SCHOOL OF BUSINESS ADMINISTRATION

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MASTER IN TOURISM MANAGEMENT

MOTIVATION FOR ENROLLING IN TOURISM MANAGEMENT POSTGRATUATE STUDIES IN GREECE

by

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To my beloved daughters,

Theodora and Stefania

ABSTRACT

The purpose of this study is to provide information about the issue of students' motivation for participating in master degree programs in Tourism Management in Greek public universities. A quantitative research approach on a sample of 136 students was employed to identify and document the findings of a web-based questionnaire used for the purposes of this research. The survey results were analyzed using descriptive statistics and factor analysis techniques. The results that emerged yielded five motivational factors influencing master degree students' decision-making to study Tourism Management, namely "cognitive development", "opportunities for professional and networking investment", "esteem", "academic development" and "escape". The respondents to this survey regard the first three factors as the most important reasons. Further interesting results were obtained by outlining students' background profile and some positive correlations were identified linking their profile variables with the motivational factors. The implications of this small-scale survey can facilitate policy makers in academic settings to plan and develop quality curricula, instruction and learning resources with the aim of achieving effective learning outcomes which meet tourism industry or related areas requirements.

Key words: motivation, tourism management education, adult postgraduate students

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LIST OF ABBREVIATIONS

ECTS   European Credit Transfer and Accumulation System

EFA   Exploratory Factor Analysis

GDP   Gross Domestic Product

HOU   Hellenic Open University

IT   Information Technology

IHU   International Hellenic University

TEI   Technological Educational Institute

IQR   Interquartile Range

MBA   Master of Business Administration

MSc   Master of Science

MTM   Master in Tourism Management

SETE   Greek Tourism Confederation

INTRODUCTION

The 21st century world economy is mostly a service-based economy which, in order to perform and develop, requires human resources as the essential input. Likewise, tourism relies on people as it is a service-orientated industry and employees play a central role in delivering a product that will influence the overall experience of tourists (Baum, 1994). Higher education in Tourism studies has grown noticeably during the last decades, driven by the notion that tourism enterprises are "in desperate need of qualified staff" (Hjalager, 2003, p.27). Besides, a growing number of students choose to enrol in Tourism Management master degree programs worldwide.

What are the motivators for choosing postgraduate studies in Tourism Management? The issue of motivation in the educational context has been highlighted in several studies in recent years. Students' motivation is considered to be a galvanizing energy in the learning process. The expansion of enrollment in master studies along with the real reasons behind it cannot be neglected. As the composition of the learners' group changes, what and how people are motivated are not easy questions.

The issue of students' motivation for taking part in Tourism Management studies at postgraduate level is imperative to tourism education and industry alike. Despite its importance, it remains rather an under-researched area and only a few studies have been conducted on the topic worldwide. In the Greek context, no previous research has been carried out to delve into students' motivation for participating in postgraduate studies in Tourism Management. In this scope, the goal of the present study is to provide information on this issue. Its first objective is to explore the learners' initial motivational factors for enrolling in these programs. The second objective of this thesis is to describe the participants' profile and find out if motivation differs in relation to their personal variables. To achieve the above objectives a 29-item self-structured web-questionnaire is administered to Tourism Management postgraduate students at Greek public universities. The study, utilising a sample of 136 students, adopts the quantitative survey research approach and the data analysis includes descriptive statistics and factor analysis techniques.

The present survey is divided into seven chapters. Chapter 1 gives a comprehensive insight into the factors for the growth of Tourism Higher Education and its significance to provide the industry with graduates equipped with relevant competencies. Chapter 2 discusses the Tourism Management programs in Greece and postgraduate students' characteristics at public universities. Chapter 3 provides a presentation of surveys conducted worldwide to gain an insight into the students' motivation for participating in various educational programs. Chapter 4 provides an overview of the literature on some contemporary theories on motivation and the factors that influence adult students to seek advanced studies.

Chapter 5 focuses on the rationale and purpose of this research. This is accompanied by the description of the sample, the methodology, the instrument used, the administration procedures and the data analysis techniques. In Chapter 6, the survey results are presented in relation to the research questions posed in chapter 5. Finally, in Chapter 7, interpretation of the results are drawn in connection with the literature provided in the first four chapters and limitations of this thesis are presented alongside a few implications for practice and further research.

CHAPTER 1. TOURISM EDUCATION

Introduction

This Chapter provides an introduction to Tourism Education at Higher Education which is perceived as a mixture of academic and professional knowledge and skills with the aim of satisfying the needs of the tourism industry as a whole. It briefly focuses on the factors which contribute to its significance as it plays a crucial role in the provision of skilled and competent human resources.

1.1 The growth of Tourism Studies at Tertiary Education

Tourism Education at tertiary level started taking a prominent position during the second half of the 20th century. Although literature does not clarify which is the very moment of the studies in tourism, some examples of degree courses can be found in the 1930s with an Austrian University establishing a professorial chair in Tourism. It is obvious that education in tourism has its origins in Europe, then it is spread to the United States and Canada, and then to Australia and New Zealand. The boom in Tourism Education comes decades after the birth of mass tourism and the rapidly increasing demand for workers in the tourism industry during the decades following the Second World War (Jafari, 1990, p.37).

Another significant factor in the increasing importance of Tourism Education was the growing international recognition of the value of the tourism industry. During the last three decades, there has been an increase in the number of universities offering tourism degree programmes at both undergraduate and postgraduate levels, especially after the 1980s (Jafari, 1997, p.37). According to Airey (2005), the extraordinary growth in Tourism Higher Education is due to a set of structural changes in higher education such as the context of the general development of vocational education, the enhancement of education in order to maintain a competitive advantage, a change of mentality in the students who have become more aware of the employment potential in their choice of degree of study, recognition by colleges and universities that tourism studies is an easy way of increasing student numbers when compared to other disciplines and, finally, all the aforementioned features combined with a strong growth of tourism throughout the world.

1.2 Significance of Tourism Education

Tourism represents a significant portion of the world economy at a macro level, as well as a generator of economic growth in countries at a micro level (Padurean & Maggi, 2009). It also supports and stimulates directly or indirectly a number of related economic sectors. As a result, tourism occupies a considerable space in the agendas of both developed and developing countries and governments pay considerable importance to the tourism sector, which potentially can drive a countries' economy forward. It is regarded as an engine fostering a countries' economy both in terms of Gross Domestic Product and Gross National Product by creating more jobs and infusing the economy with consumer spending. Many countries seek to develop tourism for its various economic and social benefits such as income, foreign currency earnings, cross-cultural exchange and employment (Dritsakis, 2004; Pavlopoulos, 1999, as cited in Moira et al. 2004, p.56).

The tourism industry is "an extended market: it includes a wider variety of products and services than any other industry" (Edgell, 1990, as cited in Diplari and Dimou, 2010, p.115). In today's competitive environment, tourism "has evolved into a dynamic economic field, requiring the combination of high-quality service provision to customers with increased labour productivity" (Littlejohn and Watson, 2004, as cited in Diplari and Dimou, 2010, p. 115) and therefore it cannot be achieved without highly-trained personnel (Diplari and Dimou 2010, p.116).

Therefore, in order for tourism-related enterprises and organizations to improve their service provision and develop new products and services that will improve tourism inflow into the country, they need to be staffed by well-trained personnel (Baum, 1994). Today, within the tourism industry, the focal point and the primary consideration of resort communities, business enterprises and establishments is directed to the recruitment and retention of a highly qualified workforce, along with the flexibility of their employees. (Diplari & Dimou 2010)

In popular tourism destination countries like Greece for example, Hospitality and Tourism Education has been developed, in order to come up to the expectations of tourism and hospitality industry. According to Christou (2002) education has the

responsibility to provide the industry with graduates equipped with relevant management competencies.

Tourism degree programs have been designed to meet industry requirements for qualified future employees. The skills required for a graduate to be successful are gradually changing over time. The tourism and hospitality industries have experienced tremendous alterations through the widely applied new technologies in most of their functions (Di Pietro & Wang, 2010) and the emphasis on sustainability and green procedures. Because of the changeable nature of employment in the next decades, and the need for employees to be able to grasp and steadily upgrade sets of skills that can be applied to various settings (Curtis & McKenzie, 2001) it is necessary for Higher Education Institutions to pay attention to the skills sustaining the employability of their graduates. Graduates need to be prepared for a changing environment because, at the time of education, the future needs of the industry and levels of complexity cannot be predicted.

Conclusion

In this Chapter, significant factors of the growth of Tourism Higher Education and its necessity to provide industry with graduates equipped with relevant management competencies were discussed. These issues may have an impact on students' motivation to participate in it. The following chapter attempts to give a description of the Tourism Management master programs in Greece and adult postgraduate students' profile.

CHAPTER 2. GREEK TOURISM COURSES AND THE PROFILE OF POST-GRADUATE STUDENTS

Introduction

This Chapter explains how Tourism Management programs at public tertiary institutes in Greece are offered and provides a description of the master degrees and their context. Moreover, this chapter attempts to present Greek students' characteristics in their economic and sociocultural context.

2.1 Tourism Education in Greece

Tourism Education at public institutions in Greece is provided at different educational levels:

a. Initial formal vocational education -Secondary education

   (Level 4 by European Qualifications Framework). It includes:
   - Senior secondary vocational schools supervised by Ministry of Education
   - Senior secondary vocational schools supervised by the Greek Manpower Employment Organization- Ministry of Labour.

b. Non-formal education - Post-secondary education – Non-tertiary education

   (Level 5 by European Qualifications Framework). It includes:
   - Vocational Training Institutes supervised by Ministry of Education
   - Vocational Training Institutes supervised by Greek Manpower Employment Organization- Ministry of Labour.
   - Vocational Training Institutes supervised by Ministry of Tourism

c. Higher Public Education in Greece

   Greece has two sectors of higher education; the university and technological sector. Greek Higher Public Education offers three Cycle Programs:

   1. First Cycle Programs (Level 6 by European Qualifications Framework)

      This type of education includes programmes at undergraduate level. Undergraduate Tourism studies are offered to students who are selected after achieved the General Hellenic Entrance Examinations, at the Technological Education Institutions and two universities, both supervised by the Ministry of Education.

2. Second Cycle Programs (Level 7 by European Qualifications Framework)
   Most students continue with a postgraduate course after completing the
   first cycle and are selected by a process regarding their qualifications and
   an interview. Master degrees in Tourism Management related studies are
   provided either by some Universities or Technological Educational
   Institutes.

3. Third Cycle Programs (Level 8 by European Qualifications Framework)
   A Doctoral Degree of high specialisation is the highest university degree
   provided by Greek universities.

d. Tertiary Vocational Education in Tourism is provided by two Higher Education
   Institutes supervised by the Ministry of Tourism,
   - Advanced School of Tourism Education in Crete
   - Advanced School of Tourism Education in Rhodes

There is also a number of private colleges collaborating with foreign universities
offering undergraduate and postgraduate foreign programs in Tourism Management,
under the proper registration with the Greek Ministry of Education. These programmes
are usually provided following franchise or validation agreements with foreign
universities, leading to degrees which are awarded directly by those universities but the
Greek Ministry of Education does not officially recognise them.

The presence of so many different and unclassified programs and bodies supervising
Tourism Education, along with the lack of clear and explicit professional rights for their
graduates, tends to leave both programs and graduates undervalued.

2.2 Tourism Education at post-graduate level at Greek public universities

Currently, there is a number of eight Public Universities and Technological Educational
Institutes overseen by the Greek Ministry of Education which offer master degrees in
tourism-related programs with an orientation to management issues (Table 1). These
postgraduate courses are addressed to any university graduates who pursue a career in
tourism or wish to enrich their existing knowledge.

