What Kind of Tourism Education Must Schools Offer?

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Abstract

Tourism education offered by higher education institutions providing undergraduate and associate level education plays an important role in training human resources at desired quantity and quality to provide sustainable quality services in the tourism sector where an intense competition is experienced at national and international level. The quality of services offered in the tourism sector which is experiencing an intense competition can be achieved and improved through high-quality employees. The educational service quality in the schools offering tourism education plays a decisive role in making students qualified who will be employed in the tourism sector in the future. In this context, it is of paramount importance to determine the expectations, perceptions and satisfaction of students in terms of the quality of educational services provided in schools. In this theoretical study, student expectations, perceptions and satisfaction have been assessed under the Maslow's Theory of Needs Hierarchy, Herzberg's Two Factor Theory and Alderfer's ERG Theory.

Keywords: Expectation, Perception, Motivation, Tourism education

1. Introduction

According to the annual report of the World Tourism Organization (WTO) in 2014, in terms of export revenue, tourism sector (1.409 trillion dollars) is ranked fourth after the oil (3.325 trillion dollars), chemistry (2.001 trillion dollars), and food (1.457 trillion dollars) sectors and before the automotive sector (WTO 2015b). In addition, the number of tourists who travelled and stayed overnight in an accommodation place in 2014 was 1 billion 135 million and nearly 1 trillion 245 billion dollars were spent. When we look at the place of tourism sector in the world economy, the fact that it accounts for the %30 of the service sector, provides the %6 of the world exports, employs every 1 person in 11 people, and produces the %10 of the world income (WTO 2015a) reveal the importance of tourism sector in the national and world economies clearly.

Tourism education fulfils an important task in terms of supporting the improvement of tourism and providing quality human resources continuously. If an educational institution does not determine the expectation level of its students, it is also impossible for it to identify exactly why their perceptions and expectations do not match (Parasuraman et al. 1991). In addition, there are also suggestions that expectations have an impact on the perceptions of the education service quality and so affect the behaviours after receiving the service. Thus, it becomes crucial for the educational institution to manage the expectations of the students effectively for a long term success (Tam 2007).

Determinants like the image of the educational institution, the perceived quality of the school in business world, the popularity of the city, socio-economic factors etc. may play an essential role in the formation of the expectations of the students. As it is known, students are the driving force in increasing the quality of service in educational institutions. Students' expectations constitute one of the major factors of the works for the improvement and development of the service quality of tourism education at tertiary level. t is important to focus on the expectations of the students in order to ful il their expectations and provide a service eyond these expectations ahin 2011). Expectations that develop prior to experience can be reshaped in the decrease or increase direction as a result of the perceptions emerging after the experience.

Student expectations are effective in creating both conscious learning in personal development and the services an educational institution should provide. The higher degree expectations are met, the higher degree positive perceptions of educaional services can be. It is possible that student expectations fulfilled at a high level affect the level of satisfaction from the services of an educational institution as well. In

addition, perception of the services offered by an educational institution is of great importance in terms of performing an evaluation regarding the educational services provided.

Understanding what students expect from the educational process is essential in ensuring and evaluating their satisfaction with the process. The satisfaction level that students have is an important factor that causes their motivation to decrease or increase. Educational services achieve student satisfaction by responding the students' requests, needs and expectations, and offering an educational service eyond the expectations.

Although it is a subjective concept, perception is a reality for students. Perception occurs when people sense the effects that reach to them as a result of the events and objects around them through their sensory organs and then the effects reach their consciousness. The importance of perception becomes apparent y its shaping human ehaviour. Students' perceptions of the service offered are influenced to a large extent both from their previous and subsequent experiences. According to Parasuraman et al. (1990), it is a generally accepted opinion that the valid element today for the evaluation of educational service is the evaluation. Educational service evaluations occur as a result of the judgements of customers due to the abstract nature of services. Therefore, perception is the only valid element in the evaluation of service and service quality.

Students' perceptions are dynamic in nature like expectations and it is argued that they are affected by experiences of the service, external service promises, internal service promises, personal requests, and advices, and according to these resources they can change afterwards. Determining the relation between the pre-formed expectations of the students who come to school to receive tourism education, their perceptions occurring through experience, and satisfaction emerging after perception is of great importance in terms of schools aiming to offer sustainable quality tourism education.

