

Learning Motivation, Performance, and Satisfaction: A Comparison between Students Majoring in Tourism and Hospitality Programmes from Taiwan and India

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Many studies carried out (at individual country level and also inter-country comparative level, encompassing varied subjects in primary and secondary education as well as at university) have examined the influence of learning motivation on academic performance and satisfaction level of students. It is within this research framework that we explored the learning motivation, learning performance, and learning satisfaction level among students of hospitality and tourism course. A comparative study is being carried out between students from two institutions THTC, Taiwan (Hualien) and OSHM, India (Wynad). Students majoring (3 year programme) in hospitality & tourism programmes were selected and a structured 5-point Likert questionnaire is being administered among 200 students from THTC and 120 students from OSHM. By administering the questionnaire, we obtained information about demographic profiles of students and the three basic components about learning (motivation, performance, and satisfaction). Both sets of data about students from Taiwan and India were analysed and found to be reliable and showed a good fit. Data analysis revealed some interesting facts about student's levels of motivation, performance, and satisfaction from the two countries.

KEYWORDS: *Hospitality, Tourism, Learning Motivation, Learning Performance, Learning Satisfaction, Taiwan, India.*

INTRODUCTION

Hospitality is one of the most sought after professions in the world today which offers a plethora of challenges to the youth of the globalised world and also thereby offering a very satisfying and fruitful career (Rey and Wieland, 1985; Abbey, 1998; Lattin, 2005; OCHM, 2010). It owes its growth to the increased development of the tourism sector (the fastest growing world industry employing more people than any other business entity) of which it is an important element (Cooper et al 1993; Davidson, 1993) and is considered to be one of the fastest growing industries along with Medicine, Engineering and Information Technology. It carries with itself an assured job, secured life, international recognition, glamour respected career and a handsome pay package. Only *motivated*, well educated, rigorously trained individuals can meet the demands of the increasingly complex hospitality industry. A successful host must be competent in modern management practices and commercial tactics and be able to understand the psychology of human relations. Even when the world economy is showing a sluggish growth with uncertain employment prospects, the fast growing dynamic hospitality industry is heralding a pivotal change in career options with an exciting variety of career choices (OCHM, 2010). Hence, the importance of educational institutions offering tourism and hospitality courses increases and their role in understanding and studying about the students learning motivation, performance level as well as satisfaction for generating highly motivated as well as skilled professionals. Many inter-country and intra-country level studies are being carried out on learning motivation, performance levels of students and their levels of satisfaction (Wigfield and Eccles, 2000; Pintrich and Schunk 2002; Lee and Huang, 2007; Chen *et al* 2009), most of them were focusing on the disciplines like languages, performing arts, social sciences, pure and natural sciences, general management including marketing; but not on hospitality and tourism management.

As it is well established fact that schooling (whether elementary, secondary, high-school, undergraduate, graduate, or university) involves a complex relationship between people, ideas, experiences, socio-cultural factors, (Zoldosova and Prokop, 2006) and also the availability of appropriate infrastructural facilities. Two interrelated and interdependent aspects which play a crucial role in every student's life are learning motivation (generally intrinsic) and the level of performance (Tyagi, 1985; Pintrich et al

1994; Fulk et al 1998; Watkins et al 2003; Daniels and Arapostathis, 2005; Bye et al 2007; Debnath et al 2007; Hancock, 2007; Buehl and Alexander, 2010). Motivation is the driving force behind high-quality learning and creativity which in turn leads to high level of performance. In spite of having high potential among students, qualified teachers, and other infrastructure facilities at the academic institutions; learning motivation among the students is considered as the prerequisite for their academic performance in under developed, developing, as well as developed countries. Of the many factors required for inculcating high level of motivation among students is the role of teacher's, but in some exceptional cases, teacher's protracted involvement in anti-academic activities resulted in erosion of motivation among students (Masitsa, 2008), which needs to be talked properly and timely intervention to be done for curtailing such practices.

