

# AN INVESTIGATION OF FACTORS MOTIVATING STUDENT'S STUDY AT THE INTERNATIONAL HOTEL MANAGEMENT INSTITUTE SWITZERLAND

**Hengky Efendy**

Jurusan Hotel Management, Fakultas Ekonomi dan Bisnis, Universitas Bina Nusantara  
Jln. K.H. Syahdan No. 9, Palmerah, Jakarta Barat 11480

## ABSTRACT

*Nowadays, in this era of globalisation the hospitality industry needs well educated employees. Therefore the hotel school has to provide human resources to fit any position in the hospitality industry. The author chose the International Hotel Management Institute (IMI)-Switzerland for research too specifically investigates factors affecting students' motivations to study. The author's experience was that many students of hospitality are not very motivated to study hotel management. Students get bored while having lectures, are not motivated to go to the library to research, and yet to be educated is the main reasons that students come to IMI to study hospitality. The author has set several objectives in chapter two to ensure the flow of this research. The literature review will be covered in motivating of students study for hotel school education. Literature review which is critically analysed by the author was chosen by the author according the field of study. The sample chosen for this research was motivation students study from first, second, third and fourth year students in IMI-Switzerland Several motivation of this research was the reference book of this field study, and the length of time for making this dissertation. After the primary data were collected and analysed, it was discovered that most of all students in IMI-Switzerland is to have a better chance of getting a job after finishing the course.*

**Keywords:** *motivation, hospitality industry, hotel management*

## ABSTRAK

*Saat ini, di era globalisasi industri perhotelan kebutuhan berpendidikan karyawan. Oleh karena itu, sekolah perhotelan harus menyediakan sumber daya manusia untuk menyesuaikan posisi dalam industri perhotelan. Penulis memilih International Hotel Management Institute (IMI)-Swiss untuk penelitian terlalu khusus meneliti faktor-faktor yang mempengaruhi motivasi siswa untuk belajar. Pengalaman penulis adalah bahwa banyak mahasiswa perhotelan tidak sangat memotivasi mereka untuk belajar manajemen hotel. Siswa bosan ketika sedang menjalani kuliah, tidak termotivasi untuk pergi ke perpustakaan untuk penelitian, dan masih harus dididik adalah alasan utama bahwa siswa datang ke IMI untuk belajar perhotelan. Penulis telah menetapkan beberapa tujuan dalam bab dua untuk memastikan aliran penelitian ini. Tinjauan literatur akan dibahas dalam memotivasi studi mahasiswa untuk ditinjau education. Literature hotel sekolah yang kritis dianalisis oleh penulis dipilih oleh penulis sesuai bidang studi. sampel yang dipilih untuk penelitian ini adalah motivasi belajar siswa pertama, kedua, ketiga dan keempat tahun siswa dalam IMI-Swiss motivasi Beberapa dari penelitian ini adalah buku referensi dari studi lapangan, dan jangka waktu untuk membuat disertasi ini. Setelah data primer dikumpulkan dan dianalisis, ditemukan bahwa sebagian besar semua siswa di IMI-Swiss adalah memiliki kesempatan yang lebih baik untuk mendapatkan pekerjaan setelah menyelesaikan kursus.*

**Kata kunci:** *motivasi, industri perhotelan, manajemen hotel*

## INTRODUCTION

Many students from different nationalities come to the International Hotel Management Institute (IMI) and study hospitality and tourism management. Students require strong motivation and courage to come to Europe and leave their own country with self-confidence. It is possible that students from different parts of the world and of different nationalities also have different motivations in order to achieve good results. The author suggests that motivation can have a significant effect on a student's desire for achievement.

First, in this research we have to clarify what is meant by hospitality? 'Hospitality is providing a gracious welcome, a pleasant environment for guests' it means that hospitality is about greeting to people and making them happy, giving a nice comfortable place for the guests to stay. ([http://www.amideast.org/publications/faq/back\\_issues/1997/fa97aq-2.pdf](http://www.amideast.org/publications/faq/back_issues/1997/fa97aq-2.pdf)). 'Tourism is an activity which cuts across conventional sectors in the economy'. This means that tourism is employs a number of people across different sectors of the economy (Lickorish and Jenkins, 2002:1).