Table 1. Postgraduate Programs in Public Universities and Technological Educational Institutes

Program	Universities TEIs	Website
1. Master in Tourism Management (MTM)	University of Macedonia	http://mtm.ode.uom.gr/
2. Tourism Planning, Management and Policy	University of the Aegean	http://etem.aegean.gr/index.php/gr/
3. M.B.A. - Tourism Management	University of Piraeus	http://www.ode.unipi.gr/index.php/el/mbatm-home
4. Tourism and Cultural planning and development	University of Thessaly	http://www.prd.uth.gr/en/
5. MSc in Hospitality and Tourism Management	IHU	http://www.econ.ihu.edu.gr/
6. Tourism Business Administration (MSc)	HOU	https://www.eap.gr/en/courses
7. Sustainable Tourism Development: Cultural Heritage, Environment, Society	Harokopio University	http://www.tourismheritage.hua.gr/
8. Master of Science in Tourism Management and Business Administration	Alexander TEI of Thessaloniki	http://tourism-master.gr/
9. MBA in Hospitality and Tourism	TEI of Central Macedonia	http://mbatourism.teicm.gr/
10. Master of Science in Tourism Entrepreneurship	TEI of Athens	http://tourpost.teiath.gr/

The duration of the studies to all the above educational institutions except for IHU and HOU, leading to a postgraduate degree, is a full-time program that lasts three semesters and accumulates 90 ECTS. The first two semesters include compulsory attendance at lectures and other educational activities whereas the third one is devoted to the writing of a master thesis. The duration of the International Hellenic University program is twelve months of full-time study or two years part-time while the postgraduate courses

at the Hellenic Open University last at least four academic years offered through open and distance education and accumulate 120 ECTS.

Applicants to all the above postgraduate programs are required to possess an undergraduate degree in any field of studies from a Greek Public University, a Technical Educational Institute or an equivalent Greek or foreign degree. Students are liable for fees relating to the cost of the necessary learning, information and evaluation material they receive from the institution.

The aim of these postgraduate programs is to develop both theoretical knowledge and practical skills so that students become able to succeed in management positions in business enterprises and organizations in tourism. In other words, they aim at developing skills and expertise targeted at effective decision-taking and critical assessment of issues and strategic planning required to address and resolve problems faced by tourism enterprises and organisations. In general, their educational objectives aim to:

- provide a curriculum with an integrated set of courses in order to guide and support students on tourism planning at a national, regional and local level
- apply methods in order to promote and sell tourism products
- provide in-depth understanding of the main features of sustainable tourism in compliance with environmental legislation
- acquaint students with IT applications necessary for digital marketing and operations
- promote research on political, economic, social and technological factors related to contemporary tourism management

Additionally, some programs give students the opportunity to gain practical skills and work experience through an optional internship in top-rated hotels and tourism organizations in Greece.

2.3 The profile of Greek Tourism Management postgraduate students

2.3.1 Background issues

Before attempting to describe the profile of Tourism Management postgraduate students it is worth taking into account the sociocultural context or milieu in which these students live.

At first place, Greece has been in recession since the autumn of 2009, when the risk of bankruptcy first officially appeared. The outbreak of the fiscal and economic crisis in 2010 and the structural reforms that governments have been attempting have had a social impact increasing social inequality. The rise in inequality is observed in parallel with a decline in social protection. As a consequence, the high levels of unemployment have more than doubled in Greece since then. The continuous wage and pension cuts and the ever-increasing austerity measures have led to a decrease in purchasing power and a significant slide in per capita GDP (Needs Analysis for Greece, 2015, p.9). Despite the considerable drop in the cost of labour, investment remains low, while the political and institutional uncertainty impedes inflows of new capital. In one sector the picture is thought to be positive, and that is tourism, which is very important for Greece because of its economic and job-creating potential. Greece's largest tourism business association has set out to make Greece one of the top ten tourist destinations in the world. SETE has submitted a roadmap for the Greece of 2021 to all relevant authorities so that the number of visitors to the country can reach 35 million and revenues reach 19 to 20 billion euros (SETE, 2016, p. 8).

Secondly, Greek society has always been characterized by a strong demand for general education and university studies (Needs Analysis for Greece, 2015) as they have been considered to be the main vehicle for employability and promotion. In the public discourse, it is believed that young people after finishing formal education should be able to subsequently make successful transition from university to work with the skills and knowledge they acquired. However, this linear relationship between education and graduate labour market success in Greece nowadays is a far from the reality. Also, for many Greek students, postgraduate education is a worthwhile investment. Postgraduate education is thought "to facilitate access to competitive parts of the labour market" and

there are a number of areas where a postgraduate degree is becoming "a de facto requirement for entry" (HEC, 2012, p. 12).

2.3.2 Who is a Greek Tourism Management postgraduate student?

In order to fully understand the profile of Tourism Management students, which encompasses a number of different age-related, social, educational and professional characteristics, it is worth taking into consideration the following key factors.

To start with, master students are identified within the adult learning framework. According to Knowles (1980, 1984), adults are distinct as learners in terms of self-direction, experience, readiness to learn, problem oriented and motivation to learn. To come up with a definition of an adult learner, Knowles' (1980, 1984) assumptions are listed below:

- As a person matures, his or her self-concept moves from that of a dependent personality towards one of a self-directing human being.
- An adult accumulates a growing reservoir of experience, which is a rich resource for learning
- The readiness of an adult to learn is closely related to the developmental tasks of his or her social role
- There is a chance in time perspective as people mature – from future application of knowledge to immediacy of application
- The most potent motivations are internal rather than external
- Adults need to know why they need to learn something

Rogers (1996) also defines that an adult is a person marked by certain criteria such as maturity, tendency towards personal growth and utilization of abilities, a sense of perspective, exploitation of experience in order to achieve a more balanced life and social integration, self – reference and a reliable and autonomous decision-making process.

Secondly, postgraduate adult learners represent a category of higher education students that is quite difficult to define. The characteristics of these educational upgraders often differ considerably with respect to their age and education or employment background.

Although these students have already reached the legal age of adulthood, some of them are younger students who have just finished undergraduate studies while others have re-joined formal education after a certain period outside the education system.

In both cases, due to demands of their multiple roles, attending formal education tends to require a significant investment of time, money and effort from the individual (Tharp, 1988) since they view education as "organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life" (Jarvis 1990, p. 105). Cross (1981) identified three major barriers to adult learner education and participation: situational, dispositional, and institutional. In particular, the personal situation of the individual at a given moment, family obligations, career, finances, and civil commitments all contribute in determining situational barriers. Dispositional barriers are attitudes and self-perceptions, such as lack of confidence, lack of energy, fears of being old or incompetent, and negative past experiences. Conventions, rules, and policies of the individual institutions which restrict students' opportunities for participation are considered institutional barriers. For example, office hours, class schedules or a lack of study support and advice available are institutional barriers for working adult students trying to balance family, studies and a work schedule. Dispositional barriers are related to self-esteem and attitude of the adult learner himself and affect his or her confidence to succeed in the course.

Lastly, when considering the diversity of the 21st century postgraduate students, several key areas emerge, including the length of time between students' undergraduate and postgraduate studies, their experience in learning via a face-to-face, online or blended learning approach and their support to achieve the complex triad of work-life-study balance. Consequently, the students' objective and subjective needs are different and not easily distinguishable since there is a diverse background of undergraduate studies, knowledge, skills and competences as well as a large variety of learners' personal data. In other words, there is a number of various "wants", "desires" and "expectations" (Brindley, 1989, p. 65).

Conclusion

This chapter attempted to give a picture of the context of Tourism Management Education in Greece with an emphasis on master studies. Following this, the background and portrait of the adult higher education upgraders were presented. The issues discussed in this chapter may have an impact on students' motivation to participate in such courses. The following chapter deals with a presentation of the findings of previous domestic or foreign research studying the factors that motivate students to participate in educational programs.

CHAPTER 3. A REVIEW OF PREVIOUS RESEARCH

Introduction

A lot of universities in the world strive to increase the number of Hospitality and Tourism programs as well as the number of local and international students (Kim et al., 2008). Therefore, they are interested in getting more information about students studying Tourism Management. Evaluating Tourism programs from various countries is useful since it assists to understand the implications behind them. (Barclay, 1990, as cited in Mohammad & Alsaleh 2013, p.1638). Taking into account that the present study aims to explore the factors that influence the students' motivation to study Tourism Management at master level it is considered imperative to highlight the findings of worldwide surveys on motivation to pursue postgraduate studies in any study field or the factors that determine the choice to major in tourism industry-related disciplines.

3.1 Previous research on factors that affect students' choice to enrol in postgraduates studies

Motivational factors explaining students' tendency to major in postgraduate studies were examined by a small number of scholars –mostly by small scale studies- in different geographical regions worldwide.

In the worldwide context, in Folayan et al.'s (2014) cross-sectional study, the majority of respondents to a questionnaire, who were final year students in six dental schools in Nigeria, indicated interest in postgraduate studies due to "personal interest", "professional interest and interest of significant others in children" and "family influence" motives.

Bennett and Turner's (2012) discussion of the Postgraduate Taught Experience Survey study suggests that career development is an important motivator for postgraduate study and presented the factors of motivation with the following order of importance: "to improve employment prospects", "to progress in a current career path", "personal interest", "to progress to a higher level qualification", "to change career", "as a requirement for a specific profession" and " to meet requirements of a current job".

Stefanescu (2012) conducted an investigation to a selected population represented by international students from 23 universities enrolled in Tourism and Hospitality related master programs at European universities. The sample of respondents comprised 208 master students between the ages of 21 and 32 years old, mostly females and rather work experienced in the tourism and hospitality industry. Her master thesis provides a picture of the motivators, expectations and perceptions of master students to choose a study program as a career path in the field of Hospitality and Tourism Management. According to the results of the data analysis, students' motivation refer to the compatibility with their areas of interest and the promising employability prospects in the field of tourism and hospitality across the world and in their home countries.

Hjalager's study (2003) looked at the different motives for taking a Master's degree on the Service Management for the Tourism and Hospitality Sector at Lund University in Sweden and investigated students' perceptions of future jobs and careers in the sector. Her survey showed that students are very enthusiastic about careers in tourism and fully expect the degree to qualify them for attractive managerial jobs in Sweden and abroad. The results showed that students increasingly regard a career in tourism as an opportunity for a career with a transnational company. The first three most significant factors that affect master students motivation include "interest in obtaining higher qualifications", "preference to work with people or communication" and finally "the utilization of the degree in many trades and industries".

In the Greek context, Theodoridis (2009) investigated the influence of the motivational factor "professional advancement" as the major motive of attendance of adult students in the Master's program in "Adult Education" at the Hellenic Open University. Using Boshier's questionnaire of the Education Participation Scale, which is based on a typology of seven motivational factors, found that the pursuit of professional development was the basic motive that urged those adult students to attend the Master's program in Adult Education. Patsopoulou (2016) in her master thesis attempted to investigate the motivation of Aegean University administration staff in Greece to enrol in postgraduate studies. The results indicated that the factors of students' participation in these studies include "acquiring knowledge" and "career advancement". Papadopoulos (2016) also in his master thesis dealt with the investigation of the incentives for the participation of teachers of the formal education levels in

postgraduate programs and particularly with the extent to which each factor influences teachers, their relation with professional development and how they differentiate according to individual characteristics, such as gender, age, marital status, place of residence, employment relationship, years of service, area of expertise, level of education. The results showed that the "professional development", "the general interest in learning and acquiring knowledge" and "the preparation for educational purposes" were the main incentives for participation.

3.2 Previous research on factors that have an impact on students' choice to study Tourism Management

Tourism, a young field of study, does not have "a long tradition of research and scholarship" (Jafari, 1990, p.34). Despite the importance of identifying the reasons why students want to major in tourism industry-related disciplines, research on this topic seems to be limited (Lee, Kim& Lo, 2008, p.48). Little was also published with regard to students' motivation to study Hospitality and Tourism Management, even though the issue is significant for tourism education with a direct effect on educators and managers alike (Airey & Frontistis, 1997; Bushell et al., 2001; Hjalager, 2003).

Alrawadieh and Alrawadieh,'s (2015) paper aimed at identifying the reasons why students in Jordan choose to major in Hospitality and Tourism Management and examining their intentions to pursue a graduate degree in this field abroad. The findings suggested that "job opportunity", "academic success", "perceived easiness of study", "field attractiveness and features of the field" are the motives that explain Jordanian students' decision to major in it. Mohammad and Alsaleh (2013) conducted a study in Jordan to investigate the motivations of students to major in Hospitality and Tourism and examine statistically the differences between genders. The seven motivational factors were: "social status", "job opportunities", "modern major", "special interest", "attractive major", "ease in studying" and "fulfillment of dreams". Out of the seven motivational factors, students chose "social status" as the most important factor to study at a Tourism Program. Based on the results, students preferred to have the chance to obtain a job in any tourism organization such as classified hotel, handcraft shops or tourist guide. Erdinc and Kahraman (2012, as cited in Alrawadieh & Alrawadieh, 2015, p.20) found that students majoring in tourism-related programs in Akdeniz University

in Turkey were driven by four factors, namely "status and personal relations", "industrial commitment and person fit", "pay and benefits" and "promotion".