Values emerging as a result of the interaction between the expectations indicating the expected value for the students and the perceptions indicating the actual value for them have an important role in forming the satisfaction level of the students. Satisfaction is defined as the opinion that a service has been provided in a satisfactory way (Oliver 1999). According to another definition, satisfaction is considered as the fact that the things achieved meet the expectations and/or go beyond them (Robbins, Decenzo and Coulter 2011). Although service quality and satisfaction may seem conceptually different, they are in a very close relationship due to their basic structure. If the service performance falls below the expectations, the customer will be dissatisfied with the service (Kotler and Armstrong 1999).

Student satisfaction is considered as the level where expectations are met in educational institutions. There is a highly positive relation between the perception of tourism education provided at the school and students' satisfaction from academic education Demir 2013). t is understood that perception emerging at the end of the experience is more effective on student satisfaction compared with student expectation. For the perception of tourism education that is offered to be high, firstly there should be efforts to make the conscious students who have a high level of expectation from tourism education and information about tourism sector for various reasons (like having a career in tourism sector) to prefer the school. In this context, school administrators must make a conscious and systematic effort to fulfil and even exceed the expectations of the students who come to school with a high level of expectation and have a high level of motivation to receive tourism education.

As is known, motivation energizes, directs, and sustains behaviours. Learning motivation is usually defined as an internal situation that leads us in a action, pushes us in particular directions, and keeps us engaged in certain activates Ormrod 1999). Students' motivation and interests are identified as important influences on learning (Zoldosova and Prokop 2006) and students who believed knowledge to be evolving (i.e. development) and handed down by authority (i.e. source) were more likely to be self-sufficient in their learning and were found to have higher levels of learning Kızılgunes et al. 2009). During the students' schooling years, motivation plays a crucial role in their learning process and achievement (Givvin et al. 2001).

Objectives

The purpose of paper is to evaluate students' expectation, perceptions, and motivations on learning tourism education in terms of sustainable quality of education. The researchers sought answers to the following sub-questions:

1. What kind of school must the school be?
2. What kind of tourism education must the school offer?

2. Methodology

Motivation theories, as need-content theory and process theory can be examined in two parts. In this theoretical study, we will discuss the approaches of three important theories about identifying and satisfying human needs. The method used in this article is a comparative theoretical study to reveal the factors affecting learning. n this study, three motivational theories to assess students' needs related to student learning are discussed comparatively. The three motivations theories include Maslow's Theory of Needs Hierarchy, Herz erg's Two Factors Hygiene and Motivation) Theory, and Alderfer's ERG (Existence- Relatedness-Growth) Theory which accept that all people share a common set of basic needs. All three theories of motivation will be discussed and then the relationships between the processes of the three theories of motivation in terms of motivation to learn tourism education.

3. Discussion

Need-content theories are concerned with defining people's motives and the goals which people pursue to satisfy these motives with their relative power. Need-content theories Maslow's Theory of Needs Hierarchy, Herz erg's Two Factors Theory, and Alderfer's ERG Theory) give importance the nature of needs which people pursue to fulfil.

Maslow's Theory of Needs Hierarchy

According to Maslow, there are five stage-basic levels of human needs which are activated in a hierarchical manner in a specific order from the lowest to highest (Jerald and Robert 1997). Stronger needs are basic physical necessities such as hunger, thirst, shelter and sex that must be satisfied before higher growth needs such as self-esteem can be expressed. If we are to adapt the theory of Maslow's hierarchy of needs for students;

1. **Physiological needs.** The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. The basic physical needs (such as hunger and thirst) that all people need to satisfy. Undoubtedly these physiological needs are the most prepotent of all needs. What this means specifically is, that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything (Stephens 2000). For ensuring their physical survival, students are motivated to satisfy their needs. Nutritional requirement, accommodation facilities, etc. other conditions are included in this group. The basic human needs are organized into a hierarchy of relative prepotency. Because of that, a student must satisfy his physiological needs before progressing on to meet higher level growth needs. For some students, physiological needs are the largest and dominant in their lives. Before a student's cognitive needs can be met they must first fulfil their basic physiological needs. For example a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential (Mcleod 2014).

