

Students' Perceptions about Selected Career Benefits (Job Factors) in Tourism and Hospitality: Applying Herzberg's Two-Factor and Benefits-Satisfaction Models

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ABSTRACT

This paper aims at investigating how a sample of students perceive the benefits and job factors of future career in tourism and hospitality, and if these perceptions influence their satisfaction about studying tourism major. A sample of 151 students in a Tourism Management Program in a public Jordanian university filled a questionnaire that focused on potential benefits to be gained by working in tourism and hospitality professions, both descriptive analysis and Structure Equation Modelling were conducted. A general positive and moderate perception on such careers was reported by respondents. No significant influence of perceived benefits on satisfaction about studying the major of tourism was indicated by results. Universities should give more priority to guiding and counseling of students concerning their future careers to improve both their perceptions on them, and to stimulate acquainting vital knowledge and skills needed to enter job market.

Keywords: Tourism and hospitality education; students' perceptions; tourism and hospitality employment; career benefits (job factors); career guidance; Herzberg's Two-Factor Model.

1. Introduction

For many countries, hospitality and tourism sectors are significant sources of income and employment, where educated, skilled and committed human resources are required for their success. In Jordan, tourism contributed with 12.4% to the total GDP of the country (the total GDP of Jordan in 2017 was 33,349.5 million JD (1 JD [Jordanian Dinar] = 1.41 United States Dollar) (CBJ [Central Bank of Jordan], 2019). This sector generated 4,108.2 million JD as receipts, and 53,488 jobs as a direct employment (Jordanian Ministry of Tourism and Antiquities [MOTA], 2019).

Colleges and universities offering educational programs of theoretical and vocational courses are vital providers of tourism and hospitality human resources (Koyuncu et al., 2008). For Jordan, educational programs of tourism and hospitality are offered by 13 public and private universities, 9 community colleges, 17 tourism and hospitality training centers, and 27 secondary schools (USAID, 2007). According to a study by the National Center of Human Resources Development in Jordan [NCHRD] (2018), the demand for workforce in Jordanian Tourism Sector was estimated to be 5896 jobs by the end of 2019, despite this number of offered job opportunities, there is a lack of qualified workforces when it comes to some particular skills as information technology for ticketing and reservations, communication skills, food and beverage management, and customer service (the case now is different due to COVID-19 Crisis, no figures are currently available on such demand, which might differently remerge after recovery of tourism establishments). Jordanian universities only contribute with 20.5% of workforce to employment market, while other educational establishments of vocational centers, vocational education programs of Ministry of Education, Jordan University College of Applied Sciences (Ammon College) and community colleges contribute with 52%, 8.5%, 7%, and 12% respectively (NCHRD, 2018). For Jordanian public universities, they offer educational programs that are perceived as being too academic since methodologies used in teaching are not qualifying students toward entrepreneurial businesses,

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there is also a lack of focus on managerial and communication skills needed to meet the expectations of employment markets, add to this the lack of training facilities and low level of coordination with enterprises in tourism and hospitality enterprises. Such problems were discussed in few studies (e.g. Mustafa, 2012; 2019; Mustafa et. al., 2017; Hawkins et. al., 2012; Magablih & Haddad, 2009).

An issue that relates to tourism and hospitality employability in Jordan that was not previously discussed in literature is how students perceive their future careers in these professions. This study aims at investigating this matter by measuring the agreement of students about the potential benefits and job factors gained by being employed in tourism and hospitality, also their satisfaction about studying their major; this becomes important since negative perceptions and attitudes toward tourism industry as a source of careers would influence the willingness of students to learn and improve their skills, consequently their compatibility with employment market needs. The study also aims to examine if these perceptions would influence the satisfaction of students about studying tourism as a university major.

It is well known that enterprises, students, educational institutions, and governments are the four main stakeholders concerned with planning and implementing educational programs (Zagonari, 2009). As for students, they will have better employment chances in any industry if they develop effective and positive relations with it through good educational experience (Dale & Robinson, 2001). This makes educational outcomes of great significance when it comes to training and recruitment. Though, an issue that might affect students' willingness to gain such experience is that tourism and hospitality are perceived as being of low-skilled and low-paying jobs (Richardson, 2008; 2009), also of being unprofessional and of long working hours (Daskin, 2016). Therefore, understanding perceptions of students would help in evaluating the effectiveness of educational program in making students aware of tourism and hospitality careers' benefits and outcomes, also in linking students with these industries.

1. Theoretical Concepts & Model:

Most of the previous studies that explored perceptions and attitudes of tourism and hospitality students about career benefits focused on testing these concepts during or after completing educational programs, and when being in jobs (e.g. Baum, 1991; Burbidge, 1994; Moscardo, 1997; Szivas et al, 2003; Dimmock et al., 2003; Abdullah, 2006; Lee et al., 2009; Munar & Montano, 2009; Richardson, 2009; Gruber et al., 2010; O'Driscoll, 2012; Sultan & Wong, 2012; Arif et al, 2013; Lusby, 2017; Mustafa et al., 2017). Overall, such perceptions (whether positive or negative) proved to have a significant influence on students' career choices and job satisfaction. Compared to this, no studies have tested if such perceptions about career benefits and job factors would have any influence on being satisfied with studying tourism and hospitality as professions. For this, two approaches were merged to achieve the objectives of this study, these were the Perceived Benefits-Satisfaction and Herzberg's Two-Factor Models; the following subsections explain these models and theoretical concepts involved.