The purpose of another study carried out by Lee, Olds and Lee (2010) was to identify reasons why college students in the U.S.A. want to study Hospitality and Tourism Management, the subject areas in which students want to specialize and students' preferred foreign destinations for studying. The results of the empirical study of 479 undergraduate students majoring in it revealed six motivational factors: "job opportunity", "field attractiveness", "foreign experience", "external influence" and "ease of study". Lee and his colleagues (2008) investigated Hong Kong Hospitality and Tourism Management students' study motivation. Their empirical study identified reasons why college students want to study at this field and why they want to pursue Hospitality and Tourism Management degrees abroad. Five motivational factors were extracted through the principal component factor analysis of 23 motivation items including: "self-actualization", "job opportunity", "field attractiveness", "ease of study" and "scholastic achievement". Of the five motivational factors, students chose job opportunity as the most important reason to study Hospitality and Tourism Management, followed by self-actualization. Another study (Kim et al., 2007) identified why students in China, Taiwan, and Korea at both undergraduate and master's level want to major in Hospitality and Tourism Management, why they prefer to study abroad, and their preferred concentration of study in this major. Kim et al. developed 33 principal motivating attributes behind students' decisions to study Tourism Management. The results of factor analysis for undergraduate respondents' motivation produced six domains: "job opportunity", "interest in practical aspects", "scholastic achievement", "apparent attraction", "interest in foreign country", "ease in studying". According to the results for master degree respondents' motivation, nine factors were extracted: "friendship", "better position or promotion", "apparent attraction", "interest in practical aspects", "scholastic achievement", "interest in foreign country", "job opportunity", "demonstration" and "ease in studying".

The purpose of Dinan's (2006) thesis was to answer the question why students seek enrollment into a bachelor's degree program in Hospitality Management. The two major themes dominating students' decision at New York City College of Technology in New York, were that "the hospitality industry is expanding and that it will provide

opportunity for personal growth" and "hospitality industry jobs are both exciting and interesting with many career opportunities" (p.67). O'Mahony et al. (2001) reported the reasons why high school students choose to enroll in a hospitality-degree course at Victoria University in Melbourne in Australia. Ultimately, the prevailing influences on student decisions to engage in hospitality studies were positive perceptions of the hospitality industry. O'Mahony et al. (2001) focused on three major motivating factors, including: "students' knowledge and interest in the hospitality industry", "the influence of their parents, career counselors, and peers" and "their experiences as customers in the hospitality industry". The results evidenced that interest of students in the hospitality industry and the influence of their parents, relatives, and career mentors were significant motivational elements.

A comparative study between Greek and UK students was conducted by Airey and Frontistis (1997). They examined perceptions of tourism and attitudes to tourism jobs. The results pointed out that the UK pupils have a better established career support system and that they have a less positive attitude toward tourism than their Greek counterparts, apparently due to a more realistic view of the nature of the jobs. Ross (1994) carried out a research to find out what Australian school leavers want of the industry This study investigated the relationships among a set of management communication values, a set of tourism industry employment interest levels, personal control perceptions and a range of socio-demographic measures within a sample of Australian high school students from a major tourism destination. The results reported fairly positive attitudes towards the work before the respondents enter the workplace or education in this field. In addition, they showed a high level of students' interest for the positions of management in the industry of tourism. Also, preference to study educational programs in Hospitality and Tourism Management differ according to familiarity with the industry and knowledge, considering that the greater the knowledge that students have about the industry, the more interest they have in these programs and attaining careers in the sector. Zhao (1991) stated that Chinese students want to study Hospitality and Tourism Management because tourism industry can provide more job opportunities and this can lead to respectable careers. Moreover, he reported that Chinese students are interested in studying similar courses abroad for the perceived high quality of tertiary education experience.

In the Greek context, Spiggos (2009) in his master thesis attempted a small scale survey to explore the reasons why tourism is chosen as an educational direction by post-secondary students at the Schools of the Organization of Tourism Education and Training, the opinions they form during the course of their studies, their expectations for work in the tourist industry before the completion of their studies and their integration in the tourist labour market. The results indicated that the majority of the students consider communication with other people to be the most important element as well as career development opportunities in the tourism industry.

Conclusion

In this chapter, we concentrated on a presentation of surveys conducted to gain an insight into the world of students' motivation to enrol either in postgraduate courses or Tourism Management related courses. Comparing the results of the different researches it is difficult to make comparisons since all researchers have categorized different motives in different circumstances, environment, background or settings. However, it is the "career" factor that seems to be the main source of motivation, as it has been found to be the most salient attribute. Despite the differences in conceptualizing motives, these studies have managed to illustrate a range of possible factors and each of them has increased our understanding of students' motivation. In the following chapter, we will present a number of theories developed over time so that motivation of postgraduate students will be better understood.

CHAPTER 4. MOTIVATION

Introduction

Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do (Dörnyei, 2005). The word is derived from the Latin term 'motivus' which means a moving cause and suggests the activating properties of the processes involved in psychological motivation (Cofer, 1980).

It has been difficult for researchers to reach an agreement on a definition of the concept of motivation. The reason for this is that, consistent with their line of research, motivational researchers have studied different aspects of motivation, which has led to the conception of different motivational definitions. Nevertheless, according to Dornyei (2001a, p. 8) "the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it."

There is a number of theories in motivation which reveals its diversity and complexity as a phenomenon. The purpose of this chapter is not to provide an exhaustive review of motivation theories. Instead, a highlight of some theories will be offered, in order to provide clarity, relevance and direction to this study.

4.1 Need-based approaches to motivation

The earliest answer to motivation involved understanding an individual's needs. Maslow (1954) proposed five stages of human need to explain human motivation and are categorized into "physiological needs", "need for security", "need to belong", "need for esteem" and "need for self-actualization". Herzberg's Two-Factor Theory approached the question of motivation in a different way. Herzberg came to the conclusion that aspects of the work environment labeled as "hygiene" factors (Herzberg et al., 1993) including company policies, supervision, working conditions, salary, safety, and security on the job, play a significant role on employees' motivation. Thus, these factors encourage employees to try harder and consequently are needed to motivate individuals to achievement, recognition, interesting work, increased

responsibilities, advancement, and growth opportunities. McClelland (1985) maintains that, regardless of gender, culture, or age, all people have three motivating drivers and one of these will be their dominant one which is largely dependent on individuals' culture and life experiences. These three factors were identified as "a need for achievement", "a need for affiliation" and "a need for power". McClelland's theory of acquired needs has important implications for motivating employees. Those who have high need for achievement may seek to excel, those with high need for affiliation may be motivated to gain the approval of their peers and supervisors, whereas those who have high need for power may value gaining influence or acquiring a position that has decision-making authority.

4.2 Contemporary Theories of Motivation

The shift from theories of motivation including constructs such as drives or instincts indicated the starting point of current approaches on motivation. The majority of these theories do not incorporate unconscious aspects of motivation such as drives or instincts; instead they place the focus on beliefs, cognitions and affects, which regulate the instigation, maintenance and modification of actions (Dörnyei, 2001a).

4.2.1 Self-efficacy theory

According to Bandura (1986, p. 397), self-efficacy theory refers to "peoples' judgements of their capability to recognize and execute courses of actions required to attain designated types of performance." The key to this social cognitive theory is the fact that among other personal factors, individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions. People judge their self-efficacy based not only on the four attribution determinants, namely effort, ability, task difficulty and luck but also on different conditions under which they perform the planned actions. Individuals' self-efficacy judgments are affected by the positive or negative biases they have, the self-monitoring they adopt, the cognitive representations they have and the retrieval of their past successes and failures (Bandura, 1991). Perceived self-efficacy is one of the cognitive factors that influence the employment of personal command over motivation and it incorporates the choice of action to be performed, the challenge to be undertaken and the extent to which one should persevere in case of difficulties and failures.

Bandura (1993) argues that self-efficacy affects the way people motivate themselves - effects produced through four major processes which are the cognitive, the motivational, the affective and selection processes. The cognitive process is related to the perception that human behaviour is controlled by forethought, that is, incentives, which incorporate cognized goals. The setting of a goal is influenced by the individuals' appraisal of their capabilities, which implies that the stronger the self-efficacy, the higher goals the individuals set themselves and the more persistent they are in accomplishing these goals. The motivational processes pertain to the fact that individuals motivate themselves and direct their "actions anticipatorily by the exercise of forethought" (Bandura, 1993, p. 128). Affective processes refer to the stress and depression that individuals experience in difficult and threatening circumstances and the level of motivation they demonstrate. Individuals who believe that they cannot handle threats experience anxiety. Selection processes relate to individuals' shaping of the course of their lives. If they believe that certain activities and situations surpass their abilities, they avoid them. On the other hand, if they feel they are capable, they undertake them. In other words, through the choices individuals make they "cultivate different competencies, interests, and social networks that determine life courses" (Bandura, 1993, p. 135).

4.2.2 Expectancy-value theory

Wigfield's (1994) modern expectancy theory is based on Lewin and Atkinson's theory. According to Wigfield, people choose to perform an action and persist if they have expectancy-related and task value beliefs. The central components of the early expectancy value theories are the individual's anticipation for a successful outcome in a given task and the value that the individual ascribes to the task to be performed. Eccles et al. (1983) proposed a more elaborate model in which they specified four components:

- attainment value, which entails the importance individuals attach to the mastery of a skill having taken into account their needs
- intrinsic value, which reflects the enjoyment individuals derive from performing the task
- extrinsic utility value, which has to do with the usefulness of a task in relation to the set goals as well as the improvement of people's lives or personalities

- cost, which mirrors the negative features of the engagement of individuals in a task, namely having to do with the time and effort expended to fulfil the activity, as well as emotional cost such as anxiety and fear of failure that may be provoked while doing the task

These four components are assumed to function together in order to establish the achievement value a task may have for an individual, thus determining the intensity with which the behaviour is adhered to. Eccles et al. (1983, p. 89) emphasises that a task is meaningful to its performer when it helps the performer to fulfil one's needs, to reach one's goals, or to affirm personal values. In other words, the more a person expects to succeed and the more valuable the task is considered, the greater the motivation is. In contrast, the effort is minimized when the individual does not expect to succeed or does not consider the task valuable.

4.2.3 Intrinsic/extrinsic motivation theories

Motivational theories distinguish between intrinsic and extrinsic motivation and are fundamental to the general motivation literature. Brewer et al. (1988) claim that intrinsic and extrinsic motivation are not in any way mutually exclusive but rather can affect individuals' motivation simultaneously.

Intrinsic motivation refers to the individual's motivation to engage in an activity for its own sake while deriving enjoyment and satisfaction. Csikszentmihalyi (1997, p. 73) suggests that intrinsic motivation "reflects an experience that is an end in itself, a dynamic psychological state that is valued for its immediate rewarding qualities". A number of determining factors have been alleged to have an impact on intrinsic motivation, such as feelings of competence and self-determination, task variety, challenge or difficulty and feedback. Deci and Ryan, (1985) point out that competence cues affect individuals' competence perception and this is because of the information they are provided with regarding their performance. Harackiewicz et al. (1992) corroborate this point claiming that intrinsic motivation can be experienced when individuals feel both self-determined and competent, which in effect allows them to enjoy the activity they perform. Another element that significantly contributes to the intrinsic motivation of an individual is that of relatedness, which entails feelings of closeness and being united with other individuals. In particular, individuals are

intrinsically motivated if they find a setting in which they can find colleagues with whom they can share some of the values, which could help promote the feeling of relatedness. This feeling of relatedness is crucial to the general disposition of the individual as people, in general, want to be accepted by the world in which they function (Deci et al., 1997).

