



MOTIVATIONAL FACTORS OF BSTM STUDENTS IN TAKING BSTM COURSE: A BASIS FOR CAREER ORIENTATION PROGRAM

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ABSTRACT

Choosing a course in college is an overwhelming decision for students since it determines the kind of vocation they intend to pursue in life. This study fills the gap in understanding regarding the factors influencing student choices for the Tourism Management course at the International School of Asia and the Pacific. This study is quantitative research that uses a descriptive–inferential research design to determine the motivational factors of the BSTM students in taking their course. The required information was gathered by means of survey questionnaires that were distributed to a total of 145 respondents; 1st year and 2nd year tourism students, namely 19.30% males and 80.70% females. The findings revealed that the majority of respondents were in the age range of 18 and 20 years old, female, first-year students, and financially capable. Furthermore, motivational factors such as field attractiveness, job opportunities, and personal interest are the most important considerations for students pursuing a tourism management course. This study can help the institution to better understand the perception of the students, and give students a deeper knowledge which help them in deciding on a career and figuring out what their interest and skills are suited for. Students can learn about and prepare for their future professional aspirations.

Key words: *BSTM Course, social influence, job opportunities, field attractiveness, personal interest, proposed career orientation program.*

INTRODUCTION

Tourism Management is a broad course. Everyone eventually comes to believe that when studying tourism, it talks only about visiting special places and scenic views that would melt the eyes and hearts of everyone. In this regard, some people overlook how difficult and challenging it is to find a course that would suit someone`s passion to do it. Due to the fact that it requires four years of study in a world that is upside down, everyone may now conclude that tourism is a simple subject without actually understanding how challenging and risky it is. Before taking on a position in tourism



management, it is important to understand what the position entails and what qualifications and skills you will need. Tourism management positions are rewarding but challenging. Today, a large number of young people select tourism management as their course in college. If they have the required knowledge and experience, they will have a wide range of job options in business management. When taking courses in tourism management, students get knowledge of the various approaches and regulations that apply to running a business and providing hospitality services in any industry that they might prefer. It enables students to effectively organize and administer tasks and assignments in line with international business standards. If they want to oversee teams, tasks, and projects, it is strongly encouraged that both professionals and students take core tourism management courses. Each student has specific motivations and reasons for choosing to enroll in the BS in Tourism Management program. The curriculum of this program is designed to guarantee that students are competitively and competently equipped to practice both inside and outside of the institution. According to Bamford (2008) programs in tourism management were among the most popular among students in higher education institutions. Many students believe that they may gain more knowledge and expertise in this course, also many opportunities they may find in the near future. On the other side, programs in tourism management were highlighted by Davidson, Ying, and King (2008) as many students' top choices. The desire to study abroad, employment chances in the field, the chance to network, and competitive advantage in the marketplace were the main drivers behind this motivation. Additionally, there are lots of different factors that can influence students' perceptions when choosing a vocation. One's professional decision may also be influenced by those in their immediate vicinity, recommendations received by word-of-mouth, and exposure to the media. Studies have repeatedly shown that the most significant influences on an individual's life decisions are their close companions and relatives. Individuals often take their parents' and friends' opinions taken into consideration when they make decisions. Since students can now access almost anything on the internet due to technological advancements in this generation, a wide range of knowledge from various websites may also influence students' perspectives when it comes to pursuing their desired aspirations. The student's individual interests and the environmental factors. Several students consider a university's reputation. The most suitable choice for a student will vary depending on which of the numerous universities and colleges offer the same programs. Although there are many factors to consider when selecting a degree, students typically make their own decisions for the reason nobody else is going to benefit from the decision they make but them.

METHODOLOGY

Research design

This study is quantitative research that utilized a descriptive-inferential research design that used to determine the motivational factors of the BSTM students in taking BSTM courses. This research design was utilized to present the facts and reveal the outcomes obtained from the respondents. This



research design was used to make judgements, comparisons, and predictions regarding the collected data needed from the study.

Respondents of the Study

The target population enrolled for the school year 2023-2024 would be the 1st and 2nd year levels of BS Tourism students at the International School of Asia and the Pacific. This research study used stratified random sampling to select the total of 145 respondents in the population.

