduates who were more concerned about the exposure they had on tourism careers through education and training. Concerning the internal motivations, diploma students

would be more interested in meeting new people as a pleasant experience, whereas, the undergraduates valued interpersonal and communication skills as important for tourism careers.

Tourism students are required to have adequate practical work experience in tourism before graduation both at the diploma and degree levels of education. The findings indicated that majority of the MU tourism undergraduate students had work experiences in the tourism industry, whereas, a majority of the KUC tourism diploma students had no work experience in the industry. Those with work experience at MU students had between 5-8 months experience and between 1-4 months for KUC students. The work experiences in the tourism industry incorporated attachments, voluntary service, internships, apprenticeship and employment.

Majority of the tourism students at MU and KUC have a strong affirmation to pursue a career in the industry after graduation. Those who accepted to work in the tourism industry commented that they would work in the accommodation, air transportation, travel operations, entertainment, and training and consultancy sectors.

The tourism students have options of pursuing different professions in tourism through formal employment, informal employment, and entrepreneurship among others. Although majority of the tourism students at both MU and KUC would opt for formal employment, more KUC students would pursue an entrepreneurship as compared to MU counterparts.

Tourism students from both learning institutions were asked to identify a career field, based on the various tourism sub-sectors, which they had some experience and that which they wished to work in after graduation. The sub-sectors comprised of hotel, tour operator or travel agency, airline company, bar and restaurant, training institution, and NGOs among others. Although most students at MU and KUC had work experiences in the hotel, and tours and travel companies respectively, majority from both learning institutions would want to work in an airline company.

The correlations of external motivations against the tourism career choice indicated that parents and relatives had a positive relationship on informed choice of tourism career at admission, and a negative relationship on further career choices. The potential to make good money had a positive relationship with further career choices. Internal motivations represented by the ability to meet personal goals in life had a negative relationship with informed choice of tourism career at admission, and a positive relationship with further career choices. The relationship between studying tourism as a correct investment in career development was positive with further career choices. The ability to influence and have an impact on others had a negative relationship with informed choice of tourism career at admission. The importance of interpersonal and communication skills had a positive relationship with further career choices.

The null hypothesis in this study indicated that there was no relationship between motivations and the choice of the tourism career. However, it was rejected and the alternative hypothesis accepted that indeed there is a relationship between motivations and

tourism career choices. The study showed a positive relationship between external and internal motivation factors with the choice of the tourism career. The findings are supported by the writings of Deci (1975) and Weiner's (2005) theories that the cause of the success or failure of an individual may be internal or external.

## **6.2 Conclusion**

This study investigated the perceptions of students towards tourism career using a comparative study of Moi University and Kenya Utalii College. However, the work experiences in these subsectors do not reflect the wishes of the same individual students to work in the same subsectors after graduation. Thus, their perceptions of the various types of tourism careers after graduation can be seen as unrealistic, as they tend to associate themselves with high paying and prestigious institutions such as the airline companies.

Many students who pursue tourism courses identified tourism as their first choice course at admission, implying that it was their most preferred course among other alternatives and was chosen willingly with adequate background information. Most tourism students both at diploma and undergraduate would not change their tourism careers given some chance to do so. It follows that the tourism students have a long-lasting decision to pursue a tourism career throughout their lives. This is due to the fact that they have been trained on the concepts of the industry and they also have an interest to develop it within the various types of subsectors of the tourism industry. This enhances their ability to meet goals in life and develop careers within the tourism industry. The lecturers and students can also encourage others wishing to pursue careers in the tourism industry. However, there is need to broaden

the definition of tourism management so that tourism students can explore other service sectors outside the tourism industry for more formal employment and entrepreneurship opportunities.

From the findings, it was revealed that external factors played more important roles than the internal ones. However, it becomes imperative that counsellors, lecturers and other stakeholders take seriously the issue of internal factors in career decision-making while guiding young people in career matters. A number of internal motivations were identified by the tourism students. Personality of the individual students came out as a strong element in their choice for the tourism career. The implication of this finding is that one's choice of any career, including tourism, is an expression of one's personality.

Although the identified external factors affect the choice of the tourism career to a large extent, other variables like education and training levels, work experience and family influence may have been a consideration for those individuals used in the study. Furthermore, the salaries and general condition of service of tourism industry employers engage the undergraduate and diploma students on equal terms. This may in turn suppress the motivation of the undergraduate students who may feel that their level of education has not been appreciated or recognized while awarding salaries and job promotions.

The tourism students have options of pursuing different professions in tourism through formal employment, informal employment, and entrepreneurship among others. Although most students at both diploma and undergraduate level would pursue the tourism careers for

formal employment, more students at the diploma level would pursue entrepreneurship as compared to their undergraduate counterparts. The study concurs with attribution theory and implies that tourism students who have had direct experience of starting their own business have a more favorable attitude toward an entrepreneurial career and are more confident in their own ability to repeat that behavior.

