Tourism Students' Motivation Level in Turkey

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ABSTRACT

This research is made in order to testing of thoughts about their occupations, level of motivation and the importance of the industry to determine the attitude of the staff to work in the growing tourism sector of four-year bachelor's degree student's in the Faculty of Tourism. Faculty of Tourism of Gazi University consist of the study sample and totally 423 students completed the questionnaire. According to the results of the research, majority of the respondents (%84,6) indicated they preferred to the faculty willingly. Data were tested by MANOVA. The motivations factors (self-realization, business opportunities, the appeal, ease of operation, academic achievement), vary according to the sections the participant's studied, classes, high schools they graduated, order of preference and if they came to the faculties willingly or not. Also motivation level of the department of tourism guiding students and first-grade students of all departments has been determined higher than others.

1.0   INTRODUCTION

Choice of occupation is a very important fact in an individual's life. An individual chooses a specific working, a specific life style while he/she is choosing an occupation. The individual tries to prove himself/herself by means of successes in the way that he/she chose. An individual is successful, productive and happy in the field which the individual chooses as an occupation in accordance with his/her own capability, interest and desires. The individual is unsuccessful, non-productive and unhappy when he/she chooses occupation randomly without taking into consideration of his/her own features. For that reason, an individual should be careful about his/her own features and qualifications of the occupation that he/she will choose. (Yanıkkeremveark, 2004:61).

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Conception of an occupation is just a way of gaining money; earning his/her keep is not true. It is also defining and realization way of him/her. An occupation which is chosen by an individual is determining not only for the individual's happiness and satisfaction but it also determining for getting job in future, living place, the person with whom marry, the qualifications of the persons who will be his/her circle of friends. A person does not be tired when he/she has a job which gives gratification to him/her and a person does not fall ill which is known as job disease "stress" (Ünalan, 2001).

Having occupation above 30.000 in today, preferring the most talented personnel in every job, compulsory education in some occupation fields, mostly long, hard and expensive vocational training, not having education on which each young who is succeed to get into university desires to have prevent a young from choosing occupation that he/she desires. It can be said that students who do not have a chance to study on occupation that they desire lose their motivation.

Students mostly make wrong decisions as a result of high possibility level of not getting into higher educational institutions. A major part of the wrong decisions are consisted by the choices that are made unconsciously. Especially, some individuals choose randomly programs that they are not deal with and out of their capabilities because of getting a university (Cerit, 2008).

It is observed that young people's worries about future prevent them from looking confidently ahead and the worries effect their choice of occupation, the young people do not content with the fields that they study and their discontent continue even after graduation (Sarıkaya, Khorshid, 2009:395). A lot of workings about the criteria which should be attach importance while students are choosing the department that they will study in literature. (SarıkayaveKhorshid, 2009;Yanıkkerem, Altınparmak, Karadeniz, 2004;Anton, Almeida, Andrada, Pedroche, 2013; Schleef, 2000; Lu, Adler, 2009; Wong, Fiedler, Liu, 2007; Al-Bitar, Sonbol, Al-Omari, 2008; Bernabe, Icaza, Angulo, 2006; Gallagher, Clarke, Wilson, 2008; Bedi, Gilthorpe, 2000; Lee, Kim, Lo, 2008). Four basic factors about motivation among students in Nigerian Faculty of Medicine are stated in the workings made by Orenugaand Costa (2006) as interest, respectability, easiness on placement and regular working hours. It is stated on working of BediandGilthorpe (2000) students give importance on their parent's advises while they are making choice about the departments which they will study in university.

2.0   LITERATURE REVIEW

Tourism sector have became an attractive occupation field for university candidates recently because of the features as abundance of job opportunities, high payment, desiring of knowing different cultures etc. Candidate number of students who entered for the examination to get into university is determined as 1.451.973 as of 2012. 1.171.719 students who entered for the examination succeed to have education on different programs of universities (www.ösym.gov.tr). The number of students who studied on tourism in bachelor's degree is 30.518 according to 2011-2012 Education Year Higher Education Statistics (www.yök.gov.tr).

