**Motivational factors to study hospitality management:**

**Aim & Objectives**

- To determine which motivational factors attract students to continue hospitality management education.
- 1. To critically evaluate the application of theories regarding motivational factors of students to pursue higher education.
- 2. To conduct primary research in order to identify and evaluate motivational factors of students to study at IMI.
- 3. To provide recommendations to marketing & recruitment teams and provide hospitality lecturers & staff with insights on motivations to study hospitality

**Background & Rationale**

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

**Introduction**

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

**Literature Review**

- Motivation is derived from the historical Latin term ‘movere’ (Kleinginna & Kleinginna, 1981: 272), which translates as: to be moved.
- Motivation can be subdivided into ‘intrinsic’ and ‘extrinsic’ (Huiit, 2011: 3)
- Intrinsic motivation is an inner force that persuades an individual to do something (e.g.: YOU!)
- Extrinsic motivation is an outer force that can set a person to do something however with consent and reluctance (e.g.: parents, family, friends, employer etc.)
- The direction of the research: 1. Motivation theories, 2. Motivations in education, 3. (Swiss) hospitality education, 4. Own study

**Methodology & Anticipated Findings**

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

**Own contribution to knowledge**

- Motivation X Ability = Performance (M x A = P) (DuBrin, 2012: 394)
- Primary Research: Quantitative: RI = Google Forms Questionnaire
- Sampling Method: Purposive (ONLY IMI students & alumni)
- Confidence Level (95%), Error margin (5%) – Sample size = 100+
- Data Analysis Tool: SPSS
- Alternative Hypothesis (H1): There IS significant difference in motivations to study Hospitality among IMI students & alumni

**Referencing (A-G)**

- IMI (n.d.) About [Online] [Accessed on 18th May 2019]
- https://imi-luzern.com/about
- SEG (n.d.) From concept to creation: designing your future in hospitality: IHITI School of Hotel Management. pp. 1-28