2.1 Perceived Benefits of Tourism and Hospitality Careers and Job Factors

As for perceived benefits, these are individuals' beliefs that specific positive outcomes will result from a specific behavior (Champion, 2008). These benefits or outcomes are also part of "job factors"; according to Business Dictionary (2020), working conditions that can be recognized, defined, and assessed besides knowledge, skills and different demands; all of these are called job factors or characteristics.

Few studies discussed perceived benefits of tourism and hospitality professions; Amissah et al (2020) explored students' perceptions of hospitality and tourism careers in Ghana, which were unfavorable, since such careers are not offering them opportunities to care for others, establish their own jobs, and get further training. In Daskin (2016), a sample of tourism and hospitality students in Northern Cyprus were surveyed, it was found that their main career concerns were job security, pay, promotion, workload, and job-family balance. In a study by Richardson (2008), where Australian students' perceptions toward careers in tourism and hospitality industry were examined, issues related to relationship with managers, promotion opportunities, career paths, payments and work conditions were the main concerns of students. Wijesundara (2015) examined the perceptions of 120 Sri Lankan graduates on their employment in tourism industry, the positive and negative perceptions of students were due to work positions received, these were

mainly compensations, relevant knowledge and skills, working schedules, job environment and personal attitudes. Bednarska & Olszweski (2016) conducted their study on a group of 338 tourism and hospitality students in Poland, work experience and perceived career attractiveness are strongly related to preference of future jobs. In Adhoch (2019), a study was conducted at Moi University where a sample of 145 respondents were interviewed, the results of the study have shown that perceived benefits have a positive and significant effect on students' career choices in the hospitality industry. On the other hand, the study of Le et al (2018) on a sample of Vietnamese hospitality students had shown a general negative perception due to their negative internship experiences. From all this it can be said that work or internship experience and its outcomes (positive or negative) have significant influence on future career choices and decisions.

2.2 Satisfaction

Satisfaction was defined as a feeling generated from an evaluation of the use experience (Cadotte et. al., 1987); while Oliver (1997) defined it as the judgement given by a pleasurable level of consumption of a provided product. Another definition is that it is "consumer's response to the evaluation of the perceived discrepancy between prior expectations and the actual performance of the product as perceived after its consumption" (Tse & Wilton, 1988: p. 204). In this study, this concept was measured by one general statement about being satisfied with studying tourism as a major.

2.3 Perceived Benefits- Satisfaction Model

The effect of perceived benefits on satisfaction was explored in few previous studies, such as: influence of benefits customers perceived from their participation in a store loyalty program (Zidda et. al., 2012), the effect of service quality and perceived benefits on the satisfaction of the SMEs owners on the Islamic Microfinance Products (Fararah & Al-Swidi, 2013), the influence of perceived benefits on the satisfaction with the loyalty program in Lithuanian grocery retailing (Kyguoliene et. al., 2017), and examining the relationships between customer-perceived benefits, satisfaction, and user's continuance intention in the context of Chinese online brand communities (Han et. al., 2018). Overall, the results of these studies confirm the strong and significant effect of perceived benefits on satisfaction of customers. This applies as well to tourism and hospitality studies which applied this approach on tourist experiences in destinations and hotels (e.g. Bajs, 2013; Mariano et. al., 2015; Waheed, & Hassan, 2016; Terblanche & Taljaard, 2018).

2.4 Herzberg's Two-Factor Theory (classifying the job benefits/factors)

One of the approaches to investigate job satisfaction is *Herzberg's Motivation Theory* model, or *Two Factor Theory* (Herzberg, Mausner, & Snyderman, 1959). According to this theory, there are two main groups of factors that affect motivation; these include motivators (intrinsic factors) which give positive satisfaction (recognition, achievement, growth, advancement, responsibility, and the work itself); and hygiene factors (extrinsic) which causes dissatisfaction in the workplace, these are: (salary/wage, interpersonal relations, policies and rules, supervision, factors in personal life, and job security)(Herzberg, 1968; Hackman et.al.,1976). Herzberg explains that these two groups of factors are separate and deal with two different sets of needs (they are not opposites or on one continuum); with motivators, workers will work harder, on the other hand, if hygiene factors are not met, then they will be demotivated (Figure 1).