2. **Security needs.** If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs. Practically everything looks less important than safety (Stephens 2000). After satisfying physiological needs, students concentrate on bringing security and safety to their life. It is very important for students to live in a secure environment and be protected from dangers and accidents. To ensure a safe home and school, a regular income, stability, routine, familiarity, control over one's life and environment, safety and health are included in safety and security needs.

3. **Socialization (love) needs.** If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new centre. A person will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal Stephens 2000). Students' needs including having friends, love, affection, elonging and acceptance are met by safety needs. In relationships with other people (their teachers and managers of school) students look for these needs and they are motivated for these needs through the love of their friends, teachers and others.

4. Esteem needs. All people in our society have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. These needs are the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom or for reputation, prestige, attention, importance or appreciation. Satisfaction of the self-esteem need leads feeling of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world. But thwarting of these needs produces feeling of inferiority, of weakness and of helplessness. In this context, students need to have a high evaluation of themselves and to be respected by the teachers, managers of school and their friends.

5. Need for self-realization. Even if all these needs are satisfied, we may still often expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. It refers to the desire for self-fulfilment, namely, to the tendency for him to become actualized in what he is potentially. In this level students can reach their full potential whatever that may be; to do what they are fitted for. First, students must satisfy the first four levels of the basic needs, and then they will have the ability to meet their highest potential. But even if all, students can often expect that a new discontent and restlessness will soon develop, unless the students do what they are made for even if all these needs are satisfied. We call the first four basic needs as deficiency needs because they come as our lacking things (Kovach 1987).

  These basic needs are related to each other, are arranged in a hierarchy of prepotency (Strage 1992) only from external sources, through the environment, people or things placed around us, stairs can be met. When these four basic needs are met, then self-realization is pursued, growth is required. Growth need is always intrinsically motivated, because we do it out of pure joy and growing desire. Maslow explains that self-realization is rarely achieved, even as adults. But teachers need to ensure that their students have satisfied their deficiency needs in order for their growing. Motivation will not occur until they are well fed, and safe in their environment. This will be a breeze on motivation.

Herzberg's Two Factors Theory

  Herzberg constructed Two-Factor Theory (i.e. motivation-hygiene theory) as two sets of factors that affect employee performance in the workplace. The first set is called as Hygiene factors or dissatisfiers which include working conditions, job security, status, personal life, interpersonal relations, supervision, and administrative policies, etc. Individuals are not content with the satisfaction of lower-order needs at school; for example, those needs associated with pleasant education conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. This appears to be parallel to Maslow's theory of needs hierarchy

 n terms of students' having tourism education, Two-Factor theory distinguishes between

- **Hygiene factors:** The term "hygiene" is used in the sense that these are maintenance factors. If hygiene factors or dissatisfiers (e.g. status, security,school conditions, and vacations) are inadequate, they will result in dissatisfaction and then lack of motivation and will not lead to higher motivation, though dissatisfaction results from their absence. If hygiene factors or dissatisfiers are adequate, students will be satisfied but not motivated to study tourism education harder. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices. Herzberg often referred to hygiene factors as the process of providing incentives to make someone do something.
- **Motivators:** Motivators or satisfiers (e.g. recognition for one's achievement, responsibility, work itself, advancement, growth, opportunity to do something meaningful, involvement in decision making, sense of importance to an organization) must be offered to motivate students in order to improve education performance that gives positive satisfaction, arising from intrinsic conditions. According to Vallen and Abbey (1987), motivator factors truly motivate students because they give them a sense of personal accomplishment through the challenge of the job itself.

However, students can be motivated to study tourism education by these factors only if the hygiene components such as fair pay and good supervision are present (Iverson 1989).

According to Herz erg's Two-Factor Theory there are four possible combinations for students (Wikipedia 2016):

- If hygiene and motivation factors are high, it is the ideal situation where students are highly motivated to learn and have few complaints.

- If hygiene factors are high and motivation factors are low, it is the situation where students have few complaints but are not highly motivated to learn.