In contrast, extrinsic motivation entails the engagement in an activity as a means to an end. This implies that the individual performs the action aspiring to gain some kind of extrinsic reward. The notion of extrinsic motivation is related to actions undertaken by individuals in order to achieve some kind of outcome, namely rewards such as praise, grades or money, unlike the satisfaction one derives from an activity when intrinsically motivated. However, this was reconsidered, after the emergence of the self-determination theory, as Deci, Ryan and Connell (as cited in Deci, 1992) proposed that it is possible for an extrinsic process to develop into a part of the self, that is, it can be integrated into the self by means of "developmental processes of internalization and integration" (p. 45). According to Deci (1992), internalization is the procedure through which an external regulation is converted into internal regulation. Thus, the individual undertakes an activity that is basically instrumental but has been internalized. The individual values the activity because this will enable him or her to achieve the desired goal.

Extrinsic and intrinsic motivational factors also apply to adult learners since they are motivated to learn because of getting a promotion, receiving a higher salary, acquiring a higher qualification or transferring out of a current job and venturing into a new domain that is anticipated to give greater rewards or better conditions. For example, an adult learner, who intends to leave a salaried position to pursue self-employment, might be motivated to engage in studies that provide the necessary knowledge and skills to run a successful and profitable business. On the other hand, intrinsic motivation applies to adult regarding high self-esteem development and intrinsic, satisfaction rewards.

4.2.4 Self-Determination Theory

Ryan and Deci (2000) based on the intrinsic – extrinsic dichotomy of motivation, introduced the Self-Determination theory which is a general theory of human motivation concerned with the development and functioning of personality within

social contexts. Self-determined individuals are engaged in an activity "with a full sense of wanting, choosing and personal endorsement" (Deci, 1992, p. 44). According to this theory, people's motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation (Dörnyei, 2001b). It focuses on the degree to which human behaviors are volitional or self-determined, that is, the degree to which people endorse their actions at the highest level of reflection and engage in these actions with a full sense of choice.

4.2.5 Goal theories

Goal theories explain what really energizes behavior. The main principle underlying goal theories is that human behavior is energized by goals and when goals are modified, "the quality and intensity of human behavior also change" (Covington, 2000, p. 174). There are two types of goal theories, namely, "goal-setting" and "goal-orientation". One of the most important motivational processes is goal setting, which is supposed to regulate individuals' actions. Locke and Latham (1990b, p. 4) define goals, as "immediate regulators or causes of task or work performance". According to Goal-Setting theory, the individual needs to set goals in order to perform a task and this can actually lead to high performance as goals make the individual remain focused on a task, invest effort and persist. In addition, goals help the individual to create and develop new strategies in order to achieve the set target (Locke & Latham 1990a). The Goal-Orientation theory was developed in an attempt to explain students' learning and performance in a classroom. The goal-setting theory does not stand by itself within the broader motivational theory but is tied in with other theories, namely expectancy-value, attribution theory and intrinsic motivation theory (Locke, 1996).

4.3 Factors affecting adults' participation in education

With the changing demographic situation, the emergence of information, the rapid introduction of new technology and the changing workplace, the significance of lifelong learning has increased. During the late seventies and the beginning of the eighties, many researchers have developed their own participation model in order to explain and predict the likeliness of adult participation and motivation. Understanding motivation to adult learning is therefore a highly relevant issue.

According to Houle (1961, p. 32) Adult Education is "the process by which men and women seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways". There are various reasons for adult students to be motivated and support their continued learning through formal education. Houle (1961, as cited in Boshier & Collins, 1985) developed a typology that described the orientations of adult education participants and classified three categories of the adult learner which are "goal-oriented", "learning-oriented" and "activity-oriented". Goal-oriented students have clear and defined goals to accomplish. Activity-oriented students desire social opportunities in the educational setting to provide interactions with others and escape feelings of loneliness. Learning-oriented students have a love for learning and pursue learning for its own sake. Learners in this category have a desire to continuously grow through learning.

Other researchers, took Houle's model and developed it further. For instance, Boshier (as cited in Merriam & Caffarella, 1991, pp.83-86) constructed and used The Education Participation Scale to determine motives of students, examining the rationale or explanation given for participation in adult advanced education (Boshier & Collins, 1985). He found the following fourteen factors:

- Social welfare
- Social contact
- Other-directed professional advancement
- Intellectual recreation
- Inner-directed professional advancement
- Social conformity
- Educational preparedness
- Cognitive interest
- Educational compensation
- Social sharing
- Television abhorrence
- Social improvement and escape
- Interpersonal facilitation
- Education supplementation

Boshier and Collins (1985) suggested that a six-factor model was the most theoretically and psychometrically defensible in understanding the need for adults to become involved in any adult learning programs. Among the factors, the item "external expectations" refers to the fact that adult students are motivated in order to comply with instructions laid down by someone else or the recommendation of some authority.

Morstain and Smart (1974) also conducted a factor analysis of the Educational Participation Scale and found six factors summarizing why adult students participate in learning activities. These factors include "social relationships", "social welfare", "professional advancement", "escape", "cognitive interest", and "external expectations". As far as "external expectations" is concerned, this is closely connected to Boshier's factor. Individuals that fall into this category are interested in learning not for intrinsic reasons but to fulfill expectations by others. According to Morstain and Smart, external expectations are referred as motivation to comply with instructions from someone else, carry out the expectations of someone with formal authority, carry out the recommendation of some authority, comply with the suggestions of someone else, comply with employer's policy or meet with some formal requirements.

Aslanian and Brickell (1980) linked participation in education to transitions in the adult life cycle. Life transitions refer to what these researchers call as a transitional trigger point. Whether it is a desired career change, job loss, divorce, or another trigger point, often a specific event leads to an adult's decision to pursue education. Adults with a strong desire to learn will overcome even barriers to education and seize opportunities. This part of the model refers to learners having information about opportunities and information that minimizes barriers to participating in educational studies. In addition to major life stages, adults face a multitude of transitions which can be stressful as one is adapting to change. Their research indicates that most adults learn in order to move out of some status they must or wish to leave in order to enter a new status. As a consequence, a number of adults reassess their situation and realize they have to learn something new prior to making a successful transition.

Conclusion

On the whole, the literature selected to be included in this chapter was the works of highly respected authors who led the field in theory and research. It was also considered

imperative to provide a synopsis of theories in order to understand the motivation of adult students seeking advanced studies and what influences their participation in postgraduate studies. In the following chapter, the research project which was carried out for the present study will be discussed.

CHAPTER 5. RESEARCH METHODOLOGY

Introduction

Having discussed the relevant literature, this chapter deals with the research design framework. Firstly, it explains what the rationale of the research is and presents the research questions. Then, it proceeds with the description of the sample and goes on with the research method which was employed. Finally, reference is made to the research instrument, the rationale behind it, its layout and content as well as the administration procedure and data processing.

5.1 Rationale and purpose of the study

The topic of this study invokes the researcher's own experience as an adult seeking a postgraduate degree in Tourism Management. When she was introduced to this program, she was inspired by the excitement and energy of her classmates who came from diverse educational and professional backgrounds. The previous studies on motivation discussed in Chapters 3 and 4 have concentrated mainly on students at secondary or undergraduate students about their decision-making for Hospitality and Tourism Management studies or among adult students seeking postgraduate studies at various disciplines around the world. Revising studies as discussed in Chapter 3, in the Greek context there have been three small-scale surveys about the motivation of adult students to participate in diverse postgraduate studies other than Tourism Management. There has also been only a master thesis exploring the reasons why tourism education is chosen as a direction by post-secondary students in Greece. Up to the present, tangible evidence about motivation within the context of Tourism Management related programs at postgraduate level in Greece is completely missing, at least to the writer's knowledge.

5.2 Research questions

The purpose of the present study is to shed light on students' motivation to enrol in master courses in Greek public universities and additionally provide useful information about students' demographic characteristics interested in Tourism Management continuing formal education. Hence, this survey seeks to answer the following core research questions:

1. What is students' motivation for participating in Tourism Management postgraduate programs Greece?

2. What is the postgraduate students' profile and how does motivation differ in relation to their demographic characteristics?

5.3 Sampling

The researcher's aim is to explore postgraduate student's initial motivation to enrol in programs related to Tourism Management in Greece. As such, the sample includes individuals with characteristics similar to the population as a whole. Specifically, it consists of postgraduate students who are currently studying Tourism Management master programs at Greek public universities. One problem associated with sampling is that the wider population is unknown and a complete list of the target population is not readily available at least to the researcher's convenience.

The selectivity in this research is built into a non-probability sampling. Although there are disadvantages of using this technique, "in small inquiries and researches by individuals, this design may be adopted because of the relative advantage of time and money inherent in this method of sampling" (Kothari, 2004, p.59). One type of non-probability sampling technique used by the researcher is the convenience or opportunity sampling, in which the sample "is drawn from that part of the population that is close to hand, readily available, or convenient to the researcher" (Bhattacherjee, 2012, p. 69). In this case, the sampling consists of either students registered in Tourism Management postgraduate classes at the researcher's university or other Greek university classes approached either by e-mails or on social media groups. Another technique applied by the researcher is the snowball sampling which, although it hardly leads to representative samples, "may sometimes be the only way to reach hard-to-reach populations or when no sampling frame is available" (Bhattacherjee, 2012, p. 70).

5.4 The research method

The method chosen for this inquiry is the quantitative one. According to Creswell (2014, p. 32) "Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction,

literature and theory, methods, results, and discussion". The benefits of the quantitative research are that the results are relatively independent of the researcher, so it is more reliable and objective (Cohen et al, 2008). The quantitative research is suitable to the researcher's case since it describes the current status of variables and the use of the statistics to analyze data is less time consuming as well as cost effective compared to qualitative research methods.

5.5 Rationale for selecting a questionnaire as an instrument

The questionnaire has become one of the most popular research instruments applied in the social sciences since the essence of scientific research is trying to find answers to questions in a systematic manner. In order to justify the choice of a questionnaire as the research instrument in the present survey, a presentation of its advantages is required. The main benefit of administering a questionnaire to a group of people is that a huge amount of information can be collected in less than an hour, and "the personal investment required will be a fraction of what would have been needed for interviewing the same number of people" (Dörnyei &Taguchi, 2010, p.9). Another advantage of questionnaires is that they are versatile since they can be used successfully "with a variety of people in a variety of situations targeting a variety of topics" (p.9). Taking all these into consideration, the questionnaire as a tool was felt to be the most effective way of recording students' motivation at the specific stage of their life.

5.6 Description of the questionnaire

After considering the advantages and disadvantages of using a questionnaire, the next step was either to construct a questionnaire from scratch or use an existing one. As postgraduate students' motivation in Tourism Management is a relatively new area in Greek research and the previous studies introduced in Chapter 3 examined the issue mainly in a context different than that of Greece or at different educational levels or fields of study, finding an existing questionnaire proved to be difficult. For that reason, a questionnaire, which is entitled "Motivation for enrolling in Tourism Management Postgraduate Studies in Greece" as per the title of this thesis, was created from scratch to assess students' motivation (see Appendices I and II).

The questionnaire starts with a cover letter the aim of which is to make the respondents eager to participate by making the procedure looking important and official (Fanning,

2005). It consists of 29 questions and comprises two parts. The content is focused on two types of questions; "factual" and "attitudinal" (Dörnyei &Taguchi, 2010, p.5). Factual questions are used to find out about who the respondents are and attitudinal questions are used to find out what people think.

All the items of the questionnaire are close-ended providing the respondents with ready-made responses to choose from. This type of items are straightforward, reader-friendly, easy to answer as well as objective and suitable for statistical analyses in quantitative research. The language of the items is natural, simple and is written in the participants' native language. Lastly, sensitive questions are avoided to reduce the risk of survey bias.

5.7 The rationale behind the questions

The researcher created the questions based on relevant surveys discussed in the literature review section while having in mind the Greek context and reality. The first section of the questionnaire (questions 1-5) is constructed to ask respondents questions based on personal information. In other words, it starts with "easy non-threatening questions that can be easily recalled" (Bhattacherjee, 2012, p. 77).

The second part of the questionnaire consists of twenty four statements answering the first research question of this thesis and for which the participants are asked to indicate the extent to which they agree or disagree. A five-point Likert scale is used because it both combines the opportunity for a flexible response with the ability to produce quantitative data (Cohen et al., 2007) and is a tool that can help ensure the reliability of the results by offering consistency in data collection (Dörnyei & Taguchi, 2010).