### **6.3 Recommendations**

Based on the findings of this study, a number of recommendations were made to ensure that the opinions of tourism students towards tourism careers are taken care of during and after their study.

The tourism industry has various subsectors from which tourism students can explore their career plans. An understanding of what students want from a job and what jobs they perceive as offering them the chances of fulfilling such needs from among the various tourism subsectors, will be of great importance to career counsellors in correcting misconceptions and directing youths to fuller career self-realization.

The findings revealed that the tourism students at both undergraduate and diploma levels are prepared to pursue careers in the tourism industry. However, some students accepted that there are some factors that would make them to change their career from the tourism industry. Therefore, each level of education should be capable of helping the tourism students in making smooth transition from the learning institution to careers. There is also a need for the inclusion of career counsellors in admission committees for the proper guidance



of students with appropriate cognitive and personality characteristics required for their chosen careers.

Many scholars agree that career motivations are either internal or external. This study has shown that alongside external variables, internal motivational factors have a larger degree of influence on the choice of the tourism career. This means that people-oriented values have more significant influence on individuals aspiring to go in for the tourism profession than any other variable. It therefore becomes necessary that after admission of students into any tourism programme of training, they should not only be introduced to cognitive characteristics but also on requisite affective characteristics like interest in people and common friendliness, which is necessary among employers for the present day focus on customer care.

The study has identified a number of motivational factors in the choice of the tourism profession. It is necessary for government and private secondary school counsellors and parents to properly guide young people in their career aspirations. The learning institutions offering tourism courses should also develop career plans that target potential students in high schools within their catchment areas.

Previous studies have stressed the need for work-integrated learning for higher learning institutions to respond to the labor market. Networking is important for higher education institutions to facilitate the interaction between students and employers through on-the-job training, guest speakers, alumni or internship programs that mediate expectations. Thus, the

students with an interest in entrepreneurship may obtain better networks to support them build up and strengthen their business ideas.

#### **6.4 Further Research**

This research was carried out among the pioneering public institutions offering tourism courses in Kenya. This study could be replicated using the emerging tourism training institutions, preferably incorporating and comparing the perceptions of students in private and public colleges or universities.

Whilst many studies have been carried out on the employee satisfaction amongst many tourism employment institutions in Kenya, there are scanty follow up studies to determine the extent to which the tourism training in the universities and middle level colleges contribute to career success of the graduates in the tourism industry. Equivalent studies on the perception of tourism students towards formal employment, informal employment, and entrepreneurship are worthy of further investigation. This should also include the study of the perceptions of tourism students towards employment in the various tourism subsectors, and the impact of such perceptions on marketing of tourism courses.

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## **APPENDICES**

### **Appendix I: Cover Letter**

Dear respondent,

I am a Master of Philosophy degree student in Tourism Management, Moi University, Kenya. As part of my studies, I am carrying out a research on “The Perceptions of Tourism Students towards Tourism Careers in the Kenyan Tourism Industry: a Comparative Study of Moi University and Kenya Utalii College Students”. You have been chosen to participate in the named research as a respondent.

This will give tourism trainers, policy makers, and industry practitioners the understanding needed in formulating and implementing career development policies respectively. This in turn will result to an improvement in the attitudes and perceptions of tourism students towards tourism careers.

Any information you give is purely intended for academic purposes and will be handled with utmost confidentiality. Your contribution, participation and co-operation will be highly appreciated. Thank you in advance.

Yours Faithfully,

Kipkosgei Bitok



## **Appendix II: Interview Guide for Lecturers**

- 1) What would you describe as the motivational factors that influence career decisions and choices among tourism students?
- 2) Among the following factors, how would you rank the major influence for student choice of tourism career at admission?
  1. Education and learning [ ]
  2. Family members [ ]
  3. Social groups [ ]
  4. Curiosity and challenge [ ]
  5. Personality [ ]
  6. Recognition [ ]
- 3) What are the factors that have been the major influences for tourism students' change of career in tourism?
- 4) What are the career expectations/options of tourism students: immediately after graduation? Five years after graduation?
- 5) What are the challenges affecting student change or choice of career in tourism?
- 6) What advice would you give to students who want to change their career from tourism or to tourism?

### **Appendix III: Questionnaire for Tourism Students**

I am a student at Moi University pursuing a master's degree in Tourism Management. I am carrying out a study to understand how undergraduate and diploma students in Kenya perceive the tourism industry jobs. Since your response will be kept strictly confidential, please do not write down your name. Your frank and honest answers are very important in order to provide a correct picture of your perceptions. Please answer the questions after reading them very carefully. Thank you in advance for your contribution.

#### **Part A: Demographic Information**

1) Your institution type:

- 1. University [ ]
- 2. Middle Level College [ ]

2) Your gender:

- 1. Male [ ]
- 2. Female [ ]

3) What level of education are you in?