According to World Tourism Organization's data, 990 million people joined tourism activities in 2011. It was also estimated that the number would be one billion people at the end of 2012 (UNWTO).

Tourism sector which began to develop after 1980 in Turkey becomes a wide sector by means of the level that it got recently. It is clearly seen that important developments occurred in that field when it is compared with its first periods.

After the Law for Encouragement of Tourism in 1980, 1.4 million international entrances were made in 1981 and Turkey grew more than World's average by 400 million dollar income was get by tourism and Turkey became an important tourism country which gained 23 billion dollar tourism income and hosted 29.3 million tourists in 2011 (www.tuik.gov.tr).

Tourism sector in Turkey became capable to compete most of other countries which is successful in tourism. (Kozak, 2009) Ministry of Tourism determined the 2020 targets as 50 billion dollar tourism income and 60 million foreign tourists (www.turizm.gov.tr).

World does not admit a system in which countries move alone any more. However, it is combined under one roof by means of constructing communities, associations and organizations. Tourism sector in Turkey tries to catch the standards of serving to all world citizens by pursuing world trends along with continuing construction on its own like every sector in Turkey.

Necessity of qualified personnel who knows running of tourism sector, has all theoretical information about his/her field, carries quest gratification upper level became requirement more than luxurious instead of personnel who are tried to be ready by tourism vocational high schools to sector. Services quality which is provided in Tourism is directly concerned with human. Tourism education carries an initial importance in that point.

According to Lee at all. (2008) having post graduate and doctorate programs in faculties which give education on occupation of tourism has a critic role on training more successful managers in future. Tourism sector as an industry which is contingent on competing worldwide and has increasing importance provides qualified personnel who are required by sector from the persons who have tourism education (Anton et al., 2013).

Service quality is one of the most important factors of Tourism. Productions which are serviced in service sector generally combine with human factor; consumer combines the service which is bought with the persons who provide the service. Tourism is one of the most important labor intensive sectors. Tourism sector which is constructed by educated labor force not only provides next generation's utilization from tourism but it also increases competing force in international market (Çeken, 2008: 217).For that reason, faculty of Tourism was opened in 2009 at the first time in Gazi University to educate qualified personnel with four-year bachelor's degree, who is required in sector, in 2013 undergraduate studies began to be given as a result of increasing importance in totally thirty university's faculty of tourism.

Researches upon students' reasons of choosing that field are not adequate because there are not sufficient numbers of faculties which give education on tourism. It is thought that there will be a massive increase on numbers of students who choose tourism when it is taken into consideration of the numbers which tourism sector's has today. Determining the reasons of young peoples' choice tourism as an occupation in university choices and stating motivation factors carry importance on forming a base for researches which will be made in that field.

3.0   RESEARCH METHOD

The aim of the research is determining motivation statuses of students in Faculty of Tourism towards their departments which the students have education. 30 Students from faculty of tourism in different universities in Turkey compose population of research. The research was completed by choosing sample from population because of lack of time. The students in Gazi university faculty of Tourism compose the sample of the research. In the process of gathering data questionnaires was handed out to 450 students on 01 April 2013- 01 May 2013 and the analyses was made upon 423 (%96) questionnaires, 27 questionnaire were not evaluated because they were not fulfilled completely.

The data were gathered by means of a questionnaire which has two parts. In the first part of the applied questionnaire, there are questions about socio-demographic features of students. In the second part of the questionnaire, there is a scale composed by 21 items which is designed by Lee, Kim, Lo (2008). Factor names of the applied scale were not changed and factor analyses was not done again. The questions took place in the scale was ranked by five point likert scale so, the score "1" means "strongly disagree" and "5" means "strongly agree".

Questionnaire data were analyzed by SPSS (16.0). After computerizing data which were gathered suitable for the aim of the research, the features of the students within the research were surveyed by identified statistics as average, standard deviation, frequency and percentage distribution. MANOVA test was applied in the research because of testing whether the motivation factors change according to socio-demographic variables.