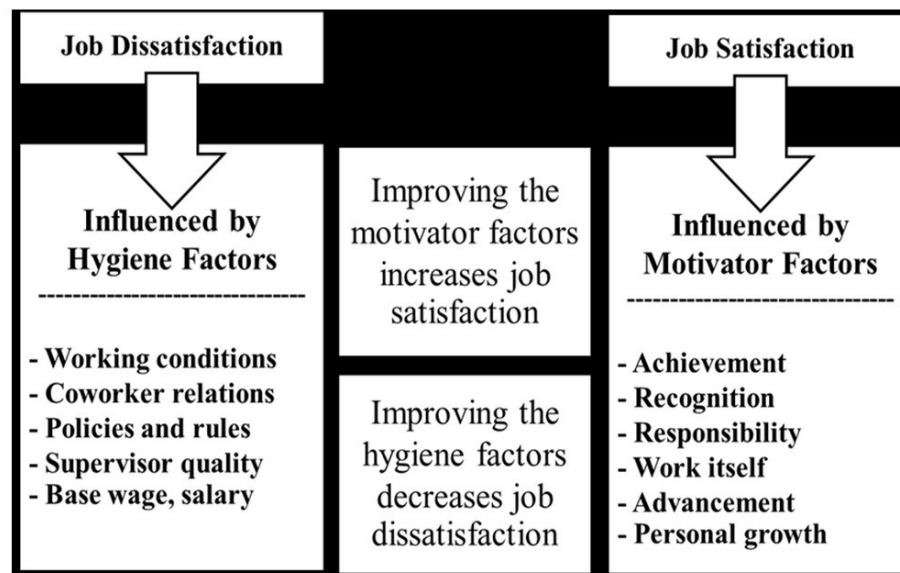


Figure 1: Herzberg's Two-Factor Theory (adapted from Thangkratok, 2017)

This model was applied to the context of tourism and hospitality through assessing the job satisfaction and how it was influenced by motivating and hygiene factors, the results varied according to the status of workers, the more stable and beneficial the work environment, the more the motivating factors will influence satisfaction; on the other hand, senior, seasonal and developing countries' workers satisfaction was more influenced by hygiene factors (e.g. Chitiris, 1988; Lundberg et. al., 2008; Civre et. al., 2013; Yeboah & Abdulai, 2016; Holston-Okae & Mushi, 2018; Abu Elnasr & Hasanein, 2020; Saehya & Blum, 2020). This theory was manipulated in this context to categorize the perceived job benefits (factors) under examination; 14 statements were written to represent the motivating and hygiene factors in this theory (see Table 1).

Table 1: The measured variables of the study as being derived from Herzberg's Two-Factor Theory

Factor in Herzberg's Theory	Representing variable in this study
Motivating Factor	
Achievement	There are many life skills that can be learnt daily when working in tourism professions
Growth	An advantage of working in tourism and hospitality is getting to know new people from different cultural backgrounds
Advancement	Opportunities for career advancement in tourism and hospitality are guaranteed Opportunities for career advancement in tourism and hospitality are fair
Responsibility	Working in tourism and hospitality requires high levels skills
Work itself	I find working in tourism interesting
Hygiene Factors	
Salary/wage	The level of wages in tourism and hospitality occupations is acceptable for work loads Tourism and hospitality professions are economically important
Interpersonal relations	Work in tourism and hospitality professions encourages creating positive relations with workers in the same field
Factors in personal life	The family life of a person working in tourism and hospitality is negatively

Factor in Herzberg's Theory	Representing variable in this study
	affected Personal ethics are positively influenced by working in tourism and hospitality professions Work environment in tourism and hospitality facilities is distinct
Work Environment	Compared to other industries, periods of work in tourism and hospitality are long Work environment in tourism and hospitality facilities is distinct

2. Hypotheses of the Study

Based on the above explained two theories, the following model was constructed for this study:

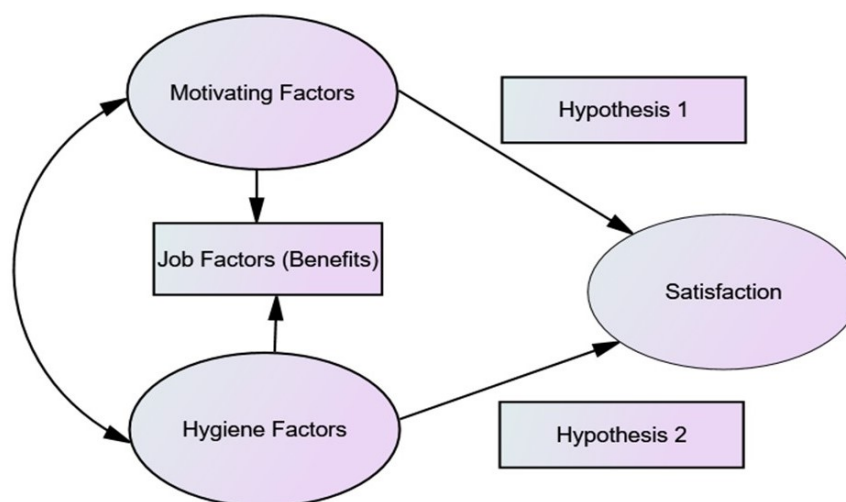


Figure 2: The proposed model with showing its concepts and hypotheses to be tested

It is understood from the previous discussion that the presence of motivating factors leads to satisfaction, while the lack of hygiene factors causes a state of dissatisfaction. The model of Herzberg's Two-Factor Theory was applied in previous studies (see section 2.4 above), as well as in the context of Jordan, where only very few studies were published (e.g. private organizations (Abu Rumman & Arif., 2017); Jordanian private and public hospitals (Eid, 2017; Davidescu, 2018)); in these studies, the model was implemented to individuals who were at that time employed in workplaces, this is different to this study where the model was applied to students perceiving benefits to be gained by working in tourism and hospitality in the future.