According to The Encyclopaedia of Philosophy (2000:90) 'The philosophy of education is primarily concerned with the nature, aims and means of education, and also with the character and structure of educational theory, and its own place in that structure'. As described also by Lacey (2000:106)

'The study of general theoretical problems, of an A PRIORI kind, about the possibility, nature, aims, and methods of education. The ancient paradox of learning (you can not learn what you don't know, because you won't know what to seek, and won't recognize it when found) is now dead, but one can still ask what is involved in learning and whether things like normal education are possible'

The statement above means that the primary consideration of education is the process of learning and the factors that motivate learning. From the explanations above the author has noticed that the students who want to learn and are eager to study, especially in hospitality and tourism, need motivation which will help them to maintain the process of study in school. There are many definitions of motivation in different books. However the author wants to illustrate that motivation in education is different from, for examples motivation at work, but has similar goals. Students require different types of motivation in order to stimulate achievement, and motivation in education may require different approaches to those used in employment.

The word motivation comes from the Latin word *movere*, which means to move. Maslow (1943, cited in Torrington and Hall, 1991) 'suggested that human motivation was dependent on the desire to satisfy various levels of needs'. Rue and Byars added (2000:290) that there are three common characteristics of motivation. 'First, motivation is concerned with what activates human behaviour. Second, motivation is concerned with what directs this behaviour toward a particular goal. Third, motivation is concerned with how this behaviour is sustained'.

'Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course'. (<http://www.unisanet.unisa.edu.au/motivation/>) Weightman (1999:37) also states that 'Motivation is a drive within a person to try to achieve a goal to meet a want or need'.

Figure 1 shows a model of motivation from Newstrom and Davis (2002:12) which can also be applied to help student study to help obtain good achievement.

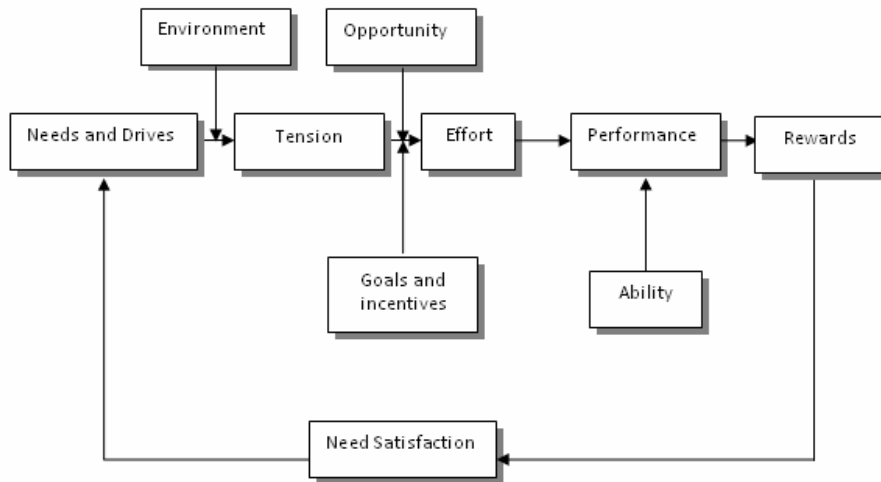


Figure 1 Model of Motivation Newstrom and Davis  
 Source: Organizational Behavior: Human Behaviour at Work 11<sup>th</sup> ed. 2002, p.12

Figure 1 explains that motivation starts from needs, for example, the student needs food, is hungry and so will buy or cook some food (Goals), then the student will eat the food and drink (as much the student eat the food = ability). After the student has finished the food, they will not feel hungry anymore and the reward is that the student feels good after eating the food, i.e. satisfaction is fulfilled. In school students usually have different motivations to study. There are two general kinds of motivation. 'First, positive motivation is a response which includes enjoyment and optimism about the tasks a person is involved in. Negative motivation involves undertaking tasks because there will be undesirable outcomes, e.g. failing a subject, if tasks are not completed' (<http://www.unisanet.unisa.edu.au/motivation/>).