Data Gathering Tool

In order to get the necessary and relevant data, a survey questionnaire would be used for this study. A questionnaire of two parts would be given in the gathering of data. The first part of the questionnaire would be about the profile of the respondents as to their age, sex, year level and socio-economic status. The second part consisted of statement regarding to the motivational factors of BSTM students in taking BSTM course. Each statement must be rated on how much he or she agrees with using a four point scale: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. It should take most respondents 5-10 minutes to complete answering the questionnaire. All information that would be gathered would be treated with appropriate statistical tools to answer the statement of the problem.

Data Gathering Procedure

In accordance with the fulfilment of the data required for the study, various procedures would be carried out. The researchers would first ask the research instructor for permission to perform the study. Once the permission has been secured, the researchers choose respondents using this stratified random sampling. The researchers would inform the respondents about the data collection process, confidentiality, and voluntary involvement before requesting their consent. The process would be carried out respectfully and without force. After the request has been approved, the interview would be conducted. It would be done through face-to-face in gathering data. Moreover, the gathered data would be collected, tabulated, interpreted and analyze.

Data Analysis

After the retrieval of all the questionnaires, the following statistical tools would be utilized to generate the result of the study. The frequency count and percentage distribution was used to analyze the profile of the respondents. Weighted mean would be used to know the statements on motivational factors of BSTM students in taking BSTM course by the respondents. The researcher re-orientes the 1st and 2nd year level tourism students, to deepen their understanding and determined what is involved and required in the career that matches their interest and abilities. With the help of this program, students can explore and make plans for their future professional aspirations.



Table 1.1 DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF AGE

AGE	FREQUENCY	PERCENTAGE
18 - 20 years old	140	96.60
21 years old and above	5	3.40
Total	145	100.00

Table 1.1 shows that the majority of the respondents are at the range of 18-20 years old with 96.60 percent. At the age range of 21 years old and above got the lowest frequency rate with 3.40 percent of the entire respondents. This implies that majority of the respondents at the 1st and 2nd year levels were young adult.

Table 1.2. DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF SEX

SEX	FREQUENCY	PERCENTAGE
Female	117	80.70
Male	28	19.30
Total	145	100.00

Table 1.2 shows that the majority of the respondents are female, with a percentage of 80.70 percent of the entire population. While male respondents got the lowest frequency rate with 19.30 percent, this implies that the majority are dominated by female respondents.

Table 1.3. DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF YEAR LEVEL

YEAR LEVEL	FREQUENCY	PERCENTAGE
First Year	85	58.60
Second Year	60	41.40
Total	145	100.00

Table 1.3 shows that the majority of the respondents are first-year students, with a 58.60 percent of the entire respondents. While second-year students got the lowest frequency rate with 41.40 percent, this implies that the majority of the respondents are first-year students who are taking a BSTM course with the highest number of enrollees in the whole department.



Table 1.4. DISTRIBUTION OF THE PROFILE VARIABLES OF THE RESPONDENTS IN TERMS OF SOCIO-ECONOMIC STATUS

SOCIO-ECONOMIC STATUS	FREQUENCY	PERCENTAGE
High Class (₱40,000.00 above)	5	3.40
Middle Class (₱20,000.00-₱39,000.00)	39	26.90
Low Class (below ₱20,000.00)	101	69.70
Total	145	100.00

Table 1.4. shows that the majority of the respondents, when it comes to socio-economic status, are low-class, with a percentage of 69.70 percent among the entire respondents. And high class got the lowest frequency rate with 3.40 percent; this implies that the majority of the class category of the respondents is low class.

Table 2.1 ASSESSMENT OF THE RESPONDENTS ON THE MOTIVATIONAL FACTORS IN TAKING BACHELOR OF SCIENCE IN TOURISM MANAGEMENT COURSE IN TERMS OF SOCIAL INFLUENCE

STATEMENTS	MEAN	DESCRIPTION
1. My friends recommended this field	2.11	DISAGREE
2. My parents wanted me to be a tourism graduate	2.88	AGREE
3. My relatives offered me a job in their working place as a tourism professional	2.05	DISAGREE
CATEGORICAL MEAN	2.35	DISAGREE

Table 2.1 shows the categorical mean of 2.35 and interpreted as disagree, while on the statement 2, "My parents wanted me to be a tourism graduate" had the highest mean of 2.88 and for the statement 5, "My relatives offered me a job in their working place as a tourism professional" had the lowest mean of 2.05. This implies that the choices made by respondents did not have a substantial impact on social influence that motivates respondents in taking BSTM course. As supported by the study of Manachi et al. (2014), found that the main motivational factors for students majoring in Tourism Management course are frequently employment related and include the desire to socialize, meet new people and believe that the field will result in rewarding career prospects. In contrast, the decision to pursue a career in tourism management was influenced by the student's interest in these programs, advices from family, friends and relatives, as well as successful former job, had a less of an impact.