The following research null hypotheses were formulated to test the relations among variables in the proposed model; these were:

Hypothesis 1:

H_0 : Motivating Factors do not have a positive significant effect on satisfaction.

Hypothesis 2:

H_0 : Hygiene Factors do not have a positive significant effect on satisfaction.

3. Methodology and Analysis

A random sample of 220 students in a tourism management BA program in a public university were targeted to fill the questionnaire for this study (this was decided by calculating the sample size needed with a confidence level of 95% and an error margin of 5%, the population size is approximately 500). 151 (69% as a response rate) were turned back. The research instrument (the questionnaire) was designed to include the following 2 sections: the first included

information about the student (gender, and year of study); the second section was an index of variables measuring the perceptions of students about their future careers in tourism industry (See Table 1), it included 15 variables (14 were for perceived benefits and 1 for satisfaction about studying tourism). According to Market Directions (2019), the most used scale to measure attitudes and satisfaction concepts is the classical Likert scale, which has numeric values describing the range of possible attitudes held by respondents from very dissatisfied to very satisfied. Therefore, variables' statements were measured on a five-point scale (1: strongly disagree; 2: disagree; 3: neutral; 4: agree; and 5: strongly agree). Of the 151 respondents, 43 were males and 108 were females; 16 students were in their first year, 75 were in their second year and 60 were in their final year (third or fourth year, this depends on number of credits passed by the student). No missing values were reported in the responses of the students.

Overall, the 14 variables that measured perceptions had a Cronbach alpha of 0.706, which is acceptable for the internal consistency of the index. Some variables were re-coded for responses entered in SPSS 23 since they expressed negative perceptions, which are contrary to other variables in the index. As for the validity of the instrument, face, convergent and discriminant validities were used. For the face validity, the questionnaire was given to faculty members in tourism department in a Jordanian public university to give feedback on its suitability and clarity. For the other two validities, convergent validity is measuring correlation between a construct and an independent measure, where a low correlation is required, while among the measures a high correlation is required. Discriminant validity is about having a lack or a very low correlation among different constructs (Kinnear and Taylor, 1996 as cited by De Mello & Collins, 2001). Overall, low to moderate correlations were recorded among measures and constructs, which makes convergent and discriminant validities acceptable (Table 2).

Table 2: Correlations among measures (independent variables) and constructs (latent variables):

Variables		Motive Construct	Hygiene Construct
I find working in tourism interesting	Pearson Correlation	.559**	.411**
	Sig. (2-tailed)	.000	.000
	N	151	151
Working in tourism and hospitality requires high levels skills	Pearson Correlation	.161*	.178*
	Sig. (2-tailed)	.048	.029
	N	151	151
Tourism and hospitality professions are economically important	Pearson Correlation	.299**	.517**
	Sig. (2-tailed)	.000	.000
	N	151	151
Compared to other industries, periods of work in tourism and hospitality are long	Pearson Correlation	.113	.115
	Sig. (2-tailed)	.167	.158
	N	151	151
An advantage of working in tourism and hospitality is getting to know new people from different cultural backgrounds	Pearson Correlation	.522**	.257**
	Sig. (2-tailed)	.000	.001
	N	151	151
The family life of a person working in tourism and hospitality is negatively affected	Pearson Correlation	.005	-.009
	Sig. (2-tailed)	.951	.912
	N	151	151
There are many life skills that can be learnt daily when working in tourism professions	Pearson Correlation	.705**	.473**
	Sig. (2-tailed)	.000	.000
	N	151	151

Variables		Motive Construct	Hygiene Construct
Personal ethics are positively influenced by working in tourism and hospitality professions	Pearson Correlation	.304**	.506**
	Sig. (2-tailed)	.000	.000
	N	151	151
The level of wages in tourism and hospitality occupations is acceptable for work loads	Pearson Correlation	.380**	.644**
	Sig. (2-tailed)	.000	.000
	N	151	151
Opportunities for career advancement in tourism and hospitality are guaranteed	Pearson Correlation	.748**	.567**
	Sig. (2-tailed)	.000	.000
	N	151	151
Opportunities for career advancement in tourism and hospitality are fair	Pearson Correlation	.688**	.428**
	Sig. (2-tailed)	.000	.000
	N	151	151
Work in tourism and hospitality professions encourages creating positive relations with workers in the same field	Pearson Correlation	.486**	.514**
	Sig. (2-tailed)	.000	.000
	N	151	151
Work environment in tourism and hospitality facilities is distinct	Pearson Correlation	.516**	.627**
	Sig. (2-tailed)	.000	.000
	N	151	151
A person working in tourism and hospitality is respected by society	Pearson Correlation	.317**	.540**
	Sig. (2-tailed)	.000	.000
	N	151	151
Motive Construct	Pearson Correlation	1	.673**
	Sig. (2-tailed)	-	.000
	N	151	151
Hygiene Construct	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	-
	N	151	151
*. Correlation is significant at the 0.05 level (2-tailed).			
**. Correlation is significant at the 0.01 level (2-tailed).			