The author wants to explain that the motivation of students' study is affected by many factors including the learning environment. As mentioned by Covington (2000) it is the interaction between 'the kinds of social and academic goals that students bring to the classroom; the motivating properties of these goals; and the prevailing classroom reward structures that jointly influence the amount and quality of student learning, as well as the will to continue learning' (<http://search.epnet.com/direct.asp?an=3076143&db=buh>).

According to Covington (2000) research into the motivational dynamics of school achievement has three elements or parts, 'The first part reviews research inspired by goal theory and in particular the evidence for the proposition that, depending on their purposes, achievement goals differentially influence school achievement and the will to learn via cognitive, self-regulation mechanisms, the second part examines the motivational properties of these achievement goals from a drive-theory perspective, the third part examines how achievement goals are influenced by classroom incentive systems, either to the benefit or to the detriment of achievement'. (<http://search.epnet.com/direct.asp?an=3076143&db=buh>).

In this research, the author wants to identify the factors motivating students' study in The International Hotel Management Institute (IMI) Switzerland. The aim of the research is to identify factors that motivate hospitality students to study. The objectives of the research are to: define motivation and how it can influence student's study, identify the motivation from the student's study based on their nationality, investigate the background of the student related to how the student got started to study, identify the different ways student's study compares to their motivation, and identify the outcomes student's study after they are motivated.

## Literature Review

According to Hellriegel, Slocum, Woodman (1998:139) 'motivation is goal directed. A goal is a specific result the individual wants to achieve'. This means that accomplishing goals can significantly reduce needs' deficiencies. For example, students come to school and study in order to get a good result at the end as a goal and normally they do their best to achieve the goals.

As mentioned by Kleinginna and Kleinginna (1981a, cited in Huitt, 2001) motivation is 'an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction'. For example students in IMI have a need, desire, or want to study. They come to IMI to have a good education, obtain success in study and to improve their chances of getting a job later on. Three points are therefore the key to being motivated. They are: internal state or condition that activates behavior and gives it direction; desire or want that energizes and directs goal-oriented behavior; influence of needs and desires on the intensity and direction of behavior. (<http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>).

## Motivation To Learn

There are two explanations (Figure 2) regarding the source (s) of motivation which can be categorized as extrinsic (outside the person) or intrinsic (internal to the person).

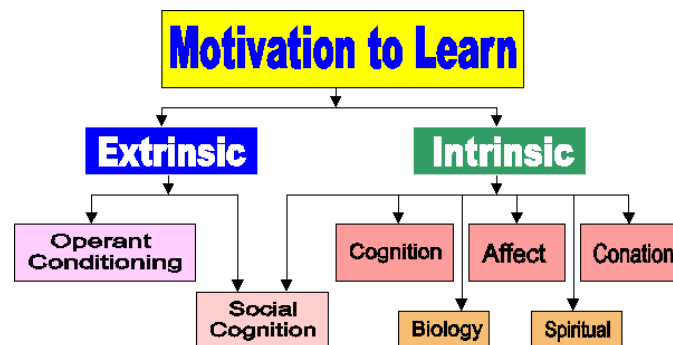


Figure 2 Motivation to Learn

Source: <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>

Extrinsic sources can also subcategorized into operant conditioning and social cognition, and intrinsic sources can be subcategorized as cognitive, affective, and cognitive (mind/mental).

## Registered International Students in IMI Hotel School 2004 A

Data is based on students registered in 2004A from first year students until fourth year students, post graduated students and MBA students. These figures supplied by the Registrar's Office in IMI Hotel School (See Figure 3).