The focus of the study is a comparative analysis of the learning motivation and performance level between graduate students of hospitality and tourism specialization from two countries, viz., Taiwan and India. As far as the authors' knowledge, except few intra-country studies (Wigfield and Eccles, 2000; Pintrich and Schunk 2002; Lee and Huang, 2007; Chen *et al* 2009), no major research has been carried out on graduate students of hospitality and tourism on inter-country level, which makes this paper more significant because it throws some light on otherwise unexplored area, therefore, the study fills the gap by adding valuable knowledge, new perspectives, and presents possibilities for consideration. The paper offers valuable inputs for different stakeholders of hospitality and tourism industry; especially the academic institutions, academicians, government, and also NGO's in the two countries under study in particular and others in general.

LITERATURE REVIEW

Students motivation and interest 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-efficacious in their learning and were found to have higher levels of learning and performance-goal orientations (Kizilgunes et al 2009; Sungur, 2007). Toeh (2010) even tried to extract the factors of personal belief and motivational factors for assessing the academic performance of students. During the students schooling year's motivation plays crucial role in their

learning process and achievement (Givvin *et al* 2001). Of the two types of motivation, viz., intrinsic and extrinsic (Barbuto and Schol, 1998), students having intrinsic motivation tend to perform better (Hanrahan, 2000) and results in high-quality learning and creativity. Many studies have examined the factors that influence academic performance in primary and secondary education as well as at university, with the purpose of enhancing learning at these stages and reducing drop-out rates (Guàrdia *et al* 2006) in different countries covering a wide range of disciplines (Bong, 2004; Teoh *et al* 2010; Subgur, 2007; Kizilgunes *et al* 2009; Masitsa, 2008; Metallidou, 2007; Lodewyk, 2007; Brookhart and Durkin, 2003; Zoldosova and Prokop, 2006).

In recent years, the cognition orientated motivation theory focus on the goal and way of approach on personal achievement behavior. Rezabek (1998) was made a study of the motives, barriers, and enablers affecting participation in adult distance education class in an Iowa Community College, the result shows that the key factors that would influence on student's learning effort are (1) the way of teaching, and (2) students learning motivation. The centrality of motivation to learn in Exhibit 1 reflects its importance for any training or development program. Motivation to learn refers to the desire of the trainee to learn the content of a training program (Noe, 1986) and the level of motivation differs between students in the same class (Mahon and Dannells, 1998).

In the words of Ormrod (1999), “motivation to learn is generally defined as an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activates”. In psychology, there are many theoretical perspectives for studying motivation. Motivation has been studied extensively over the years using the Expectancy-Value Theory. Pintrich and Schunk (2002) identified that a student's motivation to meaningfully engage in an activity depends on two primary components, viz., (1) the students' expectation for successfully completing the task and (2) their perceived value for that task. For example, Pintrich and Schunk,(2002); Wigfield and Eccles,(2000) used Expectancy-Value Theory to investigate whether there were differences in motivation to learn between PRT(park, recreation and tourism) students and students majoring in other fields. Harlen and Crick (2003) considers motivation as a complex concept, closely aligned with the will to learn, and encompassing self-esteem, self-efficacy, effort, self-regulation, locus of control and goal orientation.

To sum up; the learning motivation may be divided into six items which are being identified by Tzai-Zang Lee and Li-Yang Huang (2007) as (1) the purpose of learning; (2) the development of career; (3) refuge and stimulate; (4) social service; (5) external expectation; (6) relationship of society.

Learning Performance is an index that not only measuring the result of learning, but also judging the quality of teaching. The top four performance determinants of a learning course and the learning thereof, pointed-out by Honore (2003) are course design, individual need, interaction and technology.

Exhibit 1 Four-Level Model for Assessing Training Effectiveness

<i>Level</i>	<i>Element</i>	<i>Meaning</i>	<i>Contents</i>
1	Reaction	a measure of participants' initial reactions to a course, usually assessed through surveys	Courses, lecturers, material and approach, etc.
2	Learning	a measure of the amount of information that participants learned, usually assessed using criterion-referenced tests	Learning situation and efforts
3	Behavior	Behavior Transfer and working performance, amount of material learned that participants actually use in everyday work	Usually assessed using observations and interviews with coworkers and supervisors
4	Results	a measure of the financial impact of the training course on the bottom line of the organization	Value to the organization

Source: Kirkpatrick, 1996.