Stickiness and skew values were based on to control normal distribution of data (Kline, 2011:60). In the scope of research, the stickiness and skew value is between ±2. So, the values are in the borders which are stated by Kunan (1998: 313). Covariance's matrix equality was tested by Box's M test. Covariance's matrix can be defined as homogenous as long as meaningfulness value is above .05 according to the result of the test (Hair vd., 2009: 234).

The results of meaningfulness can be tolerated too because the result of Box's M test is sensitive towards big samples (Tabachnick ve Fidell, 2007: 86). The value of η^2 was used in the way of determining effect size. Big effect is mentioned if the value of η^2 is .14 and above, if the value is .06 it is medium and if the value is .01 it is low (Cohen, 1988: 282, 284).

When the meaningful difference is determined it is utilized by multiple comparison tests. According to Kayri's statement (2009: 52, 56) a suitable test was chosen considering sample and variance equality. Levene test results were used for determining variance homogeneity. In the cases which variance is homogeneous, it was taken notice on the number should be above 30 for each cell and the analyses were continued as Pallant stated (2005: 258).

4.0   FINDINGS

Table 1 shows that 44,7 percent of participants is male and 55,3 percent of the participants is female as it can be seen in table 1.%33,3 percent of them is in first class % 31,9 percent of them is in second class and %34,8 percent of them is in third class.

Table 1: Distribution of participants' demographic features (n: 423)

	Socio-Demographic Variables	N	%
Gender	Male	188	44,7
	Female	234	55,3
Class	I. Class	141	33,3
	II. Class	135	31,9
	III. Class	147	34,8
Department	Tourism Management	119	28,1
	Travel Management and Tourism Guiding	94	22,2
	Recreation Management	102	24,1
	Gastronomy and Culinary Arts	108	25,5
Graduated High School	Tourism Vocational High School	277	65,5
	Anatolian High School	46	10,9
	Normal High School	100	23,6
In which year Pass the University Exam	I. year	291	68,8
	II. year	101	23,9
	III. year	31	7,3
Choice order of Faculty	1-6	335	79,2
	7-12	51	12,1
	13-18	17	4,0
	19-24	20	4,7
The state of choosing faculty voluntarily	Yes	358	84,6
	No	65	15,4

When the students' departments are analyzed, it can be seen that %28,1 percent is tourism management, %22,2 percent is travel management and tourism guiding, %24,1 percent is recreation

management, %25,5 percent is gastronomy and culinary arts. It is stated that most of the participants graduated from vocational high school of tourism (% 65,5), the student get into university in their first year (% 68,8), their faculties are in their first six choices (% 79,2) and they choose the departments willingly.

Table 2: Students' motivation levels according to their genders

Motivation Dimensions	Averages				Univariate	Multiple comparison test
	a	b	F	p	η²	
Self Realization	3.78	3.80	0.84	.772	.000	-
Job Opportunities	3.69	3.73	0.16	.685	.000	-
The appeal	3.51	3.66	1.72	.190	.004	-
Ease of Operation	2.98	2.88	2.47	.116	.006	-
Academic Achievement	3.63	3.79	2.09	.149	.005	-
Motivation (Multivariate)	Hotelling's Trace		F	p	η²	
		.086	1.70	.131	.020	

Not 1: a. Male   b. Female
2: Variance is homogeneous for Self Realization (p=.094), Job Opportunities (p=.631), The appeal (p=.836), Ease of Operation (p=.113) and Academic achievement (p=.565).

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. The meaningful results can be tolerated because Box's M test results are sensitive to big samples (Tabachnick ve Fidell, 2007: 86). It is stated that there is no meaningful difference between students' gender and their motivation when all dimensions about motivation are analyzed (F=1.70, Hotelling's Trace =.086, p>.05).