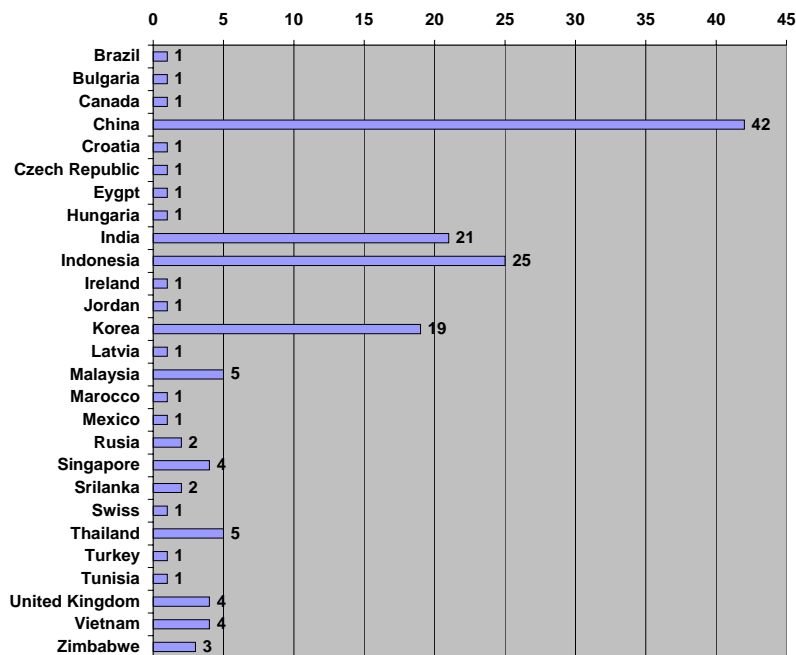


Figure 3 Registered International Students in IMI Hotel School 2004 A  
Source: Register Office IMI Students Hotel School 2004

## Motivation to Learn in International Students

Who are international students? What kinds of problem do they present? According to Biggs (2003:120) 'international students are students who gone to another country in order to enrol full-time in a university course'. Technically, international students should be highly motivated towards high achievement. In this case, international students should have motivation to learn in order to achieve success as a goal of study abroad. At the same time, the author identifies that international students have some problems in motivating themselves to learn. These include the demands and different styles of lecturers, emotional needs, and demands from parents, and stress that exists in the individual because of these factors. According to Deci and Ryan (1991) 'knowing how to meet individual learner needs for control, competence, and belonging in the classroom is one key to student motivation to learn'. This means that during classes students should want to pay attention to their study and learning and feel comfortable to study.

### 'Cultural' Problems

Asian students studying in Switzerland particularly in IMI and European students studying in IMI as well are technically international students, therefore they may, theoretically each have different motivation problems. According to Biggs (2003:121) 'an international student can be defined in terms of; differences in ethnicity between home and university cultures, and the kind of problem experience'.

Biggs (2003:121) identifies three typical kinds of problem: 'first, *Social-cultural adjustment*. The main problem experienced by international students is stress created by adjusting to a new culture. Second, *Language*, many international students have difficulties with language that need attention. Third, *Learning/teaching problems due to 'culture'*, the cultural background of many international

students is thought to make it difficult for them to adapt to the style of teaching adapted in the host country'. This cultural background problem might be the biggest problem in international students' study in IMI, where most students are from Asia. Cannon and Newble (2000) add 'one thing that noticed you in your institution is the stereotypes are attached to the students is different cultural background'. The stereotype of student from the 'Confucian heritage' which is Eastern and Southeast Asia is of being rote learners.

## Learning Outcomes

According to Cannon and Newble (2000) students approach their learning as shown in Figure 4.