Table 2.2. ASSESSMENT OF THE RESPONDENTS ON THE MOTIVATIONAL FACTORS IN TAKING BACHELOR OF SCIENCE IN TOURISM MANAGEMENT COURSE IN TERMS OF JOB OPPORTUNITIES

STATEMENTS	MEAN	DESCRIPTION
1. I believe that there is variety of job opportunities	3.55	STRONGLY AGREE
2. This field offers a wide variety employment opportunity.	3.52	STRONGLY AGREE
3. I believe that this field makes me very easy to get a job after graduation	3.01	AGREE
4. I believe that the level of salary is high in this field	3.23	AGREE
5. I believe that I can have many opportunities to take more overseas trips	3.60	STRONGLY AGREE
CATEGORICAL MEAN	3.38	STRONGLY AGREE

Table 2.2 shows the categorical mean of 3.38 and interpreted as strongly agree, while on the statement 3, "I believe that there a variety of job opportunities" had the highest mean of 3.55 and for the statement 5, "I believe that this field makes me very easy to get a job after graduation" had the lowest mean of 3.01. This implies that the students believe that they will find better employment in the near future. This findings supported in the study of Kim, Lee, and Cohen (2008) stated that increased knowledge, increased chances of finding job opportunities through learning international languages, and new ways of doing things as key motivators for students to study tourism management courses

Table 2.3. ASSESSMENT OF THE RESPONDENTS ON THE MOTIVATIONAL FACTORS IN TAKING BACHELOR OF SCIENCE IN TOURISM MANAGEMENT COURSE IN TERMS OF FIELD ATTRACTIVENESS

STATEMENTS	MEAN	DESCRIPTION
1. Jobs in this field looked attractive	3.36	STRONGLY AGREE
2. I believe that the level of salary is high in this field	3.23	AGREE
3. I believe that I can have many opportunities to take more overseas trips	3.60	STRONGLY AGREE
4. Tourism Management course is much popular than other courses	2.57	AGREE
5. I believe that this field has a growing potential	3.46	STRONGLY AGREE
6. Working in this field apparently looks good	3.34	STRONGLY AGREE
CATEGORICAL MEAN	3.26	STRONGLY AGREE

Table 2.3 shows the categorical mean of 3.26 and interpreted as strongly agree, while on the statement 4, "I would like to travel different places" had the highest mean of 3.75 and for the statement 3, "I believe that the level of salary is high in this field" had the lowest mean of 3.23. This implies that students believe that their interest in the field, especially traveling, has an impact on their decision to



take their course. The finding is supported by Chen (2009) stated that divided motivational elements into five categories including work chances, practical matters, the attractiveness of a certain field, an interest in traveling abroad and ease of studying. Tourism management programs were cited by Davidson, Ying, and King (2008) as the top choices for many students. The desire to study abroad, employment chances in the field, the chance to network, and competitive advantage in the marketplace were the main drivers behind this motivation.

Table 2.4. **ASSESSMENT OF THE RESPONDENTS ON THE MOTIVATIONAL FACTORS IN TAKING BACHELOR OF SCIENCE IN TOURISM MANAGEMENT COURSE IN TERMS OF PERSONAL INTEREST**

STATEMENTS	MEAN	DESCRIPTION
1. I would like to work in Airline.	3.64	STRONGLY AGREE
2. I would like to work on a ship.	3.21	AGREE
3. I would like to study different culture, tradition and languages.	3.57	STRONGLY AGREE
4. I would like to communicate a variety of people.	3.52	STRONGLY AGREE
5. I would like to work abroad.	3.60	STRONGLY AGREE
6. I would like to study a variety of language	3.44	STRONGLY AGREE
7. I would like to travel different places	3.75	STRONGLY AGREE
CATEGORICAL MEAN	3.53	STRONGLY AGREE

Table 2.4 shows the categorical mean of 3.53 and interpreted as strongly agree, while on the statement 1, "I would like to work in Airline." had the highest mean of 3.64 and for the statement 2, "I would like to work on a ship." had the lowest mean of 3.21. It implies that the majority of students want to work in their chosen interest. According to Reddy (2014) cited that, the majority of students who enroll in tourism course do so for career reason and roughly half of them believe that this program can help them achieve the jobs they want. Also, more than 90% of student expressed a strong desire to work in this industry. Additionally, Super, Savicks, and Super, as quoted by (Gavo in 2014), most of them will choose the profession they believe to be most suitable for them. Their decisions generally depend on how they view a profession.