The evaluation of learning performance also could be developed from Kirkpatrick's (1994) techniques for evaluation training programs' four-level model. According to this four-level model for assessing training effectiveness, evaluation should always begin with *Level 1*, and then, as time and budget allows, should move sequentially through subsequent levels (refer Exhibit 1), which are: *Level 1* – Reaction, a measure of participants' initial reactions to a course, usually assessed through surveys; *Level 2* – Learning, a measure of the amount of information that participants learned, usually assessed using criterion-

referenced tests; *Level 3* – Transfer, a measure of the amount of material learned that participants actually use in everyday work, usually assessed using observations and interviews with coworkers and supervisors; and *Level 4* – Value to the organization, a measure of the financial impact of the training course on the bottom line of the organization, assessment for this level is not clearly defined. Most of the studies carried out on students learning performance, learning performance, and also levels of satisfaction was based on *Level 1*, and the present study also follows the same methodology where assessment of the reaction of students about their learning motivation and performance level is being carried out. They were asked to identify their preferences in terms of the course contents, lecturers, materials, approach, as well as the infrastructural facilities provided.

METHODOLOGY

The purpose of this study was to integrate motivation theories and learning performance research works in to a comprehensive model to analyse and identify the level and degree of differences existing between graduate students of hospitality and tourism course. Two institutions, which are considered as the top institutions in their respective catchment areas, were identified for the purpose of inter-country comparison. The first one is *Taiwan Hospitality and Tourism College* (THTC), Hualien, Taiwan and the second one is *Oriental School of Hotel Management* (OSHM), Wynad, India.

THTC was formally called the Ging Chung Business College, was originally founded on June 15th 1989 having five departments, viz., finance, international trade, tourism, business administration, accounting and statistics offering courses to day-school students. In July 1995, the Night School Division was established. In 1997, the Division of Continuing and Extension Education was established. On February 1, 2002, the college's fifth board of Trustees was set up, and the college was transformed from a general business orientation to an academic institution focusing on hospitality and tourism, and was formally renamed as Taiwan Hospitality and Tourism College (THTC) to cater the needs to aspiring youngsters, who are in need of excellent hospitality and tourism education. In 2005, THTC formally got recognized by the Ministry of Education. Subsequently THTC won recognition and support from many quarters. The goal of THTC is to take the lead as one of the Taiwan's professional training institutions providing

high-quality education in hospitality and tourism. THTC presently has eight academic units; viz.; food and beverages management, western culinary and arts, Chinese culinary and arts, hotel management, travel management, leisure management, extension education, and also tourism management. THTC has cooperative agreement with many noted tourism facilities on the East coast for students to get training and work experience which in turn resulted in 100% placements immediately after their graduation.

Oriental Group of Management Institutions spread over 28 acres of land in three different campuses; viz.; (1) Oriental School of Hotel Management (OSHM), (2) Oriental College of Hotel management & Culinary Art (OCHM), and (3) Oriental Institute of Hotel management (OIHM). It is owned and managed by the Malabar Hotel Management & Catering Promotion Trust (MHMCT), a charitable trust formed with an intention of promoting hospitality and tourism industry. They owns and operates a 5 star facility resort (The Kadavu Resort, near the Airport at Calicut), a 3 start resort (The Greeshmam Resort at the OSHM campus), and another 5 star resort (Vythiri Village Resort) with 200 pax convention centre attached with OIHM. The students are the key force behind the operations of all these resorts, wherein they gets first hand on-the-job training during their course of study. The MHMCT group's first institution OSHM (started in 1995) situated at Vythiri, Wynad is situated above 3000ft sea level, and the placement record over the last 15 years is 100% and also acquired best hotel management institute award from Ministry of Tourism, Govt. of Kerala for the 5th consecutive time in the year 2009-2010. Presently OSHM offers two different programmes; viz.; 3 year degree (B Sc and B A) and 4 year professional degree programmes (BHMCT).