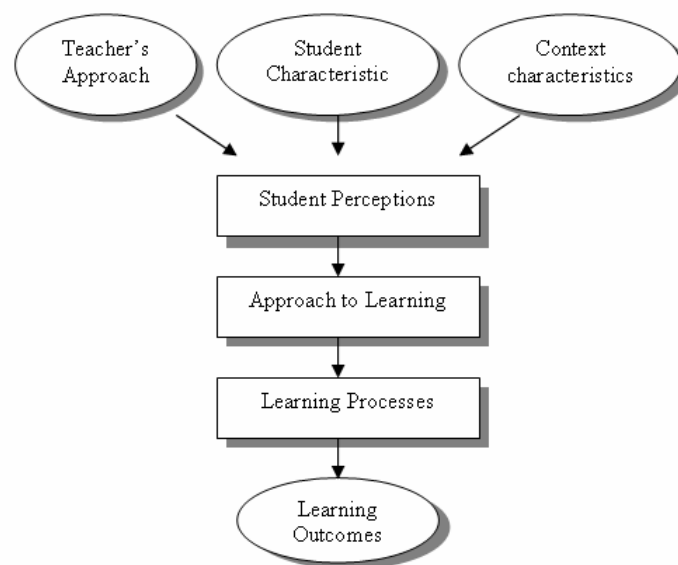


Figure 4 Learning Outcomes  
Source: Cannon and Newble, 2000:2

From Figure 4, the author suggests that one the key factors influencing learning is students' characteristics, this includes individual differences, previous study and experience. For example, in IMI, there are many nationalities in one place, and they sit and study together and have similar goals for achievement. Conversely, they have some differences in motivations to study and it is these that the author will research. The other two elements which are, the teacher's approach and context characteristics are the elements which can affect students' perceptions of their study. For example, teachers will give directions to students for approaching their work. Context characteristics and the academic courses are the issues that related to make the students' develop their knowledge.

## Amotivation and Achievement Motivation

'Achievement motivation is one the principal factors influencing outcomes in higher education' (Entwistle and Ramsden, 1983, cited in Fry, Ketteridge, and Marshall, 2001). As the author described before, most students in IMI are motivated by the desire for achievement. The author will verify this in research.

According to Deci and Ryan (1985, cited in Fry, Ketteridge, and Marshall, 2001) amotivated students are those who do not really know why they are at school, think themselves incompetent and feel that they have little control over what happens to them. In IMI, the author see a lot of students who are very competent in what they want to achieve, but conversely are afraid to raise their hand or

speaking their mind to express their views in class. These students might be afraid that if they give their opinion to the lecturer it might be the wrong answer and they will feel exposed and unhappy, so they keep quiet and wait for the lecturer's answer.

### Measuring Student Motivation

In order to measure student motivation to achievement, Entwistle and Ramsden (1983) and Biggs (1987) state that a small number of motivation measures have been developed specifically for use with students in higher education. According to Vallerand (1992) the two most important of these are the Academic Motivation Scale and the Motivated Strategies for Learning Questionnaire developed by Pintrich (1993). However, as this is a small scale and highly focused study, these will not be used here.

### Impacting motivation in the classroom

Students of different nationalities in IMI hotel school may have different motivations to learn in the classroom. According to McCombs (1991) 'For individuals to generate motivation to learn in learning situations, it is necessary for them to see that they have the natural capacity to be motivated to learn under the right internal and external conditions'. This means that the individual student who wants to improve their learning process should identify what they have internally to motivate them to learn. For example they should consider their experience of previous study, their background of education and the learning process at IMI and external factors such as the contribution to the learning process in the class, and communication with the lecturer.

According to McCombs (1991) internal conditions that can achieve motivation to learn in situations where what is to be learned is largely forced from the outside include: 'an understanding of the self-as-agent in orchestrating thinking, feelings, motivation, and self-regulated behaviours; operating from an understanding of natural capacities to control and direct one's own learning; and perceptions that the learning task or experience is personally interesting, meaningful, and relevant'. External conditions which can support these internal conditions include 'the relevancy, choice, control, challenge, responsibility, competence, personal connection, fun, and support from others in the form of caring, respect, and guidance in skill development'.

On the other hand, the author wants to identify why students in IMI sometimes lack of motivation to learn. The lack of motivation to learn from the author's point of view can be caused by the range of required learning, emotions, and stress. Stipek (1988) states 'there are a variety of reasons why individuals may be lacking in motivation and provides a list of specific behaviours associated with high academic achievement'. This means that there are a variety of reasons why students in IMI lack motivation to learn as mentioned by the author above and also from other characteristics (previous study, individual differences and experience).

According to <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>, there are (Figure 5) many ways for the teacher to take action to increase motivation in the classroom. They are separated by two categories: intrinsic motivation and extrinsic motivation.