4. Analysis & Results

The descriptive analysis of perceptions' variables has shown a general positive response on future tourism and hospitality careers' benefits was reported by respondents, where most of the mean scores were between (3: neutral and 4: agree) and (4: agree and 5: strongly agree). The variables with the highest scores were those related to the benefits of tourism and hospitality professions of: knowing new people from different cultural backgrounds ($M = 4.6424$, $SD = .50681.63608$), and gaining high level skills since they are required ($M = 4.2450$, $SD = .76565$). The variables with the lowest scores were those related to the negative influence on family life of a person working in tourism and hospitality ($M = 2.8477$, $SD = 1.16475$), and fairness in opportunities for career advancement in tourism and hospitality professions ($M = 2.9735$, $SD = .76565$). As for the variable of satisfaction about studying tourism as a university major, it had a mean score of 3.6093 and a standard deviation of 1.09528. Table 3 shows the descriptive analysis for perception index variables.

Table 3: Means and standard deviations of observed variables in study

Item	Mean	Std. Deviation
Motivating Factors		
I find working in tourism interesting	4.04	0.80
Working in tourism and hospitality requires high levels skills	4.25	0.77
Opportunities for career advancement in tourism and hospitality are guaranteed	3.08	1.00
Opportunities for career advancement in tourism and hospitality are fair	2.97	0.89
An advantage of working in tourism and hospitality is getting to know new people from different cultural backgrounds	4.64	0.66
There are many life skills that can be learnt daily when working in tourism professions	4.12	0.76
Hygiene Factors		
Compared to other industries, periods of work in tourism and hospitality are long	3.10	1.06
The family life of a person working in tourism and hospitality is negatively affected	2.85	1.16
Compared to other industries, periods of work in tourism and hospitality are long	3.10	1.065
Personal ethics are positively influenced by working in tourism and hospitality professions	3.57	0.95
The level of wages in tourism and hospitality occupations is acceptable for work loads	3.11	1.08
Tourism and hospitality professions are economically important	4.42	0.69
Work in tourism and hospitality professions encourages creating positive relations with workers in the same field	3.95	0.66
Work environment in tourism and hospitality facilities is distinct	3.77	0.81
A person working in tourism and hospitality is respected by society	3.46	0.90
Satisfaction (Dependent Variable)		
I feel satisfied that tourism is my university major	3.61	1.10

A Structure Equation Modelling (SEM) was conducted using Amos 23.0 to understand how perceptions on future tourism careers would influence students' satisfaction about studying tourism as university major. For this, the 14 perception variables were clustered in 2 groups according to Herzberg's Two Factors Theory; these were as follows:

- **Motivating Factors:** this group of factors included the following: finding work in tourism interesting, being a work that requires high levels of skills, the fairness in opportunities for career advancement in tourism and hospitality, the guarantee of opportunities for career advancement in tourism and hospitality, the ability to daily learn many life skills when working in tourism and hospitality professions, and the advantage of working in tourism and hospitality by getting to know new people from different cultural backgrounds and the daily learning of life skills by working in tourism and hospitality. The Cronbach alpha for these 6 variables was .628; therefore, the variable of "Working in tourism and hospitality requires high levels skills" was removed from this index to have a higher Cronbach Alpha value of .653, which is then an acceptable Cronbach Alpha value in social sciences.

- **Hygiene Factors:** this group of factors included the following variables: having family life affected by working in tourism and hospitality, positive influence on personal ethics, creating positive relations with workers in the same field, respect gained from society, the economic importance of tourism and hospitality, the longtime shifts of tourism and hospitality jobs, wage levels to workloads in hospitality in tourism, creating positive relations with workers in the same field, and the distinctiveness of tourism and hospitality work environments. Cronbach alpha for these 8 variables was .481; therefore, the variables related to effect on family life and long work shifts were removed from this index to have a new Cronbach Alpha value of .551, which is close to the acceptable value of .65 in social sciences. Figures 1 and 3 show the proposed model for these 2 indices as represented by 2 latent variables which are

regressed on satisfaction dependent variable.