Questions 6-9 in the questionnaire cover areas of motivation regarding "professional development". They look into the learners' motivation based on expectancy-value, goal and self-determination theories. In fact, they are employed to investigate the individual's anticipation for a successful outcome or, in other words, the extrinsic utility value which has to do with the usefulness of a task in relation to setting goals (see chapter 4, sections 4.2.2, 4.2.4 and 4.2.5).

Questions 10-13 are allocated to assess students' "academic professional development" motivation with respect to students' academic interests in conducting any research on

tourism issues or teaching. These determinants may also act as another step in a long series of steps up the professional ladder by becoming a tourism specialist.

Questions 14-17 deal with the dimension of "external expectations". Personal decisions occur within a network of social influences. According to Boshier (as cited in Merriam & Caffarella, 1991), some individuals are interested in learning to fulfill expectations by others. Morstain and Smart ((1974) also stress that external expectations act as motives when an individual is made to comply with instructions, suggestions or requirements of someone else (see chapter 4, section 4.3). Furthermore, question 15 focuses on Herzberg's (1993) theory who claims that "hygiene" factors encourage employees to try harder and consequently are motivated to advancement and growth opportunities. Finally, McClelland's theory has important implications for employees' motivation who seek the approval of their supervisors or have high need for power by acquiring a position which has decision-making authority (see chapter 4, section 4.1). Question 17 assesses Greek students' beliefs that a postgraduate degree is a requirement in employment or promotion system in the Greek public sector.

In connection with the literature review, questions 18 to 21 are employed to evaluate students' scores regarding "cognitive development" motivation. It is generally accepted that education and cognition are undoubtedly interrelated. According to adults' motivation theories to participate in education, lifelong learning is regarded as the solution to the pressing problems either of employment or the increased levels of unemployment. Moreover, these four questions are associated with expectancy value theories which support that individuals are motivated by the anticipation for a successful outcome in a given task and the value they ascribe to the task. In addition, according to Houle's typology (see chapter 4, section 4.3), learning-oriented students have a love for learning and a desire to continuously grow through the learning process and pursue learning for its own sake.

Questions 22-25 illustrate students' opinions about their "esteem" motivation. In detail, gaining positive self-image, the desire for reputation or respect from others, seeking personal growth and realizing personal potential are considered motives that boost an individual's self-confidence and self-esteem. According to Maslow's hierarchy, esteem needs are ranked quite on the top of his pyramid and can drive an individual to understand behavior and motivate him or her (see chapter 4, section 4.1).

Questions 26 and 27 deal with "networking development" needs and the last two ones (questions 28 and 29) with "escape" motives. According to Houle's typology, activity-oriented students have a preference for social opportunities in the educational setting to provide interactions with others and escape feelings of loneliness. Additionally, this kind of motivation is met to Boshier's Education Participation Scale examining the rationale for participation in adult advanced education for social welfare and contact. People are also intrinsically motivated if they find a setting in which they can find colleagues with whom they can share some of the values, which could help them promote the feeling of relatedness (see chapter 4, section 4.3).

Lastly, since motivation is a highly complex concept that is influenced by a large number of factors it is classified as either extrinsic or intrinsic (see chapter 4, section 4.2.3). Section two of the questionnaire presents statements relating to both the extrinsic and intrinsic factors that motivate Greek postgraduate students. According to the literature review, the following survey statements are considered extrinsic or intrinsic factors for the purpose of this study (Table 2).

Table 2. Questionnaire statements in connection with extrinsic and intrinsic factors.

Extrinsic Factors	Intrinsic Factors
Q6. Career opportunities in Greece	Q19. To obtain knowledge in leadership and management
Q7. International career opportunities	Q20. To broaden horizons and gain new experience
Q8.To start my own business	Q21. Lifelong learning -to acquire knowledge, values, skills
Q9. To begin new career as employee.	Q22. People will respect me
Q10. To work as educator	Q23. To deal efficiently with future events
Q11. To be a scholar	Q24. To be more self-confident
Q12. To publish papers	Q25. To have better self-esteem
Q13. To undertake doctoral studies	Q28. To get relief from boredom
Q14.To manage a family tourism business	Q29. To take a break from the routine
Q15. Motivated by my employer	
Q16. To find a good job at any sector	
Q17. Requirement in public sector	
Q26. To meet new people by working	
Q27. To meet new people at university	

5.8 Procedure

The questionnaire used for the purposes of this research is a web-based one, created on the Google Forms platform. The advantages of using web-based questionnaires are many. First of all, web questionnaires are argued to have the advantage of 'reaching out to a larger and more diverse pool of potential participants, which may increase the ecological validity of the resulting database" (Wilson & Dewaele 2010, p. 103). In addition, they enable researchers to reach difficult populations by providing anonymity and non-traceability (Cohen et al., 2007). In this questionnaire, the anonymity of respondents is safeguarded since the participants are asked to provide no identifying personal information despite the fact that Google Forms application allows for the option of collecting respondents' e-mails. It is also important to point out that web questionnaires are quite time-saving (Schaefer & Dillman, 1998) since they reduce the time it takes to distribute, gather and process data. They are also convenient for the respondents who can take their time completing one from the comfort of their home. What is more, web questionnaires add subjectivity to a survey due to the fact that the respondents are volunteers and consequently they minimize the researcher's influence on the respondents by maintaining a distance between them (Cohen et al., 2007).

As it was previously mentioned the researcher employed non-probability sampling techniques, such as convenience and snowball sampling. At first, the researcher addressed her classmates via e-mail whose contact information was readily available and asked them to complete the questionnaire and then forward it electronically to other classmates who studied Tourism Management. The researcher also posted the link of the on-line questionnaire on five group pages of postgraduate students in Tourism Business Administration at different Greek universities on social media and invited them to complete it.

5.9 Piloting and administration

Piloting the data-collection instruments constitutes an essential step of the research process. As suggested by researchers, a questionnaire should be pilot-tested on people who share common characteristics with the target population (Bell, 2010; Pallant, 2011). Therefore, during the piloting phase, the researcher sent a first version of the questionnaire to seventeen classmates and asked for their feedback on the content, the

wording and the layout of the questionnaire as well as specification of the time taken to complete the questionnaire. After some slight changes, final invitations for the completion of the questionnaire and reminders were sent via e-mail and posts on Facebook groups. Data collection occurred from 15th April to 13th May 2018.

5.10 Data processing

The web-based online questionnaire of the specific research was filled out by 136 respondents from different parts of Greece, all of them participants in postgraduate studies in Tourism Management related programs. All questions were mandatory, except for two ones (questions 14 and 15), and were answered by all 136 participants. Questions 14 and 15 were optional and thus there were missing responses. Participant scores were analyzed using the IBM SPSS 24.0 software. Descriptive statistics and exploratory factor analysis techniques were used to analyze the findings in relation to the research questions posed in chapter five. Finally, Pearson's correlation coefficient was calculated to ascertain the linear association between the studied variables.

Conclusion

This Chapter provided an in-depth discussion on the choices made for the research design. The rationale and each step of the research process was also thoroughly explained. The next Chapter presents the findings that have been obtained through the research instruments.

CHAPTER 6. DATA ANALYSIS AND RESULTS

Introduction

Chapter 6 features a concise presentation of the statistical analysis of the data gathered through the online questionnaire and an interpretation of the findings in relation to the research questions. It starts with an analysis of the research findings to examine the different factors that can affect students' decision-making. The researcher then presents the population profile based on the respondents' answers as well as of the correlations computed for the purposes of this research.

6.1 First research question

The first research question seeks to investigate the learner's initial motivation for participating in Tourism Management master programs. The respondents to the second section of the questionnaire were asked to answer to a main question "Why did you decide to apply for Tourism Management postgraduate studies?" reacting to 24 statements according to a standard five-point Likert scale format of "strongly disagree", "disagree", "neither agree nor disagree", "agree" and "strongly agree".

6.1.1 Factor analysis

In order to examine domains underlying students' motivation to enrol in postgraduate programs an exploratory factor analysis (EFA) was conducted. Since survey data are often skewed, Principal Axis Factoring was employed for factor extraction. Moreover, as social science data typically give rise to correlated factors, Promax rotation with Kaiser Normalization was used. Questions 14 and 15 were not included in factor analysis since they were optional and had been answered by a small number of participants.

The suitability of the dataset for EFA was confirmed by Bartlett's Test of Sphericity (Chi-Square = 1152.017, df = 231, p = 0.000) and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (=0.723) (Table 3). Bartlett's Test of Sphericity tests the hypothesis that the correlation matrix is an identity matrix, which would imply that the variables are unrelated and therefore unsuitable for structure detection. P-values less than 0.05 indicate that a factor analysis may be present in the data.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.723
Bartlett's Test of Sphericity	Approx. Chi-Square	1152.02
	Df	231
	Sig.	0.000

The KMO and Bartlett test scores indicated that the EFA method was appropriate to be used in this study and could be forwarded to eigenvalue analysis. After extraction the researcher had to decide how many factors to retain for rotation. The 22 items of the questionnaire produced seven factors according to the criterion of the Eigenvalues exceeding unity (Kaiser, 1960) and the Total Variance Explained being higher than 50-60% (see Appendix IV). Since rotation is oblique, the data were interpreted from the Pattern Matrix and the criteria for item retention on a given latent factor were based on factor loadings >0.50 as it is displayed in Table 4. Meeting these criteria, we found that seventeen items had communalities after extraction of more than 0.50.

Table 4. Factor Loadings

	1	2	3	4	5	6	7
Q6. Career opportunities in Greece				0.607			
Q7. International career opportunities				0.609			
Q9. To begin new career as employee							0.686
Q10. To work as educator		0.594					
Q11. To be a scholar		0.993					
Q12. To publish papers		0.717					
Q13. To undertake doctoral studies				0.532			
Q16. To find a good job at any sector						0.852	
Q17. Requirement in public sector						0.603	
Q20. To broaden horizons and gain new experience					0.772		
Q21. Lifelong learning to acquire knowledge, values, skills					0.781		
Q22. People will respect me	0.538						
Q24. To be more self-confident	0.981						
Q25. To have better self-esteem	0.860						
Q27. To meet new people at university				0.507			
Q28. To get relief from boredom			0.861				
Q29. To take a break from the routine			0.962				

The results demonstrated the existence of seven factors. Factor 1 combined items (Q22, Q24 and Q25) relating to "esteem" motivation. Factor 2 presents the items (Q10, Q11, Q12) relating to "academic development" motives. Factor 3 grouped two items that refer to "escape" reasons for enrolling in the program (Q28 and Q29). Factor 4 comprised four items (Q6, Q7, Q13 and Q27) and was labeled "opportunities for professional and networking investment". Factor 5 grouped together items Q20 and 21 demonstrating "cognitive development" motivation. Factor 6 combined items (Q16 and 17) relating to "external expectations" motivation. Factor 7 could not be analyzed since it contained only one item.

Next, the internal reliability of the six factors extracted was assessed by Cronbach's Alpha. A generally accepted rule is that a > 0.6 indicates an adequate level of reliability and 0.8 or greater a very good and satisfactory level. Finally, as it is shown in Table 5, a five-factor structure was found as the most interpretable one indicating a reasonably high correlation between the factors and their individual items. Factor 6 lacked internal consistency since Cronbach's Alpha was quite low, thus preventing further analysis.

Table 5: The five-factor structure

Factors	Cronbach's Alpha
Factor 1. Esteem	**0.811**
Q22. People will respect me	
Q24. To be more self-confident	
Q25. To have better self-esteem	
Factor 2. Academic development	**0.782**
Q10. To work as educator	
Q11. To be a scholar	
Q12. To publish papers	
Factor 3. Escape	**0.942**
Q28. To get relief from boredom	
Q29. To take a break from the routine	
Factor 4. Opportunities for professional and networking investment	**0.623**
Q6. Career opportunities in Greece	
Q7. International career opportunities	
Q13. To undertake doctoral studies	
Q27. To meet new people at university	
Factor 5. Cognitive development	**0.699**
Q20. To broaden horizons and gain new experience	
Q21. Lifelong learning -to acquire knowledge, values, skills	

According to the results, it can be inferred that postgraduate students choose to enrol in master programs related to Tourism Management having both intrinsic and extrinsic types of motivation. Particularly, Factors 1, 3 and 5 refer to intrinsic motivation whereas Factors 2 and 4 refer to extrinsic motivation. Intrinsically motivated students are challenged by inherent incentives and pursue goals with personal meaning such as recognition, self-efficacy, self-confidence and personal development while seeking to escape from other daily responsibilities. Extrinsically motivated students want to acquire a master degree because of the advantage it provides them with external rewards such as opportunities to grow professionally and academically.