Modified questionnaire based on an earlier study carried out by Chen *et al* (2009) is being administered among 120 students from OSHM and 200 students from THTC during November-December 2010. Students selected falls under the stream of hospitality and tourism courses comprising of mostly 3 years, with an entry level age limit of 17 years with 12 years basic education. The response rate was 99% from OSHM (119 useable questionnaires) and 95% from THTC (189 useable questionnaires). Questionnaire was divided in to three parts, including the basic profiling information in the beginning, and set of different questions for assessing learning motivation, satisfaction and performance levels (refer Exhibit 2). *First* part tried to identify their *learning motivation* and students were asked to identify the extent to which they felt their learning motivation levels in 26

questions in six divisions, viz., (1) the purpose of learning, (2) the development of career, (3) refuge and stimulate, (4) social service, (5) external expectation and (6) relationship of society. *Second* part of the questionnaire was on *learning satisfaction* level with 20 questions in three divisions, viz., (1) Lecturer, (2) Learning Contents and (3) Facilities Support. In the *third* part included a more general range of scales about their majors and *learning performance* via 15 questions in two divisions, viz., (1) learning evaluation and (2) behavior.

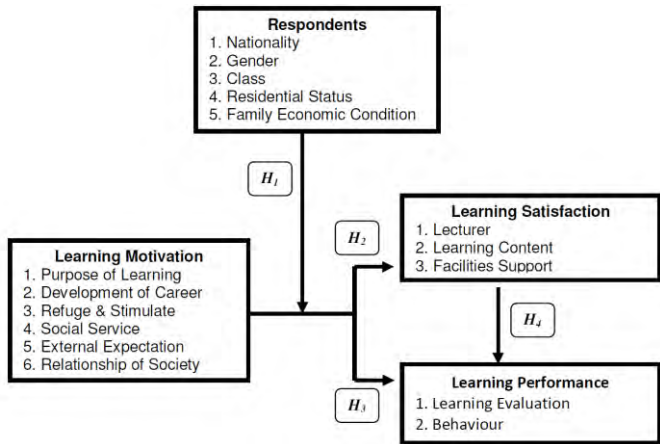


Exhibit 2: Research Structure

The learning motivation, satisfaction, and performance levels were measured with the help of six items with 5-point scale, ‘1’ representing “*fully disagree*” scale and ‘5’ representing “*fully agree*”. Overall, respondents reported a relatively high level of agreement with the six items of the *learning motivation* scale, three items of *learning satisfaction*, and the two items under the *learning performance* scale. Reliabilities of the scales (refer **Exhibit 3**) were examined using Cronbach's alpha. The “Learning Motivation” scale had a Cronbach's alpha of 0.902, and the “Learning Satisfaction” scale had a Cronbach’s alpha of 0.940, while the “Learning Performance” scales had a Cronbach's alpha of 0.957. According to Nunnally (1978), scales that have a Cronbach's alpha of at least 0.70 are considered reliable. The questionnaire also included questions regarding students' gender, academic level, their current major and some family economic conditions. Given past researches and literature reviews have given the following four hypothesis were examined.

H₁: There is no significant difference exists between students from Taiwan and India with respect to learning motivation, performance, and satisfaction.

H₂: As a whole, there is no significant relationship exists between learning motivation and learning satisfaction.

H₃: As a whole, there is no significant relationship exists between learning motivation and learning performance.

H₄: As a whole, there is no significant relationship exists between learning satisfaction and learning performance.

Exhibit 3: Questionnaire Reliabilities of Scale

Criteria	Sub-divisions	Items	Cronbach's α
Learning Motivation		26	0.902
	The Purpose of Learning	6	0.822
	The Development of Career	4	0.818
	Refuge and Stimulate	4	0.645
	Social Service	5	0.847
	External Expectation	4	0.699
Learning Satisfaction	Relationship of Society	3	0.700
		20	0.940
	Lecturer	4	0.599
Learning Performance	Learning Contents	10	0.933
	Facilities Support	6	0.923
		15	0.957
Learning Performance	Learning Evaluation	4	0.855
	Behaviour	11	0.956

(N = 308)