Table 3. PROPOSED ACTION PLAN FOR MOTIVATIONAL FACTORS OF BSTM STUDENTS IN TAKING BSTM COURSE AS A BASIS FOR CAREER ORIENTATION

<p>Title of the Program: ORIENTATION OF THE 1ST YEAR AND 2ND YEAR LEVEL STUDENTS IN TAKING BSTM COURSES AS A BASIS FOR CAREER ORIENTATION PROGRAM.</p>			
<p>Duration of the Program: 1 day Since students have been unsure about their chosen courses in previous years, we, the researchers, have re-oriented the first-year and second-year tourism students in taking BSTM courses as the foundation for a program aimed at orienting them toward careers. The significance of this study lies in providing students with a greater understanding and awareness of the course they have selected. Beyond these practical advantages, by helping students identify their interests and strengths, it may help them become more confident, follow their passions, and discover meaningful and rewarding careers in the tourism industry. The purpose of this orientation program is to familiarize students with the career path in an attempt to advise, validate, and challenge their current level of career decision-making. Without such opportunities, students risk carelessly progressing through a series of learning experiences without any accurate connections to their futures. This study provides opportunities to support students in gaining experiences, knowledge, and decision-making that will allow them to discover and prepare for their future aspirations. Moreover, it provides students with the information and support they need to make informed decisions about their future and prepare for their job preferences. We, as researchers, possess a duty to assist students in succeeding and reaching their full potential. In conclusion, the implementation of this program is vital to widening the perceptions of the students towards their courses. This endeavor holds the potential to benefit students, schools, parents, teachers, and future researchers for their reference if the orientation is sustained.</p>			
<p>General Objectives: This aims to re-orient first-year and second-year level students of the International School of Asia and the Pacific to further provide sufficient knowledge for the course they have taken and implement actions to improve students' perceptions. Since this progress can be targeted with certainty, many students will undoubtedly consider their perceptions when choosing their aspirations.</p>			
SPECIFIC OBJECTIVE	ACTIVITY	TARGET OUTPUT	EVIDENCES
To enlighten the minds of every students to be not influenced by others.	Seminars that talks about how to take control of yourself and not be influenced by others.	To make students conceptualize or realize what they really interested to take.	-Approved program plan -Concept paper -Attendance sheet -Photo documentation
To encourage students to be more engage about their chosen courses.	Workshops on FA showmanship, tour guiding, Front office, event management.	To help students develop their skills and abilities.	-Approved program plan -Concept paper -Attendance sheet -Photo documentation
To help students conceptualized their perception in choosing their aspirations.	Seminars that tackles about the different opportunities to those students who will get in the future	To enhanced perception of the students about their chosen course as also their level of student's awareness.	-Approved program plan -Concept paper -Attendance sheet -Photo documentation
To help students widen their ideas of different opportunities in the tourism sector.	Seminars that highlights excellent opportunities in various tourism sectors.	To enhanced and widen the knowledge of each student about the various job opportunities associated with their course.	-Approved program plan -Concept paper -Attendance sheet -Photo documentation

CONCLUSION

It concludes that most of the respondents are first year level and with a majority of females having the greatest impact in pursuing BSTM course. Based on the findings, most of respondents are more confident in their ability in pursuing their courses. The factors that drove students to enroll in the BSTM course became a process to go beyond the characteristics of the students that fit the learning factors.

RECOMMENDATIONS

It is highly recommended counseling a vital component of the institution curriculum, assisting students in gaining a deeper appreciation for the industry. This involves selecting industry partners that provide job opportunities aligned with students' interests. Additionally, parents should actively involve them in the decision-making process. It is also suggested that the institution should focus more on enhancing and strengthening student's personal interest including in making career decisions on their own through career guidance and seminars as suggested career orientation program strategies in the



study. By doing so, the institution assists students in becoming familiar with their fields, helping them prevent mismatches in future job opportunities.

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