6.1.2 Descriptive statistics of factor scores

The five motivational dimensions that emerged from factor analyses were analyzed with descriptive statistics (Table 6). The median and IQR measure the central tendency and spread, respectively, and are robust against outliers and non-normal or skewed data. A relatively small IQR is an indication of consensus whereas larger IQRs indicate that the respondents tend to hold strong opinions either for or against this topic.

Table 6. Descriptive Statistics of factors scores

Factors	Median	IQR
1. Esteem	3.67	1.00
2. Academic development	3.00	1.67
3. Escape	3.00	2.00
4. Opportunities for professional and networking investment	3.75	1.25
5. Cognitive development	4.50	1.00

Factor 1 took a value of 3.67 on a scale of 1-5 and had the third highest median, indicating that the students slightly agreed that "esteem" motivation determined their decision-making. Students with types of "academic development" and "escape" motivation (factors 2 and 3) showed more neutral responses and a tendency to a wider range of opinions. Factor 4 had the second highest median (Mdn=3.75) showing that many respondents tended to agree to some degree with the idea that extrinsic motivation labeled "opportunities for professional and networking investment" plays an important role in their decision-making. Finally, the median score attributed to Factor 5 was 4.5, as shown in Table 6. That is, the students tend to strongly agree that they had enrolled to the postgraduate program in order to broaden their horizons, gain new experience

and achieve lifelong learning by acquiring new knowledge, values and skills. Therefore, it can be inferred that the students of the sample mostly presented themselves as motivated by "cognitive development" drives. Motivators for "cognitive development" and "esteem" incentives calculated the lowest interquartile range scores implying that the participants' responses were clustered together.

6.1.3 Descriptive statistics for questions 14 and 15

Questions 14 and 15 were optional. The median scores of these two questions (Mdn=1) showed that they strongly disagree to enrol to postgraduate programs because they were to fulfill either family expectations or employers' needs. As it can be seen in Table 7, it is obvious that students were not motivated to participate in Tourism Management postgraduate education due to the motivational dimension of "external expectations" (see Section 5.7).

Table 7. Descriptive Statistics for questions 14 and 15

Questions	No of responses	Total valid percentage *Disagreement*	Total valid percentage *Agreement*	Median	IQR
Q14. Be expected to undertake a family tourism business	80	73.8%	17.5%	1.0	2
Q15. My employer motivated me to upgrade skills	49	61.2%	28.6%	1.0	2

6.2 Second research question

The second research question attempts to describe the portrait of the students who decide to apply for Tourism Management postgraduate studies and find out if there are any correlations between their demographic variables and the factors that motivate their decision-making. To answer this question, an analysis of the percentages of their responses was firstly undertaken and then a median test for independent medians was conducted to investigate if there are any significant correlations.

6.2.1 Profile of the survey participants

Questionnaire items 1 to 5 (see Appendices I and II) are indicative of the profile of the 136 survey participants. The aim of questions 1 to 5 is to build a richer picture of the current make-up of the postgraduate population. As it can be observed in Appendix III, the group of participants consists of 29.41% males and 70.59% females, rendering female students the large majority of the participants. As far as age is concerned, 26.47% of the students are between 21-29 years old, 38.24% are 30-39 years old and 28.68% of them are between 40-49 years old. Only a percentage of 6.62 % belongs to the age group over 50 years old. With regard to students' previous undergraduate studies, the large majority of them comes from Business Administration or Economic faculties (23.53% and 22.79%). A percentage of 13.24% studied Tourism programs and a 9.56% comes from fields of Humanities. The rest applicants' body includes a wide range of diverse disciplines.

Question 4 and 5 were to indicate the employment characteristics before students' enrolment in their postgraduate programs. The majority of them worked in private sector (45.59%) whereas a percentage of 19.85% in public sector. A percentage of 16.18 % was unemployed and 7.35% had just finished undergraduate studies or was getting an extra degree. Only a small percentage (6.62%) was self-employed or an owner of a business enterprise (4.41%). Interestedly, a high percentage (66.18%) of the sample answered that they had no work experience related to the tourism sector prior to enrollment. Only 33.82% of the respondents was employed in activities related to tourism.

6.2.2 Relationship of sample characteristics and motivational factors

To determine any statistically significant statistical relationship between the characteristics of the sample and the five motivational factors, a median test for independent medians was conducted. The statistical analysis showed that gender, and previous employment experience in tourism were not related to students' motivation since there were no statistically significant differences ($p>0.05$).

On the other hand, age was positively associated with motivation related to "esteem" factors ($p < 0.05$). Students over fifty years old exhibited stronger "esteem" motivation than their younger counterparts. Additionally, regarding students' employment status

before their enrolment, it was found that those who were students also showed slightly stronger motivation to follow Tourism Management studies for "esteem" reasons ($p < 0.05$) (see Appendix V).

Conclusion

Chapter 6 presented the analysis of the results of the questions framed this small-scale survey. The results showed that there is a five-factor structure which motivate postgraduate students. In addition, a picture of the characteristics of the sample was given and some relationships between the characteristics of the sample and the five motivational factors were shown. In the next Chapter, a further discussion of the findings will be attempted in the light of the literature review presented in Chapters 1, 2, 3 and 4 as well as recommendations will be made.

CHAPTER 7: DISCUSSION, LIMITATIONS AND SUGGESTIONS

Introduction

The final Chapter of this study attempts to discuss the findings of the quantitative research with the purpose of arriving at some valuable conclusions regarding Greek students' motivation to enrol in Tourism Management postgraduate programs. After that, the limitations of this study will be presented and some suggestions will be made.

7.1. Discussion of the findings

The purpose of this study is to answer the question why Greek students seek enrollment in a postgraduate degree program in Tourism Management. Specifically, the objectives of this exploration is to gain insights into a range of underlying factors that contribute to their decision making and how these factors relate to their profile. On the basis of the results emanated from the study, postgraduate students choose to enrol to master programs related to Tourism Management due to five influencing factors, most notably "cognitive development", "opportunities for professional and networking investment", "esteem», "academic development" and "escape". The majority of students tend to agree that "cognitive development" "opportunities for professional and networking investment" and "esteem" factors were the most important reasons for their participation in these programs.

These results support the theories explaining the concept of motivation for participation in learning programs presented earlier in chapters 3 and 4. Most specifically, the majority of students of the sample are motivated to major in postgraduate studies in Tourism management degree programs with the aim of expanding their horizons of knowledge and acquiring skills and values for their personal growth. In other words, they invest on both the indirect and direct effects of formal adult education. A postgraduate degree in Tourism Management is seen as a means for cognitive and personal development which improves confidence and employability. This implies that they pursue a strong sense of efficacy and personal well-being. Self-efficacy theory asserts that students' motivation to achieve is directly linked to their perceptions of themselves and gives them a positive self-esteem which, in turn, is further encapsulated

with self-confidence. Such an efficacious outlook fosters intrinsic interest and deep engrossment to follow postgraduate education.

Furthermore, based on literature about adult education, these adult learners' motivation starts with an interplay between their attitude towards learning and their self-respect. These factors, in turn, interact with the values and expectations of participation. The adult students seem to be aware of the fact that tourism related industries provide entry points for employment and opportunities for job-creating potentials. The respondents to our survey are also interested in achieving or securing professional and academic development in order to stay abreast of developments due to competitive markets. Finally, the students consider that pursuing higher levels of education can benefit their interpersonal relationships while giving meaning to individual lives.

It is worth mentioning that the findings of this survey showed that both intrinsic and extrinsic motivation play an important role to students' decision making. Greek postgraduate students are driven to enrol to master programs by forces that are internal and within the individuals. In addition to internal incentives, their extrinsic motivation focuses on factors that are goal driven such as tangible rewards to have career or academic achievement prospects and create social opportunities. These students believe that participation in a Tourism Management master degree program will improve their prospects to meet their goals. Based on Expectancy-Valence Theory, it is deduced that the value placed on postgraduate education and the belief in the outcomes due to it are related to their decision-making to participate in Tourism Management studies. Their interpretation of the situation determines the expectancy that participation in these programs would lead to desired results. In addition, their personal needs determine the valence associated with the program.

The results from this thesis also support Maslow's theory. According to the data analysis, the highest ranking among the five levels of Maslow's needs is self-actualization and self-esteem needs. Accordingly, their cognitive achievement is critical to their personal growth and self- development. All in all, despite their aspirations, it can be concluded that Greek students regard postgraduate education in Tourism Management as a worthwhile personal investment in their lives.

With reference to the second research question, the sample of learners is not a homogeneous group and share a number of diverse characteristics. The demographic data analysis revealed that the large majority of the respondents were mainly women. According to an OECD report, on average there are more women than men, irrespective of age, in general higher education in OECD member countries. The recent decades have been marked by greater growth in the participation of women than men in higher education, which initially leads to "a reduction in gender inequalities and their subsequent reversal. It is only at the doctoral level that men remain, on average, in the majority, although women are visibly catching up and parity has almost been achieved" (Vincent-Lancrin, 2008, p. 270). The OECD report points out a number of hypotheses for why women are outpacing men in higher education participation. The explanation for these changes is based on complementary and often interrelated analyses of an economic, demographic, sociological and educational nature (p.278).

Regarding age, the sample represents a rich diversity and, therefore, it can be assumed that they mostly consist of both early and mid-career professionals. In Greece, the context in which people plan and live their careers is changing markedly in the last ten years due to financial crisis. Thus, it is not clear to conclude if age-related parameters can define and identify their career stage. The large proportion of older students on postgraduate programs, students who generally take a break between undergraduate and postgraduate study, is also acknowledged in the research literature. In view of this, the mid-career students' decision to participate in adult education and training is an investment decision. Adults also return to higher education for many different reasons, one of which is mid-career change. Heddesheimer (1976) has developed a model that categorizes the reasons for mid-career change and cites two sources of motivation: pressures from the environment, and pressures originating within the individual. Pressures from the environment include changes in an existing job, family changes, or social and economic changes. Pressures coming from within the individual are linked to adult developmental stages and the search for satisfaction.

The participants at Tourism Management postgraduate studies come from various undergraduate disciplines and, therefore, have diverse educational experience. It can be inferred that the multi-disciplinary field of tourism attracts a number of postgraduates as it involves a variety of activities and workforce. The postgraduate courses are

designed to equip them with knowledge, ideas and awareness of policy contexts at a local, national and international level, together with the research skills for better understanding the issues in tourism and applying that knowledge in ways that match the needs and emerging trends within the sector. In connection with employment issues, the results implied that a great majority of the respondents worked before engaging to these studies. These are people with work and family commitments who want to pursue postgraduate education for self-development. In brief, postgraduate students' previous employment status implies that they face situational barriers as Cross defines (see Section 2.3.2).

In a nutshell, the differences amongst this population can be catalogued according to age, gender, linguistic background and previous employment status or experience. These evident differences could easily engender speculation of various students' aspirations. However, the statistical analysis showed that this population is more similar than different concerning the factors that influence their decision to enroll in these programs since there were no statistically significant differences. Only two personal variables were positively associated with motivation. In particular, it was shown that there is a positive relationship between older students and their "esteem" motives showing that adults over fifty years old see postgraduate education as a catalyst for change in their lives in order to boost their self-confidence and self- esteem. According to most adult educators, the adult learner's self-concept is that of being a doer and of being self-directed in decision-making (Brookfield, 1986). However, being older does not mean being less keen to knowledge and education, as an increasing body of research shows that age graduates have higher levels of intrinsic motivation than younger (Kyndt et al. 2011). Additionally, it was found that participants in this survey who were not employed but were students before their enrolment in this postgraduate program either because they had just finished their undergraduate studies or had being studying for an extra degree showed slightly stronger motivation to follow Tourism Management studies for self- esteem reasons. A possible explanation for such an outcome is that one of the most important motivational factors in students' persistence in learning process is self-efficacy beliefs which in turn boosts "esteem" motivation. Their fresh experience of academic achievement and experiencing competence to accomplish some specific goals or tasks in their previous studies motivated them to go on with postgraduate studies in order to build their overall sense of self-worth or personal value.