RESULTS AND DISCUSSION

General demographic profiling of students (refer Exhibit 4) from THTC, Taiwan and OSHM, India shows that there exists significant difference between students from these two countries in the case of gender, class, home town, residential status, as well as family economic conditions. Students opting for hospitality programs from India consists of majority male students where as it is complete opposite in Taiwan where female students outnumbered male students ($\chi^2 = 69.698, P < 0.001$). This clearly indicates the male dominance in the Indian hospitality industry. With respect to the geographical location of student’s hometown, both in Taiwan and India, majority of the students are coming from the same region where the institution is located. The geographical spread of students in THTC is more scattered than OSHM. The residential status of students indicates that majority of the students from THTC prefers to stay near to the campus and also in the school dormitory, where as

majority of the students preferred school dormitory in OSHM ($\chi^2 = 49.333$, $P < 0.001$). Majority of the students from THTC responded by saying that their family economic condition as average income group, but OSHM students falls under middle class and also average ($\chi^2 = 138.015$, $P < 0.001$).

The first research hypothesis (H_1) was tested in three parts, viz., *gender* based (students as a whole), individual *country* based, and *family economic condition* based (students as a whole) (refer Exhibit 5, Part 3). From the view of scale of learning motivation, learning satisfaction and learning performance, the result of the T-test shows that there was no significant difference among students with respect to *gender* (refer Exhibit 5, Part 1); all the t-values are well within the acceptance region. Though Taiwan sample had majority of female students and Indian sample had majority of male students, both male and female categories of students as a whole perceive the three aspects of learning in the same way, hence we can conclude that there is no significant difference exists between male and female students from both countries together with respect to their perception about learning motivation, learning performance, and learning satisfaction..

The second part of the first hypothesis, where individual country based analysis is carried out to examine the

differences in learning motivation, learning satisfaction, and learning performance (refer Exhibit 5, Part 2) among the students as a whole. Results of T-tests revealed that there were significant differences in first three items of *learning motivation* scale: “the purpose of learning ($F = 12.753$, $P < 0.001$)”, “the development of career ($F = 4.021$, $P < 0.05$)”, “the refuge and stimulate ($F = 9.136$, $P < 0.01$). When we compare the mean values of items, except for “refuge and stimulate” of learning motivation, students from India showed more motivated than students from Taiwan. And on the other hand, there is no difference between the students from the two countries about their perceptions of “social service”, “external expectation”, and “relationship of society”. About the *learning satisfaction factor*, results of T-tests revealed that there exists a significant difference in item: “lecturer ($F = 10.181$, $P < 0.01$)”. And Indian students shows more satisfied with “lecturer”, learning contents”, and also facilities support” than Taiwan students as the mean values are greater. Similarly when it comes to *learning performance*, there exists a significant difference in terms of “learning evaluation ($F = 6.828$, $P < 0.01$), and again students from India showed a greater performance level than students from Taiwan.

Exhibit 4 Demographic Characteristics of Students

Demography	χ^2 value	Country			
		Taiwan		India	
		#	%	#	%
Gender:	69.698***				
Male		88	46.6	111	93.3
Female		101	53.4	8	7.3
Class:	48.314***				
1 st Years		34	18.0	44	37.0
2 nd Years		58	30.7	60	50.4
3 rd Years		92	48.7	15	12.6
4 th Years		5	2.6		
Home Town:	190.768***				
North Taiwan / North India		79	41.8	13	10.9
Central Taiwan / West India		27	14.3	4	3.4
South Taiwan / South India		12	6.3	99	83.2
East Taiwan / East India		70	37.0	2	1.7
Other Islands / Others		1	0.5	1	0.8
Residential Status:	49.333***				
School Dormitory		77	39.7	88	73.9
Lodging away from home		83	43.9	10	8.4
Live with relatives		2	1.1	4	3.4
Home		28	14.8	17	14.3
Family Economic Condition:	138.015***				
Average		181	95.8	43	36.1
Middle Class		6	3.2	75	63.0
Rich		0	0.0	1	0.8
Total		189	100	119	100

(N = 308) * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Exhibit 5: Gender / Country / Family Economic Condition based Analysis of the Perceptions of Learning Motivation / Satisfaction / Performance