Figure 5 Two Categories of Intrinsic and Extrinsic

Intrinsic	Extrinsic
- Explain or show why learning a particular content or skill is important	- Provide clear expectations
- Create and/or maintain curiosity	- Give corrective feedback
- Provide a variety of activities and sensory	- Provide valuable rewards
	- Make rewards available

- 
- stimulations
  - Provide games and simulations
  - Set goals for learning
  - Relate learning to student needs
  - Help student develop plan of action
- 

Figure 5, source: (<http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>) The author identifies that for the lecturer should know as much of the intrinsic suggestions above, recognizing that not all students will apply intrinsic factors to motivate themselves. Extrinsic motivations will work if the students are kept under the lecturer's control.

## RESEARCH METHODS

The author is using both primary and secondary research. The author will explain both primary research and secondary research and also the limitations that the author faced and experienced during the research.

### Secondary Research

According to Clark, Riley, Wilkie and Wood (1998:8) 'secondary research normally denotes an activity whereby no new original data is collected but where the research project draws on existing sources alone'. Here secondary research was used to gather information regarding how motivation theory relates to the background of international in students' in IMI. The analysis focused on the classification of motivation models and their identification in different nationalities of student in terms of motivation to study. This research was obtained from literature sources in IMI/ ITIS library that were related to the author's research topic. The purpose of the secondary data in this research is to gather information and data from the literature research to support the dissertation. For example, the author used the theories from the books that mention motivation models in education and how to relate it to the hospitality industry in terms of how this would affect the learning outcome of students' study in hospitality. From the available data, the author could analyze how important it is that types of motivation models in hospitality education would apply to different nationality backgrounds. For the secondary research, the author chose books relating to varieties of motivation models. In relation to student nationalities, the author looked at the background of students' in IMI, due to the fact that the author has chosen hotel school International Hotel Management Institute-Switzerland as a focus for the research.

### Primary Research

As defined by Clark, Riley, Wilkie and Wood (1998:8) 'primary research generally refers to that research which involves the collection of original data using an accepted research methodology'. The research was done by surveying by questionnaire the students of IMI.

### Sample

According to Clark, Riley, Wilkie and Wood (1998) a sample is a subset of a larger group or population, which allows us to generalize, to suggest what might be the characteristics, qualities and opinions of a larger group.



## Questionnaire

The author administered a questionnaire to investigate students' motivation to study. The author gave the questionnaire to students in IMI directly. The questionnaire included both open and closed questions. Open questions tend to give the respondents opportunities for free responses. The author also used qualitative and quantitative questions for the questionnaire because the author needed to find out about data relating to the social construction of reality, e.g. experiences, opinions, and also quantitative information that could be counted or measured. As defined by Clark, Riley, Wilkie and Wood (1998) quantitative research is more linked towards the need for 'speedy and 'solid' results. Therefore, quantitative research is to find out the information that could be counted in motivation in students' study. The author needs both qualitative and quantitative research to build the information for this dissertation. The questionnaire had 15 questions to investigate the motivation of students' study in hospitality education and distributed to first year students until fourth year students.

## Data Analysis

The author has analyzed the feedback from the questionnaire, and the author looked at the students' opinion on how they feel about motivation in learning process. As the learning outcomes during being motivated to study in IMI, the author would try to make a statistic in order to measure these results from different point of view of background nationalities can effects to motivation to learn in hospitality education.

## RESULTS AND DISCUSSION

Some 126 questionnaires were distributed to first to fourth year students in IMI-Switzerland. The author collected back 116 questionnaires. First year students supplied 25 (21,55%) questionnaires, second year students 15 (12,93%) questionnaires, third year students 47 (40,51%) questionnaires, and fourth year students 29 (25%) questionnaires. The first question asked what was MOST important in motivating the student to come and study hospitality in IMI - Switzerland; the results are presented in Table 1. In Table 1 the most popular response for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students was 'better chance of getting a job after the course'. For the 4<sup>th</sup> year students, the most popular choice was 'obtain knowledge in European hospitality'. The weight of opinion in years 1<sup>st</sup> until 3<sup>rd</sup> also made the first of these the most popular choice overall.