Table 3: Students' motivation levels according to their classes

Motivation Dimensions	Averages					Univariate	Multiple comparison test
	A	B	c	F	p	η²	
Self Realization	3.97	3.69	3.72	2.78	.063	.013	-
Job Opportunities	3.85	3.70	3.59	2.40	.092	.011	-
The appeal	3.75	3.59	3.45	12.87	.000	.058	a>c**
Ease of Operation	3.20	2.83	2.74	3.53	.030	.017	-
Academic Achievement	3.86	3.56	3.74	2.46	.087	.012	-
Motivation (Multivariate)	Pillai's Trace			F	p	η²	
		.086		3.73	.000	.043	

Not 1: a. I. Class b. II. Class c. III. Class
    2: Variance is homogeneous for Self Realization (p=.942), Job Opportunities (p=.924), The appeal (p=.393), Ease of Operation(p=.419)   and Academic Achievement (p=.151)
*Tamhane T2 ** Bonferroni

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. It is stated that there is a meaningful difference between students' classes and their motivation when all dimensions about motivation are analyzed (F=3.73, Pillai's Trace =.086, p<.05). It is seen that it is a small effect (η²=.043). After MANOVA, it was searched on which dimensions there were meaningful differences. Reliability level was divided by the number of dependent variable to reduce composing error of first kind (.05/5) (Pallant, 2005: 259). According to this, a meaningful difference was confirmed when each dimension was analyzed one by one (p>.01). At the same time, multiple comparison test (post hoc) was applied to obtain a meaningful difference for the stated factor (the appeal). According to the result of the test, there is a meaningful difference between the motivation levels of the students who are in the first grade and the students of the third grade (p<.05). It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the

process of analyzing homogeneity of variance and covariance. It is stated that there is a meaningful difference between students' departments and their motivation when all dimensions about motivation are analyzed (F=3.74, Pillai's Trace =.129, p<.05). It is seen that it is a small effect (η^2=.043). After MANOVA, it was searched on which dimensions there were meaningful differences.

Table 4: Students' motivation levels according to their departments

Motivation Dimensions	Averages					Univariate		Multiple comparison test
	A	B	c	D	F	p	η^2	
Self Realization	3.73	4.10	3.74	3.66	3.36	.019	.024	-
Job Opportunities	3.60	3.97	3.53	3.79	3.93	.009	.027	b>a>c**
The appeal	3.40	3.90	3.54	3.60	9.62	.000	.064	b>a**
Ease of Operation	2.95	3.26	2.88	2.65	4.89	.002	.034	b>a>d**
Academic Achievement	3.55	3.95	3.67	3.77	2.38	.069	.017	-
Motivation (Multivariate)	Pillai's Trace				F	P	η^2	
	.129				3.74	.000	.043	

Not 1: a. Tuorism Management b. Tourism Guiding c. Recreation Management d- Gastronomy and culinary arts
   2: Variance is homogeneous for self Realization (p=.611), Job Opportunities (p=.724), The appeal (p=.056), Ease of Operation (p=.210)   and Academic Achievement (p=.048).
   *Tamhane T2 ** Bonferroni

According to this, a meaningful difference on the factors as the appeal, ease of operation and job opportunities was confirmed when each dimension was analyzed one by one (p>.01). At the same time, multiple comparison test (post hoc) was applied to obtain a meaningful difference for the stated factors (the appeal, ease of operation, job opportunities). According to the result of the test, there is a meaningful difference among department of tourism management, tourism guiding and recreation (p<.05).

Table 5: Students' motivation levels according to their high schools which they graduated

Motivation Dimensions	Averages			Univariate			Multiple comparison test
	A	b	c	F	p	η^2	
Self Realization	3.73	3.96	3.91	1.56	.210	.007	-
Job Opportunities	3.62	3.96	3.87	3.74	.024	.018	-
The appeal	3.48	3.87	3.78	4.51	.012	.021	-
Ease of Operation	2.89	2.71	3.11	5.80	.003	.027	c>a>b**
Academic Achievement	3.73	3.72	3.71	,004	.996	.000	-
Motivation (Multivariate)	Pillai's Trace			F	p	η^2	
	.070			3.01	.001	.035	