Scale	PART 1: Gender Based					PART 2: Country Based					PART 3: Family Economic Condition Based			
		Mean	SD	F	t		Mean	SD	F	t		Mean	SD	F
Motivation														
The purpose of Learning	Male	23.28	3.698	0.499	2.802	Taiwan	21.61	3.962	12.753	-7.620***	Average	22.19	3.949	25.083***
	Female	22.01	3.969			India	24.76	2.684			Middle Class & Rich	24.49	2.716	
The development of Career	Male	15.90	2.783	0.161	0.983	Taiwan	15.29	3.074	4.021	-3.951*	Average	15.54	2.940	6.447*
	Female	15.57	3.101			India	16.58	2.294			Middle Class & Rich	16.46	2.505	
Refuge and Stimulate	Male	12.41	3.124	3.104	-0.482	Taiwan	12.90	2.722	9.136	3.138**	Average	12.91	2.639	19.106***
	Female	12.59	2.897			India	11.80	3.394			Middle Class & Rich	11.26	3.596	
Social Service	Male	18.87	3.670	1.854	2.285	Taiwan	17.20	3.484	3.237	-8.944	Average	17.96	3.676	20.868***
	Female	17.88	3.558			India	20.61	2.876			Middle Class & Rich	20.04	3.061	
External Expectations	Male	14.78	2.911	3.743	1.842	Taiwan	14.14	2.808	0.015	-3.478	Average	14.30	2.810	7.877**
	Female	14.17	2.512			India	15.25	2.624			Middle Class & Rich	15.29	2.497	
Relationship of Society	Male	11.19	2.020	0.264	-0.435	Taiwan	11.14	2.104	0.011	-0.923	Average	11.17	2.080	0.641
	Female	11.29	2.170			India	11.36	2.020			Middle Class & Rich	11.36	2.004	
Satisfaction														
Lecturer	Male	15.50	3.202	2.105	1.223	Taiwan	14.83	4.593	10.181	-2.647**	Average	14.98	4.358	6.185*
	Female	14.93	4.972			India	16.03	2.347			Middle Class & Rich	16.23	2.139	
Learning contents	Male	36.14	8.247	0.260	4.343	Taiwan	31.54	8.842	2.008	-8.646	Average	33.13	8.907	27.744***
	Female	31.77	8.795			India	39.44	5.762			Middle Class & Rich	38.79	6.452	
Facilities Support	Male	19.94	5.836	0.205	3.238	Taiwan	17.32	6.217	2.044	-7.136	Average	18.04	6.107	32.420***
	Female	17.64	6.167			India	22.00	4.446			Middle Class & Rich	22.26	4.537	
Performance														
Learning Evaluation	Male	42.90	8.656	0.060	3.310	Taiwan	39.21	9.854	6.828	-6.257**	Average	40.38	9.574	21.996***
	Female	36.36	9.578			India	45.52	6.153			Middle Class & Rich	45.63	5.474	
Behaviour	Male	13.78	3.470	1.071	0.860	Taiwan	13.20	3.599	0.373	-2.940	Average	13.36	3.556	7.036***
	Female	13.42	3.499			India	14.38	3.160			Middle Class & Rich	14.54	3.120	

(N = 308)

*p < 0.05; ** p < 0.01; ***p < 0.001

The correlation analysis between students' perceived *learning motivation* and *learning performance* (refer Exhibit 7), to get the answer for the third research hypothesis (H_3), revealed that there exists a significant relation between the two aspects. Learning motivation explained almost 21% of the variations in "learning" and 18.926% of the variations in "behaviour" of the learning performance scale. Most significant relation exists between "the purpose of learning" to learning ($t = 2.563$) and "behaviour" ($t = 0.707$); "social service" to "learning" ($t = 2.443$) and "behaviour" ($t = 3.749$); and also in "relationship of society" to "behaviour" ($t = 2.691$). Here also we can see a significant relationship between learning motivation and learning performance among the students from the two countries as a whole.

Finally, to address the fourth research hypothesis (H_4), regression analysis was carried out between students' perceived learning satisfaction and learning performance (refer Exhibit 8). Here also the correlations between learning satisfaction and learning performance were found to be significant. The explained variations were higher than earlier two cases; almost 50.5% of the variations in "learning" and 56.7% of the variations in "behaviour" of *learning performance* are explained by *learning satisfaction* level. Almost all the items from learning satisfaction and learning performances are having significant correlation, which clearly shows that the learning satisfaction leads to high level of performance among the students of both countries taken as a whole.