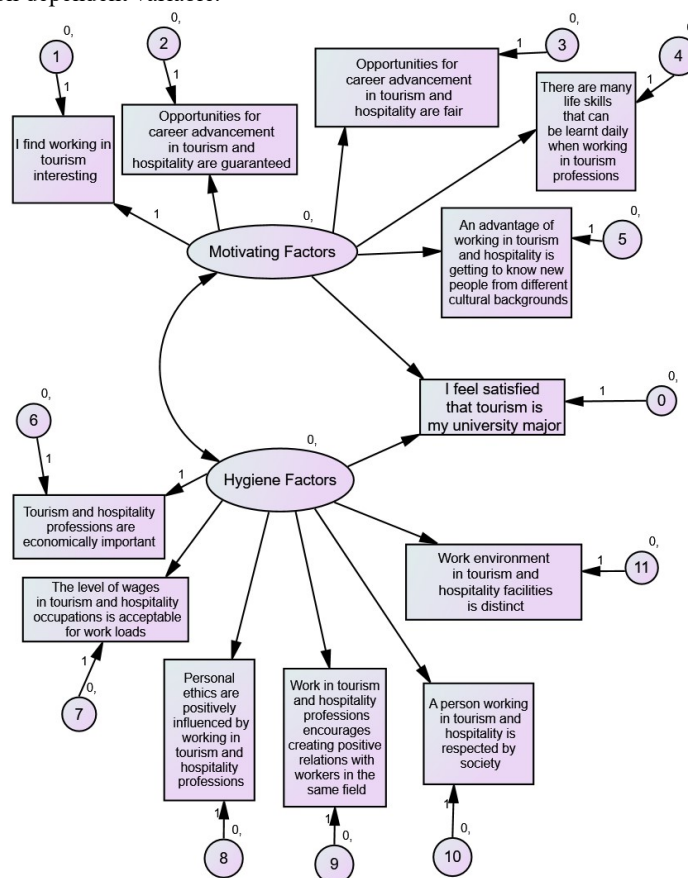


Figure 3: The proposed model of regressing tourism careers benefits variables on the variable of satisfaction.

Most of the observed variables were of standardized regression coefficients < 0.50 and of significant p-values (See Table 4 and Figure 4); the regression coefficients between satisfaction and the latent variables of motivating and hygiene factors were 0.829, and -0.315 respectively, with being non-significant for these two relations. The measures of goodness of fit were as follows: the chi-square/df (or CMIN/DF as put by AMOS 23.0) gave a value of 2.672 (Chi-square = 138.948, Degrees of freedom = 52 (CMIN/DF is usually satisfactory when > 2 , p value was < 0.05); NFI "Normed Fit Index" = .673, TLI "Tucker-Lewis Index" = .692, incremental *fit* index (*IFI*) = .767, RFI "Relative Fit index" = .585, and CFI "Comparative Fit Index" = .758. These measures are usually considered satisfactory when > 0.90 , such values are problematic since these measures are far from acceptable values; the same can be said about RMSEA "Standardized Root Mean Square Residual" = .106, which is considered satisfactory when < 0.05 .

Since these measures of fitness are not satisfactory, the proposed model was modified by taking out the variables with high standard deviations, these were the ones related to wage levels and the guarantee of opportunities for career advancement in tourism and hospitality; after reconducting analysis, the model better fitted the data and improved the relationships among variables (see Figure 5 and Table 5). The measures of goodness of fit of the modified model became as follows: the chi-square/df (or CMIN/DF as put by AMOS 23.0) gave a value of 1.798 (Chi-square = 59.318, Degrees of freedom = 33, p value was .003); NFI "Normed Fit Index" = .790, TLI "Tucker-Lewis Index" = .849, incremental *fit* index (*IFI*) = .894, RFI "Relative Fit index" = .713, and CFI "Comparative Fit Index" = .889. These values are more acceptable since these measures are close to satisfactory values; the same can be said about RMSEA "Standardized Root Mean Square Residual" with a score of .073, which is close to the satisfactory value of 0.05.

Table 4: The linear regression estimates for the model: Motivating Factors and Hygiene Factors on Satisfaction

Observed Variables	Path	Latent Variables	Standardized Regression Weights	S.E.	P
I find working in tourism interesting	<---	Motivators	.502	-	-
Opportunities for career advancement in tourism and hospitality are fair	<---	Motivators	.489	.243	***
Opportunities for career advancement in tourism and hospitality are guaranteed	<---	Motivators	.635	.306	***
There are many life skills that can be learnt daily when working in tourism professions	<---	Motivators	.623	.229	***
An advantage of working in tourism and hospitality is getting to know new people from different cultural backgrounds	<---	Motivators	.385	.163	***
A person working in tourism and hospitality is respected by society	<---	Hygiene	.358	.405	.001
Work environment in tourism and hospitality facilities is distinct	<---	Hygiene	.594	.481	***
Work in tourism and hospitality professions encourages creating positive relations with workers in the same field	<---	Hygiene	.503	.353	***
Tourism and hospitality professions are economically important	<---	Hygiene	.364	-	-
The level of wages in tourism and hospitality occupations is acceptable for work loads	<---	Hygiene	.364	.508	***
Personal ethics are positively influenced by working in tourism and hospitality professions	<---	Hygiene	.338	.417	.002
Dependent Variable					
I feel satisfied that tourism is my university major	<---	Hygiene	-.315	2.273	.544
I feel satisfied that tourism is my university major	<---	Motivators	.829	1.450	.118

(Note: No p-value is listed for some variables because they were constrained to one; Three stars (***) mean that the p-value is less than .001).