Table 1 The MOST Important in Motivating the Student to Come and Study Hospitality in IMI – Switzerland

Descriptions	1 <sup>st</sup> year students (n = 25)	2 <sup>nd</sup> year students (n = 15)	3 <sup>rd</sup> year students (n = 47)	4 <sup>th</sup> year students (n = 29)	Total 116 students (100%)
Better education than other hotel schools in Switzerland	2 (8%)	4 (26,67%)	6 (12,76%)	1 (3,44%)	13 (11%)
Better chance of getting a job after finishing the course	11(44%)	7 (46,67%)	25 (53,11%)	3 (10,34%)	46 (40%)
IMI has good reputation among private hotel schools in Switzerland	5 (20%)	1 (6,67%)	3 (6,38%)	9 (31,03%)	18 (16%)
Obtain knowledge in European hospitality	7 (28%)	3 (20%)	14 (29,78%)	16 (55,17%)	40 (34%)

Note: n = total no. of students

From the results, it is clear that the majority of students come to IMI is to have a better chance of getting a job after finishing their course, although fourth year students had a different view. This difference might be explained in terms of their experience of previous study of hospitality abroad. Many degree students are ‘direct entry’ from other institutions. Many come to IMI to get their BA degree faster than in other hospitality schools.

Question 2 investigated the reasons not selected in question one as to why students come and study at IMI, ranked in their order of importance. The results are shown in Table 2. From Table 2, the highest ranked second choice is ‘obtain knowledge in European hospitality’ (Rank 1, 29%) although all the choices here attracted about a quarter of the samples responses plus or minus 4%. Clearly, employability is almost in students’ minds followed by the European angle. However, IMI’s reputation also scores well.

Table 2 Ranking of Variables NOT Selected (Most Important Motivation)

n=116

Descriptions	Better education than other hotel schools in Switzerland (Rank 1)	Better chance of getting a job after finishing the course (Rank 2)	IMI has good reputation among private hotel schools in Switzerland (Rank 3)	Obtain knowledge in European Hospitality (Rank 4)
Total Rank 1	31 (27%)	27 (23%)	25 (22%)	34 (29%)
Total Rank 2	24 (21%)	38 (33%)	34 (29%)	17 (15%)
Total Rank 3	29 (25%)	27 (23%)	37 (32%)	25 (22%)
Total Rank 4	32 (28%)	24 (21%)	20 (17%)	40 (34%)

Note: n = total no. of students

## CONCLUSION

From analysis of the previous chapter, the author concludes that motivating students’ study is very important in order to product graduates that meet the high standard of the hospitality industry. Being motivated from the start of learning is the first step to achieve the goals of the hospitality professional. This chapter analyzes students’ motivation in hospitality education through 4 different semesters. Results are compared to find the important elements for the 4 different years in terms of motivation to study. The author concludes that in terms of factors motivating students’ study in IMI, there are two main issues. The differences are, first, that first, second, and third year students are motivated to come and study in IMI in order to have a better chance of getting a job after finishing the course. Second, fourth year students have a different motivation - they come to obtain knowledge in European hospitality. In IMI, which has different semesters or courses, the goal of motivation to study is to finish the course without failure. Commons problems of motivation are experienced by all students. A common response to pressures of study in all years is to visit and use the library. Motivation from friends is also important because it helps to maintain the process of being motivated to study. The most important factor here is to have discussions with friends to share information that will help achieve this goal. In terms of demotivation, there are two main issues. First, from first, third and fourth year students are often, by their own admission, tired and lazy. On the other hand, second year students are demotivated by the teaching style of lecturers, either the students do not understand the lecturer’s style or lecturers are boring. Rudeness by the lecturers is the factor that motivated the students least.