- If hygiene factors are low and motivation factors are high, it is the situation where students are motivated to learn but have a lot of complaints.

- If both hygiene factors and motivation factors are low, it is the worst situation where students are not motivated to learn and have many complaints.

The principal difference between the two sets of factors that affect employee performance is that hygiene factors or dissatisfiers relate to education content and motivators or satisfiers relate to education environment. Hygiene factors cannot motivate students to study tourism education but can minimize dissatisfaction, if handled properly. Motivators or satisfiers create satisfaction y fulfilling individual's needs for meaning and personal growth. Once the hygiene or dissatisfiers present, the motivators or satisfiers will promote education satisfaction and encourage production (Syptak et al. 2001).

Alderfer's ERG Theory

Alderfer's Motivation Approach called ERG existence-relatedness-growth) theory was developed by simplifying the classification of Maslow's hierarchy of needs. Although Alderfer's needs-sorting is simpler, it is an essential classification of needs such as Maslow's classification. Maslow's principles, "unless lower levels are satisfied, it is impossi le to switch to the next high level" also applies to the Alderfer's Theory. Alderfer divided the human needs into three different categories:

- Existence needs: These are needs that people have from birth. Food, beverages, housing needs, etc. are examples in this regard.
- Relational needs: People want to be together with other people. They want to share their thoughts and feelings with them.
- Growth needs: People want to improve themselves. To achieve success, recognition, adoption, etc. are examples of such needs.

Existence needs meet Maslow's physiological and safety needs; relatedness needs correspond to Maslow's socialization needs; and growth needs match the esteem needs and self-actualization needs in Maslow's theory Jerald and Ro ert 1997).

n this context, y adapting the students' needs for education that they want to receive to Herz erg's two factor theory, Maslow's hierarchy of needs, and Alderfer's ERG Theory we can show the relationship between expectation, perception, and satisfaction as in the following.

In the figure below seems the realization phase of the expectations of the respective students in a school offering academic education services. This figure was created by adapting the human needs hierarchy classified into five categories in Maslow's "Motivation Theory: The Hierarchy of Needs" and motivating and hygiene factors specified in the Herz erg's "Motivation-Hygiene Theory". Factors motivating learning in terms of academic education services draw more attention in the process of the fulfilment of students' expectations compared with the hygiene factors, which are more mundane needs. Dissatisfaction occurs in the absence of physiological and safety needs which are the basic needs in the first and second stage of the hierarchy regarding students' motivation in Maslow's hierarchy of needs, and also when these needs which are considered within the scope of Herz erg's hygiene factors are met, satisfaction is achieved and

motivation arises in order to meet other needs motivating learning. In addition, even without ensuring the hygiene factors, some individuals can be motivated to satisfy another need.