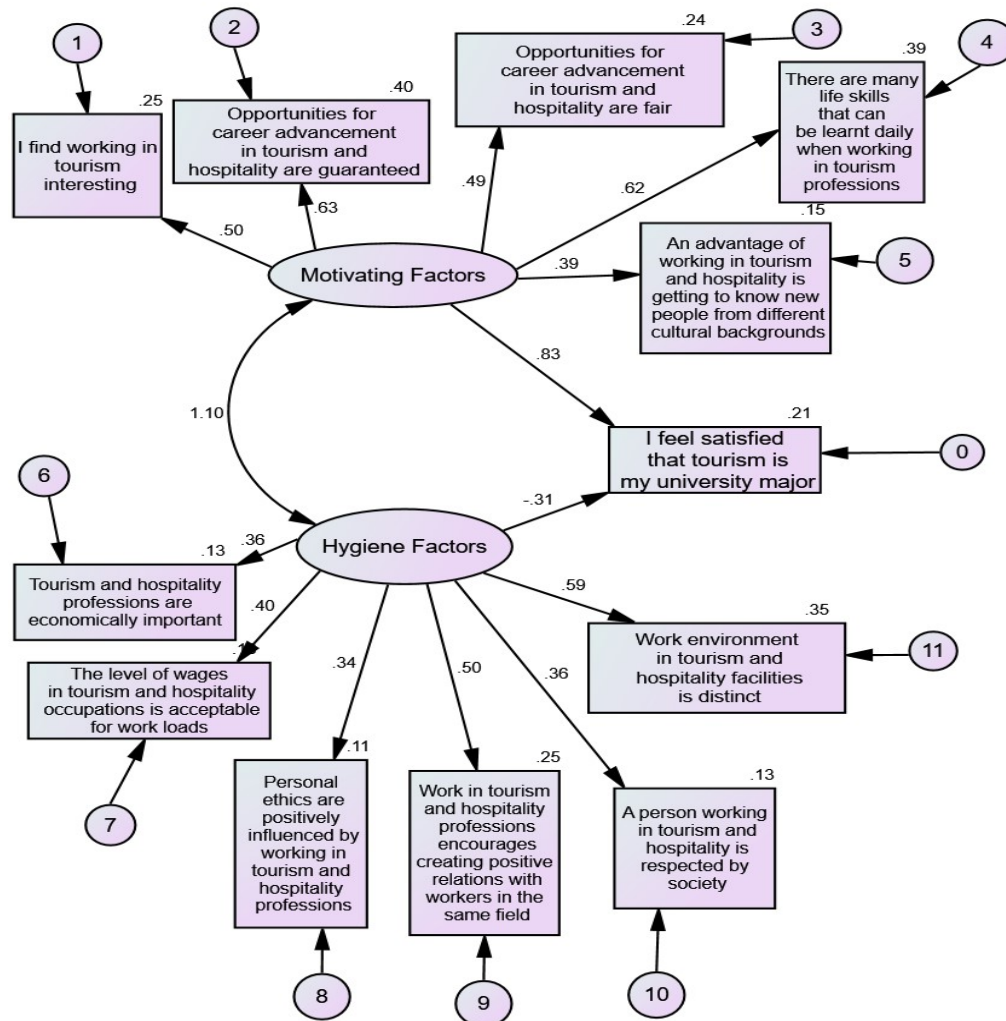


Figure 4: The proposed model of regressing motivating and hygiene factors on the variable of satisfaction where standardized regression coefficients and correlations are shown.

Table 5: The linear regression estimates for the modified model (after removing the variables with high standard deviations): Motivating Factors and Hygiene Factors on Satisfaction

Observed Variables	Path	Latent Variables	Standardized Regression Weights	S.E.	P
I find working in tourism interesting	<---	Motivators	.615	-	-
Opportunities for career advancement in tourism and hospitality are fair	<---	Motivators	.347	.243	***
There are many life skills that can be learnt daily when working in tourism professions	<---	Motivators	.623	.171	***
An advantage of working in tourism and hospitality is getting to know new people from different cultural backgrounds	<---	Motivators	.421	.125	***
A person working in tourism and hospitality is	<---	Hygiene	.294	.360	.005

Observed Variables	Path	Latent Variables	Standardized Regression Weights	S.E.	P
respected by society					
Work environment in tourism and hospitality facilities is distinct	<---	Hygiene	.562	.436	***
Work in tourism and hospitality professions encourages creating positive relations with workers in the same field	<---	Hygiene	.500	.332	***
Tourism and hospitality professions are economically important	<---	Hygiene	.380	-	-
Personal ethics are positively influenced by working in tourism and hospitality professions	<---	Hygiene	.350	.403	.002
Dependent Variable					
I feel satisfied that tourism is my university major	<---	Hygiene	.125	1.439	.717
I feel satisfied that tourism is my university major	<---	Motivators	.637	.771	.180

(Note: No p-value is listed for some variables because they were constrained to one; Three stars (***) mean that the p-value is less than .001).