7.2 Limitations of the study

The present study has been the first of its kind at the University of Macedonia and in Greece. Although there are no other studies whose results this survey could refer to, its significant contribution is the amount of information gained on students' motivation in Tourism Postgraduate Education in Greece. Despite the valuable findings, there are also a few drawbacks. In every research there are critical restrictions and shortcomings that should be mentioned, as these not only empower the researcher but mainly because they prevent from overgeneralizations of the results or even misinterpretations (Simon, 2011).

Firstly, as the research was a small-scale due to limited time and resources, its findings cannot be used to make generalizations about the whole body of Tourism Management postgraduate students at Greek universities. Additionally, it should be noted here that forming the questions about the motivating factors the researcher was mainly based on her personal estimation in connection with the findings of some introductory in nature studies worldwide since motivation in Tourism studies at postgraduate level in Greece is a relatively under- researched issue. Hence, the selection of the questions is bound to be subjective and further investigation is needed for the variety of motives in the Greek university context.

The researcher would also have liked to interview a number of participants but there were time, money, and accessibility constraints which did not make it possible. Had this been feasible, the researcher would have achieved a combination of both qualitative and quantitative input. However, lack of triangulation, in no way, implies that it has not been a meticulous, reliable, and valid research with the purpose of avoiding vague or ambiguous conclusions. Lastly, different sampling techniques or more parameters could be included accounting for the complexity of this issue.

7.3 Implications for practice and further research

The significance of this study is that it offered an insight into the most important extrinsic and intrinsic factors that motivate Greek students in their decision-making to enrol in a Tourism Management postgraduate program. As the findings highlight, participants rated non-tangible, intrinsic motivators as important as extrinsic motivators. The results of this study are beneficial for numerous stakeholders such as

policy makers, higher education administrators, postgraduate program staff and postgraduate students who are currently pursuing postgraduate studies in Tourism Management or intending to do so. Being aware of the students' motivators may assist administrators of these programs develop strategies and update curricula in order to improve learning outcomes. Another important implication regarding practice is for facilitators and instructors of the programs to be aware of the motivating factors identified in this study with the view to enhancing professional practices in teaching adult learners.

In his report, Leitch (2006) describes postgraduate skills as "one of the most powerful levers for improving productivity" and "major drivers of innovation and growth". As such, we need a better understanding of the motivations behind students' decisions to enter postgraduate education. Further research should be undertaken to get a better understanding of the dynamics of this issue. Taking into account the limitations of this thesis, further research should concentrate more on broadening data source using various kinds of research methods.

On the whole, the limited evidence around postgraduate students' decision-making to study Tourism Management at Greek public universities means that the collection of the data in this study offered an opportunity to increase understanding in this area and is important for educational institutions when they come to plan students' recruitment or design programs and curricula. This study identifies a number of realities which may help Greek university policymakers and instructors better understand the needs of postgraduate education in order to prepare future tourism industry professionals.

CONCLUSION

Students' motivation for taking part in postgraduate studies in Tourism Management is of primary importance, therefore setting out to research their motivation was indeed an interesting and important topic to look into, especially in view of the fact that their motivation is largely uncharted territory. The purpose of this exploration was to gain insights into the range of underlying factors which contribute to adult students' enrolment in these programs.

In this thesis, a quantitative approach was employed in order to enquire into postgraduate learners' motivation and findings were arrived at by means of a self-structured web-questionnaire. The results of the present study were analyzed using descriptive statistics and factor analysis techniques. The exploratory factor analysis yielded five motivational factors from 22 variables studied and explained 67.68% of the total variability of the data. The factors influencing students' decision-making to study Tourism Management are "cognitive development", "opportunities for professional and networking investment", "esteem", "academic development" and "escape". According to the results, most students choose "cognitive development" as the primary reason for studying Tourism Management (Mdn=4.50) and tend to agree that "opportunities for professional and networking investment" (Mdn= 3.75) and "esteem" (Mdn=3.67) incentives were secondary factors for their decision- making. In addition, it is concluded that both intrinsic and extrinsic factors play a significant role in students' motivation. Further interesting findings were obtained about the composition of the participants' characteristics. The data analysis revealed that postgraduate learners are not a homogeneous group but share a number of diverse characteristics. Finally, the statistical analysis showed that students over 50 years old exhibited stronger "esteem" motivation than their younger counterparts. Moreover, it was found that those who were students just before their enrolment showed slightly greater motivation to follow Tourism Management studies for "esteem" reasons.

Overall, this paper contributes to the literature by providing an understanding of the factors motivating postgraduate learners to enrol in Tourism Management programs in higher education. This understanding by any stakeholder has the potential of enhancing the success of the programs. Finally, this study provides a useful starting point for further inquiry.

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APPENDIX I

Questionnaire (Greek version)

ΚΙΝΗΤΡΑ ΣΥΜΜΕΤΟΧΗΣ ΕΛΛΗΝΩΝ ΦΟΙΤΗΤΩΝ ΣΕ ΜΕΤΑΠΤΥΧΙΑΚΑ ΠΡΟΓΡΑΜΜΑΤΑ ΣΠΟΥΔΩΝ ΣΤΗ ΔΙΟΙΚΗΣΗ ΤΟΥΡΙΣΤΙΚΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ

Αγαπητοί συμφοιτητές,

Το παρακάτω ερωτηματολόγιο αφορά μόνο φοιτητές/τριες που συμμετέχουν σε μεταπτυχιακά προγράμματα σχετικά με τη Διοίκηση Τουριστικών Επιχειρήσεων σε Δημόσια Ελληνικά Πανεπιστήμια.

Η έρευνα εκπονείται στα πλαίσια διπλωματικής εργασίας του Μεταπτυχιακού Προγράμματος Σπουδών «Μάνατζμεντ Τουριστικών Επιχειρήσεων και Οργανισμών» του Πανεπιστημίου Μακεδονίας. Με τη συμπλήρωση του ερωτηματολογίου βοηθάτε στη διερεύνηση και καταγραφή των κινήτρων που σας οδήγησαν να συμμετέχετε σε μεταπτυχιακό πρόγραμμα σπουδών στη Διοίκηση Τουριστικών Επιχειρήσεων. Θα το εκτιμούσα αν διαθέτατε 2-3 λεπτά να απαντήσετε με ειλικρίνεια. Η συμμετοχή σας είναι εθελοντική, το ερωτηματολόγιο είναι ανώνυμο και τα αποτελέσματα του θα χρησιμοποιηθούν μόνο για ερευνητικούς σκοπούς.

Το Ερωτηματολόγιο περιλαμβάνει δυο ομάδες ερωτήσεων: Η πρώτη αφορά τις δημογραφικές ερωτήσεις. Παρακαλώ, τσεκάρετε την απάντηση που σας περιγράφει καλύτερα. Η δεύτερη ομάδα περιλαμβάνει ερωτήσεις σχετικές με τα κίνητρα συμμετοχής σας στο μεταπτυχιακό πρόγραμμα σπουδών. Παρακαλώ, τσεκάρετε την απάντηση στην δεξιά πλευρά. Για κάθε δήλωση υπάρχει μία κλίμακα πέντε επιλογών, ξεκινώντας από το «Διαφωνώ απόλυτα» έως το «Συμφωνώ απόλυτα».

Συμπληρώστε όλες τις απαντήσεις και τέλος κάνετε 'Υποβολή'. Αν έχετε οποιεσδήποτε ερωτήσεις για την έρευνα ή το ερωτηματολόγιο, παρακαλώ επικοινωνήστε μαζί μου στο mtm16017@uom.edu.gr.

Σας ευχαριστώ εκ των προτέρων για τον χρόνο και τη συνεργασία σας.

Με εκτίμηση,

Χριστίνα Κοτρώτσιου

Α. ΔΗΜΟΓΡΑΦΙΚΕΣ ΕΡΩΤΗΣΕΙΣ

1. **Φύλο**
   - □ Άνδρας
   - □ Γυναίκα

2. **Ηλικία**
   - □ 21-29
   - □ 30-39
   - □ 40-49
   - □ 50+

3. **Ποιες ήταν οι προπτυχιακές σπουδές σας;**
   - □ Ανθρωπιστικών Σπουδών
   - □ Νομική
   - □ Τεχνών
   - □ Αθλητικών Σπουδών
   - □ Θετικών Σπουδών
   - □ Κοινωνικών Σπουδών
   - □ Πληροφορικής-Τεχνολογίας
   - □ Τουριστικών Σπουδών
   - □ Διοίκηση Επιχειρήσεων
   - □ Πολυτεχνείο
   - □ Οικονομικών Σπουδών
   - □ Επιστήμες της Υγείας
   - □ Επιστήμες Περιβάλλοντος
   - □ Άλλες σπουδές

4. **Ποια ήταν η εργασιακή σας κατάσταση πριν εγγραφείτε στο μεταπτυχιακό;**
   - □ Ιδιωτικός τομέας
   - □ Δημόσιος Τομέας
   - □ Ιδιοκτήτης /τρια Επιχείρησης
   - □ Αυτοαπασχολούμενος /η
   - □ Άνεργος/η
   - □ Φοιτητής /τρια

□ Άλλο

5. **Είχατε εργασιακή εμπειρία σχετική με τον Τουρισμό πριν εγγραφείτε στο συγκεκριμένο μεταπτυχιακό;**

□ Ναι

□ Όχι

Β. ΚΙΝΗΤΡΑ

Αποφάσισα να εγγραφώ σε μεταπτυχιακό πρόγραμμα σπουδών στη Διοίκηση Τουριστικών Επιχειρήσεων επειδή……. *(Παρακαλώ απαντήστε την παραπάνω ερώτηση σύμφωνα με την κλίμακα)*	Διαφωνώ Απόλυτα	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώI	Συμφωνώ	Συμφωνώ Απόλυτα
6. Υπάρχουν πολλές ευκαιρίες εργασίας στον τουριστικό τομέα στη χώρα μου.	○	○	○	○	○
7. Υπάρχουν πολλές ευκαιρίες εργασίας στον τουριστικό τομέα στο εξωτερικό.	○	○	○	○	○
8. Θα ήθελα να ανοίξω τη δική μου τουριστική επιχείρηση.	○	○	○	○	○
9. Ήθελα να ξεκινήσω μια καινούρια καριέρα ως εργαζόμενος /η στον τουριστικό τομέα.	○	○	○	○	○
10. Θα ήθελα να εργαστώ ως εκπαιδευτής/τρια σε Τουριστικές Σχολές, ΙΕΚ, ΚΕΚ κτλ.	○	○	○	○	○
11. Θα ήθελα να γίνω ερευνητής/τρια στον τουριστικό τομέα.	○	○	○	○	○

12. Θα ήθελα να αποκτήσω περισσότερες γνώσεις και ευκαιρίες να δημοσιεύω άρθρα σε τουριστικά περιοδικά. ○ ○ ○ ○ ○

13. Θα ήθελα να συνεχίσω με διδακτορικές σπουδές. ○ ○ ○ ○ ○

14. Υπάρχει οικογενειακή τουριστική επιχείρηση και αναμένεται να την αναλάβω.

(*Απαντήστε μόνο αν υπάρχει*) ○ ○ ○ ○ ○

15. (*Απαντήστε μόνο αν ήσασταν εργαζόμενος/η*).