Not 1: Vocational High School of Tourismb. Science/Anatolian High School c. Normal High School
   2: Variance is homogeneous for Self Realization (p=.216), Job Opportunities (p=.203), The appeal (p=.676), Ease of Operation (p=.220)   and Academic Achievement (p=.224).
   *Tamhane T2 ** Bonferroni

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. It is stated that there is a meaningful difference between students' schools from which they graduated and their motivation when all dimensions about motivation are analyzed (F=3.01, Pillai's Trace =.070, p<.05). It is seen that it is a small effect (η^2=.035). After MANOVA, it was searched on which dimensions there were meaningful differences. According to this, a meaningful difference on the factor of ease of operation was confirmed when each dimension was analyzed one by one (p>.01). At the same time, multiple comparison test (post hoc) was applied to obtain a meaningful difference for the stated factor (ease of operation). According to the result of the test, there is a meaningful difference among the students who were graduated from vocational high school of tourism, science/Anatolian high schools and normal high schools (p<.05).

Table 6: Students' motivation levels according to numbers of their entrance to UPE (Undergraduate Placement Exam)

Motivation Dimensions	Averages			Univariate			Multiple comparison test
	A	B	c	F	p	η²	
Self Realization	3.86	3.59	3.84	2.44	.088	.012	-
Job Opportunities	3.77	3.56	3.82	1.68	.187	.008	-
The appeal	3.64	3.40	3.81	5.10	.006	.024	-
Ease of Operation	2.96	2.73	3.21	3.08	.047	.014	-
Academic Achievement	3.79	3.46	3.99	4.11	.017	.019	-
Motivation (Multivariate)	Pillai's Trace			F	p	η²	
	.040			1.70	.075	.020	

Not 1: a. I time b. II times c. III times and more
2: Variance is homogeneous for Self Realization (p=.236), Job Opportunities (p=.070), The appeal (p=.772), Ease of Operation (p=.145) and Academic Achievement(p=.083).

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. It is stated that there is not a meaningful difference between students' entrance number for UPE and their motivation when all dimensions about motivation are analyzed (F=1.70, Pillai's Trace =.040, p>.05). After MANOVA, it was searched on which dimensions there were meaningful differences. According to this, a meaningful difference on the factor of the appeal was confirmed when each dimension was analyzed one by one (p>.01). At the same time, multiple comparison test (post hoc) was applied to obtain a meaningful difference for the stated factor (the appeal). According to the result of the test, there is no meaningful difference between the students' the entrance numbers for UPE and their motivation statistically (p>.05).

Table 7: Students' motivation levels according to their order of choice

Motivation Dimensions	Averages				Univariate			Multiple comparison test
	A	B	c	D	F	P	η²	
Self Realization	3.81	3.96	3.21	3.59	2.39	.067	.017	-
Job Opportunities	3.77	3.60	3.13	3.55	2.65	.048	.019	-
The appeal	3.64	3.55	3.26	3.28	1.38	.246	.010	-
Ease of Operation	2.91	3.11	2.79	2.74	1.67	.173	.012	-
Academic Achievement	3.73	3.87	3.04	3.73	2.33	.073	.016	-
Motivation (Multivariate)	Wilk's Lambda				F	P	η²	
	.938				1.78	.032	.021	

Not 1: a. 1-6   b. 7-12   c. 13 – 19   d. 20 and more
2: Variance is homogeneous for Self Realization (p=.827), Job Opportunities (p=.221), The appeal (p=.364), Ease of Operation(p=.274) and Academic Achievement(p=.213).

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is homogeneous (p>.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. Variance for each dimension was seen as homogenous as result of Levene test (see Table 2, not-2).It is stated that there is a meaningful difference according to order of choices of students when all dimensions about motivation are analyzed (F=1.78, Wilk's Lambda=.938, p<.05). It is seen that it is a small effect (η²=.021).After MANOVA, it was searched on which dimensions there were meaningful differences. According to this, a meaningful difference was not confirmed when each dimension was analyzed one by one (p>.01).