- 1. 1<sup>st</sup> year Diploma [ ]
- 2. 2<sup>nd</sup> Year Diploma [ ]
- 3. 3<sup>rd</sup> Year Diploma [ ]
- 4. 1<sup>st</sup> Year Undergraduate [ ]
- 5. 2<sup>nd</sup> Year Undergraduate [ ]
- 6. 3<sup>rd</sup> Year Undergraduate [ ]
- 7. 4<sup>th</sup> Year Undergraduate [ ]

**Part B: Influences and Reasons for Career Choice**

**CAREER INFLUENCES**

Please tick the appropriate category which best describes your opinion of the following.

4) a) Did you choose your department willingly and well informed?

1. Yes [ ]

2. No [ ]

3. Undecided [ ]

b) If your answer is no/undecided above, then why did you finally decide to study tourism? .....

5) What was your rank of preference of the enrolled tourism management course while joining the institution?

1. First [ ]

2. Second [ ]

3. Third [ ]

4. Fourth [ ]

6) Which of the following factors would have mostly influenced your decision to choose a tourism career at admission?

1. Acceptance by the tourism department [ ]

2. Tourism professional opportunities [ ]

3. Understanding of talents and personal weaknesses [ ]

4. Other [ ] .....

7) a) Given another chance, would you change your tourism management course for another?

1. Yes [ ]

2. No [ ]

b. If your answer is yes above, what course would you choose?

.....

8) a) Which of the following external motivations influenced your decision to choose a tourism career?

1. Parents and relatives [ ]

2. Social groups (i.e. clubs and societies)[ ]

3. Education and learning [ ]

4. Other [ ].....

b) Briefly explain the influencing factor .....

.....

9) a) Which of the following internal motivations influenced your decision to choose a tourism career?

1. Curiosity and challenge [ ]

2. Recognition [ ]

3. Personality [ ]

4. Other [ ].....

b) Briefly explain the influencing factor.....

.....

## REASONS FOR CAREER CHOICE

Please tick the appropriate category which best describes how strongly you agree or disagree with each statement given below.

Strongly Disagree (SD), Disagree (D), neutral (N), agree (A), Strongly Agree (SA)

		S D	D	N	A	S A
<b>10)</b>	Social groups at high school influenced my career decision.					
<b>11)</b>	My parents and relatives influenced my career decision.					
<b>12)</b>	Gender influenced my choice of career in tourism					
<b>13)</b>	Promotion opportunities are satisfactory in the tourism industry.					
<b>14)</b>	I have had adequate work exposure to tourism careers through education and on the job training.					
<b>15)</b>	It is necessary to have a university degree to work in the tourism industry.					
<b>16)</b>	Tourism careers have a balanced time for family, work and play					
<b>17)</b>	I am able to influence and have an impact on others					
<b>18)</b>	I will be more respected and recognized when I take a tourism course.					
<b>19)</b>	Curiosity and challenge drives many students to choose a career in tourism.					

20)	I will be able to meet/achieve my goals in life when I take tourism career					
21)	Meeting new people by working in tourism is a pleasant experience.					
22)	The tourism and hospitality industry is a people business where interpersonal and communication skills are very important.					
23)	Studying tourism is a correct investment					

**Part C: Career Options for Tourism Students**

24) Do you have any practical work experience in the tourism industry?

- 1. Yes [ ]
- 2. No [ ]

25) If your answer is yes, in what type(s) of tourism related businesses did you work?

(You can circle more than one response.)

- 1. Hotel [ ]
- 2. Travel agency / Tour operator [ ]
- 3. Airline company [ ]
- 4. Restaurant / Bar [ ]
- 5. Training institution [ ]
- 6. Non Governmental Organization (NGO) [ ]
- 7. Other [ ] .....

**26)** Which among the following would be your priority career area immediately or long after graduation?

- 1. Formal employment [ ]
- 2. Informal employment [ ]
- 3. Entrepreneurship [ ]
- 4. Other [ ].....

**27)** After graduation, in what type(s) of tourism related businesses would you be interested for entrepreneurship, informal employment or formal employment? (You can circle more than one answer.)

- 1. Hotel [ ]
- 2. Travel agency / Tour operator [ ]
- 3. Airline company [ ]
- 4. Restaurant / Bar [ ]
- 5. Training institution [ ]
- 6. Non Governmental Organization (NGO) [ ]
- 7. Other [ ].....

**28)** What is the total number of months you have spent working in the tourism industry?

(This includes attachments and voluntary service work)

- 1. 1-4 months [ ]
- 2. 5-8 months [ ]
- 3. 8-12 months [ ]
- 4. Over 12 months [ ]

**29) a)** Do you intend to pursue a career in the tourism industry after graduation?

1. Yes [ ]

2. No [ ]

3. Undecided [ ]

b) If your answer is yes, what is your preferred sector of employment?

.....

c) If your answer is no, what is your preferred sector of employment?

.....

**30)** Five years after graduation from this school, what level of position do you expect to have? .....

**31)** What would make you to change your career from the tourism industry?

.....

**32)** What would you advice other students wishing to pursue a career in the tourism industry? .....