Με παρακίνησε ο εργοδότης μου για να αναβαθμίσω τις δεξιότητές μου. ○ ○ ○ ○ ○

16. Αδυνατώ να βρω μια καλή δουλειά σε οποιοδήποτε εργασιακό τομέα χωρίς μεταπτυχιακό. ○ ○ ○ ○ ○

17. Το μεταπτυχιακό απαιτείται για τη μοριοδότηση στην πρόσληψη και προαγωγή στον δημόσιο τομέα. ○ ○ ○ ○ ○

18. Θα ήθελα να αντισταθμίσω την ανεπάρκεια των προηγούμενων σπουδών μου. ○ ○ ○ ○ ○

19. Θα ήθελα να αποκτήσω γνώσεις σε θέματα Ηγεσίας και Διοίκησης. ○ ○ ○ ○ ○

20. Θα ήθελα να διευρύνω τους ορίζοντες μου και να αποκτήσω νέες εμπειρίες. ○ ○ ○ ○ ○

21. Πιστεύω ότι η Δια Βίου μάθηση είναι μια διαδικασία που δίνει τη δυνατότητα στα άτομα να αποκτούν όλες εκείνες τις γνώσεις, αξίες και δεξιότητες που είναι απαραίτητες καθ' όλη τη διάρκεια της ζωής τους. ○ ○ ○ ○ ○

22. Πιστεύω οι άνθρωποι γύρω μου θα με σέβονται περισσότερο (π.χ. φίλοι, συγγενείς συνάδελφοι, εργοδότες). ◯ ◯ ◯ ◯ ◯

23. Πιστεύω ότι θα με βοηθήσει να ανταπεξέλθω σε οποιεσδήποτε μελλοντικές αντιξοότητες (π.χ. στην εργασία ή στις προσωπικές υποχρεώσεις) . ◯ ◯ ◯ ◯ ◯

24. Πιστεύω ότι θα αποκτήσω μεγαλύτερη αυτοπεποίθηση. ◯ ◯ ◯ ◯ ◯

25. Πιστεύω ότι θα αποκτήσω μεγαλύτερη αυτοεκτίμηση. ◯ ◯ ◯ ◯ ◯

26. Θα ήθελα να γνωρίσω πολλούς καινούριους ανθρώπους δουλεύοντας στον τουριστικό κλάδο. ◯ ◯ ◯ ◯ ◯

27. Ήθελα να γνωρίσω καινούριους ανθρώπους στο πανεπιστήμιο που έχουν τα ίδια ενδιαφέροντα. ◯ ◯ ◯ ◯ ◯

28. Ήθελα να ξεφύγω από την ανία. ◯ ◯ ◯ ◯ ◯

29. Ήθελα να ξεφύγω από την καθημερινότητα στο σπίτι ή στη δουλειά. ◯ ◯ ◯ ◯ ◯

Ευχαριστώ για τη συνεργασία σας,

Χριστίνα Κοτρώτσιου

APPENDIX II

Questionnaire (English version)

MOTIVATION FOR ENROLLING IN TOURISM MANAGEMENT POSTGRATUATE STUDIES IN GREECE

Dear classmates,

The following questionnaire applies only to Tourism Management Postgraduate students studying at Greek Public Universities.

You are invited to participate in this survey which is conducted for my Master's Thesis at the University of Macedonia in order to identify your motivation to apply for a postgraduate program in Tourism Management.

I would greatly appreciate if you could take 2-3 minutes to fill in the questionnaire as your feedback would be valuable to the success of this research. Your participation is voluntary and all of your responses are anonymous. All the information provided is strictly confidential and will be used only for statistical and research purposes.

This questionnaire consists of two parts: The first one deals with demographic questions. In the first section, please mark the response that best describes you. In the second section, you are asked to respond to a number of questions regarding the reasons you enrolled to this postgraduate program. Please mark the response that best describes your level of agreement to your decision-making, with the item listed in the left column. Responses range from "Strongly Disagree" to "Strongly Agree".

Please complete all items and submit the complete questionnaire. If you have any questions about the research or the questionnaire, please email to kotrotsioy@gmail.com.

Thank you in advance for your time and cooperation.

Sincerely,

Christina Kotrotsiou

A. DEMOGRAPHIC QUESTIONS

1. **Gender**

   □ Male

   □ Female

2. **Age**

   □ 21-29

   □ 30-39

   □ 40-49

   □ 50+

3. **What was the field of your undergraduate studies?**

   □ Humanities

   □ Law

   □ Arts

   □ Sport Sciences

   □ Mathematics and Science

   □ Social Sciences

   □ Information - Technology

   □ Tourism studies

   □ Business Administration

   □ Engineering

   □ Economics

   □ Health Sciences

   □ Environmental Sciences

   □ Other studies

4. **What was your employment status before you enrolled the Postgraduate studies?**

   □ Private sector

   □ Public sector

   □ Owner of business enterprise

   □ Self-employed

   □ Unemployed

   □ Student

   □ Other

5. Did you have any employment experience related to Tourism before your enrollment in the Postgraduate studies?

□ Yes

□ No

2. MOTIVATION

I decided to enrol in Tourism Management postgraduate studies because… *(please answer the question according to the next scale)*	I totally disagree	I disagree	I neither agree nor disagree	I agree	I totally agree
6. There are a lot of career opportunities in tourism sector in my country.	◯	◯	◯	◯	◯
7. There are a lot of international career opportunities in tourism sector.	◯	◯	◯	◯	◯
8. I would like to start my own business in tourism industry.	◯	◯	◯	◯	◯
9. I would like to begin a new career in tourism industry as an employee.	◯	◯	◯	◯	◯
10. I would like to work as an educator in this field at various Tourism Schools or Vocational Institutions etc.	◯	◯	◯	◯	◯
11. I would like to be a scholar in this field.	◯	◯	◯	◯	◯
12. I would like to gain more knowledge and opportunities to publish papers for tourism journals.	◯	◯	◯	◯	◯

13. I would like to undertake doctoral studies. ○ ○ ○ ○ ○

14. There has been a family tourism business so I am expected to manage it. (*Answer this question only if there is one*) ○ ○ ○ ○ ○

15. My employer motivated me in order to upgrade my skills. (*Answer this question only if you were employed*) ○ ○ ○ ○ ○

16. There is no chance to find a good job at any sector without a postgraduate degree. ○ ○ ○ ○ ○

17. A postgraduate degree is a requirement in employment or promotion system in the Greek public sector. ○ ○ ○ ○ ○

18. I would like to make up for my narrow previous studies. ○ ○ ○ ○ ○

19. I would like to obtain knowledge in leadership and management. ○ ○ ○ ○ ○

20. I would like to broaden my horizons and gain new experience. ○ ○ ○ ○ ○

21. I believe that lifelong learning is a process which empowers individuals to acquire the knowledge, values, skills they require throughout their lives. ○ ○ ○ ○ ○

22. I believe people around me will respect me more. (e.g. relatives / friends / colleagues / employers) ○ ○ ○ ○ ○

23. I am confident that this postgraduate degree will help me to deal efficiently with any unexpected events in the future. (e.g.in my career, personal life) ○ ○ ○ ○ ○

24. I believe I will be more self-confident. ○ ○ ○ ○ ○

25. I believe I will have better self-esteem.   ◯   ◯   ◯   ◯   ◯

26. I hope I will meet new people by working in
tourism sector.   ◯   ◯   ◯   ◯   ◯

27. I wanted to meet new people at university
classes with the same interests.   ◯   ◯   ◯   ◯   ◯

28. I would like to get relief from boredom.   ◯   ◯   ◯   ◯   ◯

29. I would like to take a break from the routine
at home or work.   ◯   ◯   ◯   ◯   ◯

Thank you for your cooperation,
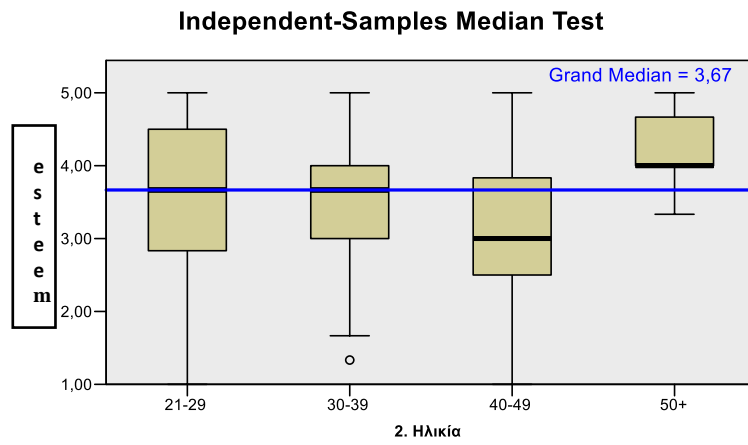
Christina Kotrotsiou

APPENDIX III

Characteristic	N	%
Gender		
Male	40	29.41
Female	96	70.59
Age		
21-29	36	26.47
30-39	52	38.24
40-49	39	28.68
50+	9	6.62
Undergraduate studies		
Humanities	13	9.56
Law	5	3.68
Arts	1	0.74
Sports	6	4.41
Maths and Science	5	3.68
Social Sciences	11	8.09
Information and Technology	1	0.74
Tourism studies	18	13.24
Business Administration	31	22.79
Engineering	3	2.21
Economics	32	23.53
Healthcare Sciences	3	2.21
Environmental Sciences	1	0.74
Other	6	4.41
Employment Status		
Private sector	62	45.59
Public sector	27	19.85
Owner of business enterprise	6	4.41
Self-employed	9	6.62
Unemployed	22	16.18
University Student	10	7.35
Other	0	0.00
Tourism Employment Experience		
Yes	46	33.82
No	90	66.18

APPENDIX IV

Total Variance Explained

Factor	Initial Eigenvalues Total	Initial Eigenvalues % of Variance	Initial Eigenvalues Cumulative %	Extraction Sums of Squared Loadings Total	Extraction Sums of Squared Loadings % of Variance	Extraction Sums of Squared Loadings Cumulative %	Rotation Sums of Squared Loadings[a] Total
1	5,081	23,097	23,097	4,672	21,235	21,235	3,201
2	2,214	10,062	33,160	1,869	8,494	29,728	2,579
3	2,028	9,220	42,379	1,616	7,345	37,074	2,573
4	1,831	8,324	50,704	1,377	6,260	43,334	3,281
5	1,462	6,645	57,349	1,141	5,187	48,520	2,068
6	1,183	5,379	62,728	,786	3,571	52,092	2,421
7	1,089	4,949	67,677	,586	2,665	54,757	1,292
8	,936	4,254	71,931				
9	,792	3,600	75,531				
10	,693	3,148	78,679				
11	,649	2,952	81,631				
12	,624	2,835	84,466				
13	,570	2,592	87,058				
14	,494	2,244	89,303				
15	,440	2,000	91,302				
16	,408	1,856	93,158				
17	,372	1,693	94,851				
18	,351	1,595	96,446				
19	,313	1,421	97,867				
20	,198	,899	98,766				
21	,174	,790	99,556				
22	,098	,444	100,000				

APPENDIX V

Independent-Samples Median Test

Total N	136
Median	3,667
Test Statistic	8,857
Degrees of Freedom	3
Asymptotic Sig. (2-sided test)	,031

1. More than 20% of the cells have expected values less than five.

Independent-Samples Median Test

Grand Median = 3,67

4. Ποια ήταν η εργασιακή σας κατάσταση πριν εγγραφείτε στο μεταπτυχιακό;
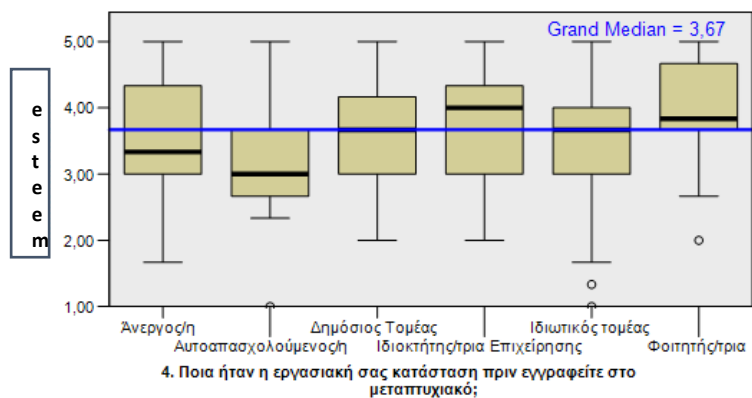
Total N	136
Median	3,667
Test Statistic	1,982
Degrees of Freedom	5
Asymptotic Sig. (2-sided test)	,852

1. More than 20% of the cells have expected values less than five.
2. Multiple comparisons are not performed because the overall test does not show significant differences across samples.