It is seen that correlation is suitable for MANOVA as a result of Barlet Globosity Test (p<.05). It is seen that covariance matrix is not homogeneous (p<.05) as a result of Box' M test in the process of analyzing homogeneity of variance and covariance. It is stated that there is a meaningful difference between the state of students' get into the department willingly or not and their motivation when all dimensions about motivation are analyzed (F=8.86, Hotelling's Trace =.106, p>.05).

Table 8: Students' motivation levels according to their situation whether they come to university willingly or not.

Motivation dimensions	Averages		Univariate			Multiple comparison test
	A	b	F	P	η²	
Self Realization	3.90	3.23	21.67	.000	.049	-
Job Opportunities	3.81	3.19	21.33	.000	.048	-
The appeal	3.71	2.94	6.30	.012	.015	-
Ease of Operation	2.97	2.69	37.78	.000	.082	-
Academic Achievement	3.85	3.00	32.43	.000	.072	-
Motivation	Hotelling's Trace		F	P	η²	
(Multivariate)		.106	8.86	.000	.096	

Not 1: a. yes   b. no
 2: Variance is homogeneous for Self Realization (p=.503), Job Occupations (p=.631), The appeal (p=.427), Ease of Operation (p=.453)   and Academic Achievement (p=.246)

5.0   RESULTS AND SUGGESTIONS

The research was made for testing motivation levels and the ideas the persons who had education on tourism. In the research, most of the students who applied to the questionnaire declared that they have voluntarily education on tourism faculty. Moreover, it is confirmed that there is a meaningful difference between the stated motivation factors (self realization, job opportunities, the appeal, Ease of Operation, academic achievement) and the participants' departments, classes, high schools from where they are graduated, order of choice and being volunteer or not by the results of differences which were obtained by the help of testing socio demographic features (p>.05). On the other hand; there is not a statistical meaningful difference between motivation factors and participants' gender and entrance number for UPE (p<.05).

It is stated that the factor of the appeal has got a meaningful differences between the students according to analyses results which was applied on the students in the first class and the third class of tourism faculty and it is stated that the factor is more important for the students who are in first grade. The result supports the research which was operated by Lee, Kim, Lo (2008). Moreover, it is stated that the motivation level of first class students are higher than the other students who are in upper classes according to the research results. The result can be estimated as the new students who get into faculty have bigger expectations from the department and occupation.

It is determined that the students of tourism guiding department have tourism education because of the factors such as job opportunities, the appeal, Ease of Operation according to the students of the other departments when the differences between the departments of students who were applied to questionnaire and their motivations are analyzed. The result can be commented as there is a great need for the persons who have counseling education on tourism sector and it can be stated that students give importance on the motivation factors because of more flexible working hours and they estimate the job is more entertainment than the others.

It is determined that the students who graduated from normal high schools mostly have tourism education because of Ease of Operation when the motivation levels of students are analyzed according to their graduated high schools. Moreover, when the concerned literature is analyzed it is seen that there is a parallelism between research findings and literature findings. (Lu, Adler; 2009,Wong, Fiedler, Liu; 2007, Lee, Kim, Lo;2008).

Tourism faculties should revise their curriculum again and they should add theoretical and practical courses about tourism to the curriculum as a result of research findings. It is stated that the third class students' motivation is lower than the first class students' motivation. Faculties should provide a environment which introduces the sector, sector and students meet and discuss altogether at the same time, they should create placement arenas for the students who are about to graduate from the faculties. According to the result, faculties should supply an environment which involves all students, the students and the sector can meet and argue on it. At the same time, the faculties should create placement arenas with in cooperation with sector for the students who will graduate and then they should establish a pursuit center.

The limitedness of sample group is the basic limitedness which came to the fore for the research. It is useful to apply the research on wider groups and especially with the other tourism faculties. It is thought that the research will illuminate on the other researches that will be done in future.

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