Exhibit 6:Regression between Scales of Learning Motivation and Learning Satisfaction

<i>Learning Motivation</i> (Independent)	<i>Learning Satisfaction (Dependent)</i>		
	Lecture r	Learning Contents	Facilities Support
The purpose of Learning	2.308*	3.684***	2.163
The Development of Career	-0.515	-0.979	-0.930
Refuge and Stimulate	-0.245	-1.609	0.102
Social Service	2.019*	4.868***	5.508***
External Expectation	1.071	1.046	0.261
Relationship of Society	1.413	0.292	0.164
F	6.952**	16.025**	12.670***
R ²	0.122	0.242	0.202
Adjusted R ²	0.104	0.227	0.186

*p < 0.05; ** p < 0.01; ***p < 0.001

Exhibit 7 Regression between Scales of Learning Motivation and Learning Performance

	<i>Learning Performance</i>	
	Learning	Behaviour
Learning Motivation	Learning	Behaviour
The purpose of Learning	2.563*	0.707**
The Development of Career	-0.252	1.063
Refuge and Stimulate	1.270	-1.628
Social Service	2.443*	3.749***
External Expectation	1.748	0.834
Relationship of Society	1.711	2.691**
F	13.297***	18.926***
R ²	0.21	0.274
Adjusted R ²	0.194	0.259

*p < 0.05; ** p < 0.01; ***p < 0.001

Exhibit 8 Regression between Scales of Learning Satisfaction and Learning Performance

<i>Learning Satisfaction</i> (Independent)	<i>Learning Performance (Dependent)</i>	
	Learning	Behaviour
Lecturer	2.754**	4.287***
Learning Content	3.279**	6.739***
Facilities Support	6.637***	3.558***
F	103.431***	132.551***
R ²	0.505	0.567
Adjusted R ²	0.500	0.562

*p < 0.05; ** p < 0.01; ***p < 0.001

CONCLUSION

It has been observed that student's perception about learning motivation is directly related with their satisfaction level and also their ultimate performance level during their academic tenure. Majority of such studies were carried out with respect to disciplines like languages, performing arts, social sciences, pure and natural sciences, and general management including marketing. Very few with respect to students in hospitality and tourism studies (intra country levels only) are being carried out management. With this back ground, this paper tried to find out whether there is any relation exists between student's perceptions about levels of learning motivation, learning satisfaction, and learning performance on an inter-

country comparative study of students majoring hospitality and tourism management from Taiwan and India. The study was based on four problems. **First** of all, it was hypothesized that on inter-country level the students perceive learning motivation, learning satisfaction, and learning performance in the same fashion. The result shows that there exists significant difference between students from Taiwan and India with respect to learning motivation, performance, and satisfaction especially when country level comparison and family economic condition are concerned. The difference is insignificant when it comes to gender, class, and residential status is concerned. As a whole, it was also observed that students from India are having high degree of motivation than their counterparts from Taiwan; similar result was observed with respect to learning satisfaction as well as learning performance. Regression analysis was performed to assess the relation between the three learning parameters and the result indicated moderate to high degree of reliability in all the three cases. The **second** aspect analysed was about the relation between learning motivation and learning satisfaction as a whole and hypothesized that they are not related, but the result proved otherwise showing that there exists a strong relation. The **third** aspect was on the relationship between learning motivation and learning performance, and it was observed that a significant relationship exists between learning motivation and learning performance among the students from the two countries as a whole. **Finally**, analysis of the relationship between learning satisfaction and learning performance also reveals that almost all the items from learning satisfaction and learning performances are having significant correlation, which clearly shows that the learning satisfaction leads to high level of performance among the students of both countries taken as a whole. Thus it can be concluded that the though there exists some differences about the levels of students perceptions towards learning motivation, learning satisfaction, and learning performance between Taiwan and India; the combined analysis shows that there exists a relation between the three learning parameters leading to the conclusion that students of hospitality and tourism discipline also behave in the similar fashion like any other disciplines.

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