Figure 1. Student's vicious circle of Hierarchy
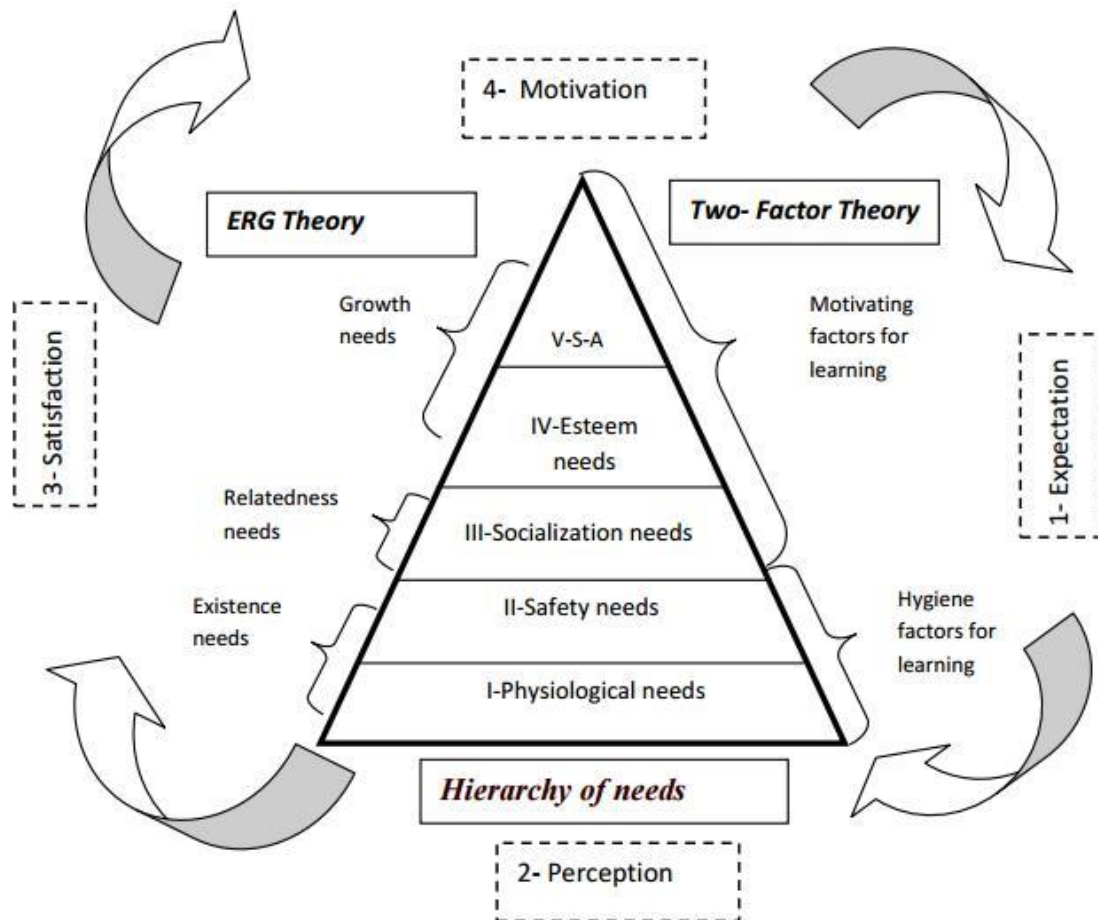
There is a competition to have students at desired quantity and quality among the institutions providing tourism education to train high-quality human resources to the tourism sector where there is an intense competition. Today, the fact that the roles of the potential and current students at universities should be perceived as a customer more has been expressed by authors. In this context, the importance of determining and fulfilling students' expectations, and the importance of perception emerging as a result of these in ensuring student satisfaction are emphasized.

Student expectations are effective in creating both conscious learning in personal development and the services an educational institution should provide. The higher degree expectations are met, the higher degree positive perceptions of educational services can be. It is possible that student expectations fulfilled at a high level affect the level of satisfaction from the services of an educational institution as well. In addition, perception of the services offered by an educational institution is of great importance in terms of performing an evaluation regarding the educational services provided.

4. Conclusion

This theoretical study tried to reveal what the school should do to ensure and increase the students' motivation in tourism education according to three motivation theories. According to all three theories, it is primarily required to determine expectations about needs (According to Maslow "physiological and safety needs," to Herzberg "Hygiene Factors" and to Alderfer "existence needs") and then ensure basic needs providing or reducing the satisfaction of students which cause satisfaction or dissatisfactions. It

should not be forgotten that the provision of these basic requirements is a necessary, but not a sufficient condition for student motivation. Once the basic requirements are met, the motivating factors (According to Maslow "socialization, esteem and self-actualization" to Herzberg "motivating factors" and to Alderfer "growth needs") in tourism education should be offered to students. Student satisfaction and motivation is an essential condition for sustainable quality education. Ultimately, students will have the opportunity to show that the potential of self-realization.

The schools offering tourism education must make the students with high level of expectations prefer them y asking the questions "What kind of school must we e?" and "What kind of tourism education must we offer?", and ensure that students have a high level of perception and as a result, satisfaction from the education provided by fulfilling and exceeding their expectations. In this context, schools offering tourism education should be engaged in conscious, systematic, and continuous action, promotion and informative activities aimed at improving the image of the schools for the public, and especially for the potential and current students. Schools offering tourism education can ensure satisfaction and motivation from academic education at the desired level as a result of primarily fulfilling the objectives set in order to have students with high expectations, meeting and exceeding the expectations of the students that come with a high level of expectation.

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