After doing the analysis, the author assumes that the students come to IMI not only to have a better chance of getting a job after finishing the course, however, the students could get knowledge

and skills, as a result of their education in IMI. All students in IMI sometimes experience problems in getting motivated to study. There are some recommendations from the analysis of factors motivating students' study in IMI. In IMI, discussion is most effective in supporting learning. Students should have more communication with other students and lecturers. Students in IMI in order to get more information or resource, they should increase the frequency that they go to go the library. Students should go to the library at least twice a week. The author underlines that they should not be made go to the library but encouraged as a form of achievement motivation for achieving the goal of finishing the course without failure. One of the factors that most demotivates students to study is being lazy or tired. This comes students not sleeping until late at night, conversely they usually hang out with their friends, play on the internet or do an assignment. Students have a lot of time to do assignments or projects given by lecturers, conversely often wait and wait until the submission date is approaching before they engage with the tasks. Lecturers in IMI have also a responsibility motivating the students to study. The most important is to give positive comments on work. Clearly, without knowing more about what students mean by 'rudeness', lecturers should renew this factor as if demotivates the students more than anything else. The recommendation here is to do more research into this problem.

## REFERENCES

- Anonym. (2000). *Encyclopaedia of Philosophy*, Routledge: London.
- Biggs, J. (2003). *Teaching for quality learning at university*, 2<sup>nd</sup> ed., London, Buckingham: SRHE and open university press.
- Biggs, J. (1987). *Student approaches to learning and studying*, Victoria: Australia Council for Educational Research.
- Clark, M., Riley, M., Wilkie, E., and Wood, R. C. (1998). *Researching and writing dissertations in hospitality and tourism*, United Kingdom: International Thomson Business Press.
- Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review, 51:171-200. Retrieved on May, 7, 2004 from <http://search.epnet.com/direct.asp?an=3076143&buh>.
- Deci, E. L., and Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*, New York: Plenum.
- Deci, E. L., and Ryan, R. M. (1991). *A motivational approach to self: Integration in personality*. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation*, 38. "Perspectives on motivation", 237-288, Lincoln: University of Nebraska Press.
- Entwistle, N. J., and Ramsden, P. (1983). *Understanding student learning*, London: Croom Helm.
- Fry, H., Ketteridge, S., and Marshall, S. (2001). *A handbook for teaching and learning in higher education*. Enhancing Academic Practice, London: Kogan Page Limited.
- Hellriegel, D., Slocum, J. W., and Woodman, R. W. (1998). *Organizational behaviour*, 8<sup>th</sup> ed., Ohio: South-Western College Publishing.
- Huitt, W. (2001). Motivation. Retrieved on May 5, 2004 from <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>.

- Kleinginna, P. Jr., and Kleinginna A. (1981). *A categorized list of motivation definitions, with suggestions for a consensual definition, motivation, and emotion*, 5, 263-291.
- Lacey, A. R. (1986). *A dictionary of philosophy*, USA: Routledge.
- Lickorish, L. J., and Jenkins C. L. (2002). *An introduction to tourism*, United Kingdom: Butterworth Heinemann.
- McCombs, B. L. (1991). *Motivation and lifelong learning, educational psychologist*, 26 (2), 117-127.
- Newstrom, J. W., and Davis, K. (2002). *Organizational behaviour: Human behaviour at work*, 11<sup>th</sup> ed., New York: McGraw-Hill/Irwin.
- Pintrich, P. R., et al. (1993). *Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ)*, educational and psychological measurement, 53, 801-813.
- Rue, L. W., and Byars L. L. (2000). *Management skills and application*, 9<sup>th</sup> ed., USA: McGraw-Hill.
- Stipek, D. (1988). *Motivation to learn: From theory to practice*, Englewood Cliffs, New Jersey: Prentice Hall.
- Torrington, D., and Hall, L, (1991), *Personnel management*, United Kingdom: Prentice Hall International.
- Vallerand, R. J., et al. (1992). *The academic motivation scale: A measure of intrinsic, extrinsic and a motivation in education, educational and psychological measurement*, 52, 1003-17.
- Weightman, J. (1999). *Introducing organisational behaviour*, United Kingdom: Addison Wesley Longman Limited.
- [http://www.amideast.org/publications/aq/back\\_issues/1997/fa97-2.pdf](http://www.amideast.org/publications/aq/back_issues/1997/fa97-2.pdf), accessed May 7, 2004.
- <http://www.unisanet.unisa.edu.au/motivation>, accessed May 7, 2004.