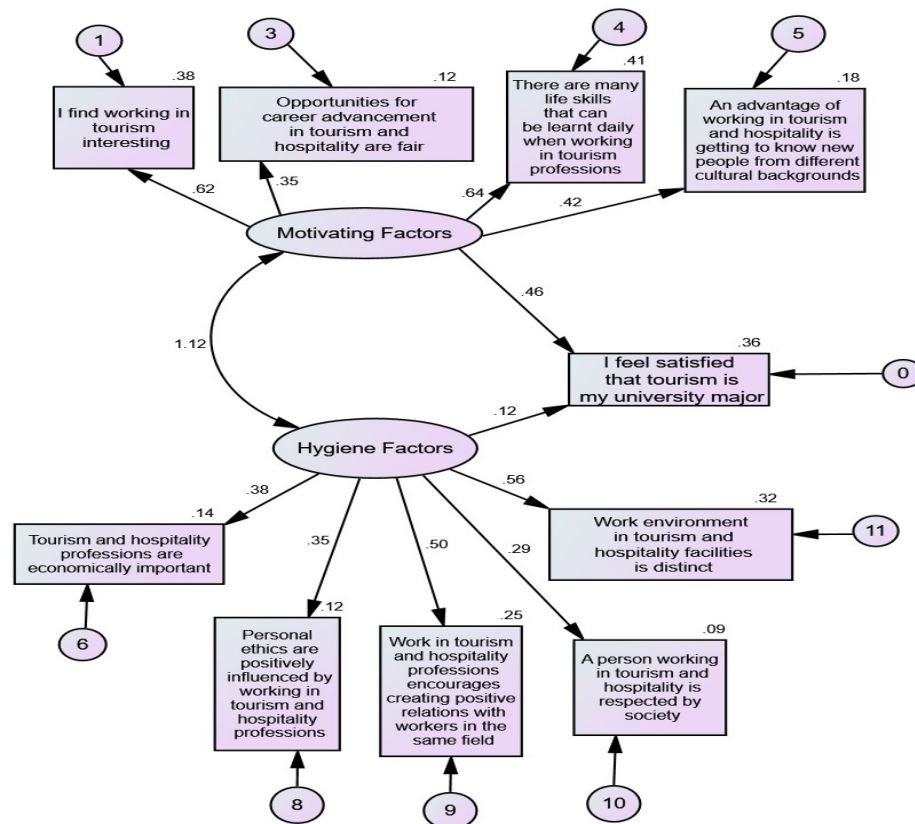


Figure 5: The modified model of regressing motivating and hygiene factors on the variable of satisfaction (after removing the variables with high standard deviations), standardized regression coefficients and correlations are shown.

5. Discussion & Conclusion

Despite the moderate levels of satisfaction about studying tourism as a university major, and the moderate to high levels of agreement on different benefits and job factors of tourism and hospitality professions; none of the latent variables had a significant relation with the dependent variable of satisfaction Motivating Factors ($\beta=.637$, $p=.180$); and Hygiene Factors ($\beta=.125$, $p=.717$). Therefore, H1 and H2, were rejected as the findings revealed that the path coefficients are not significant between the motivating and hygiene factors, and satisfaction variable. It would not be valid to compare the results of this study to previous literature since the latter tested both the Perceived Benefits and Herzberg's Two Factor Models as applied to tourist experiences and actual work/internship experiences respectively.

Such results though could indicate that studying the major of tourism was not motivated in the first place by the awareness about benefits of working in tourism and hospitality professions. This reflects a reality that faces Jordanian universities, which is the unified admission system imposed by the Ministry of Higher Education [MOHE], where there is no guidance or selection criteria that precedes the acceptance of students in tourism and hospitality majors, it is actually based on their GPA's in the General Secondary Education. This is in addition to the general negative perception by a segment of Jordanian society about careers in tourism and hospitality (Mustafa et. al., 2017). This resembles the case in other countries; a published example comes from China where such majors are associated with labor of lower classes (Zheng, 2008), and majors of universities are assigned according to test scores (Lusby, 2017). There are other factors that contribute to this problem, in some educational institutions (as in Jordan and other countries), tourism and hospitality as programs are affiliated to other professions as business, archaeology, geography, sociology, forestry, leisure and environmental studies (Mayaka & Akama, 2007). In other cases, tourism and hospitality are taught by professionals within university programs who are not aware of the scope of teaching involving tourism career paths (Berger, 2008). Moreover, the lack of coordination between educational institutions and industry in the stages of curricula development, training and recruitment make their contribution to students' employment lacks both focus and commitment (Solnet et al., 2007). All of these factors negatively affect the ability of universities to effectively guide students in finding their future careers. Therefore, it becomes important to solve such issues by educational systems that overcome the gap between outputs of educational programs and expectations of tourism and hospitality enterprises (employers). According to Adhoch (2019), career guidance and counseling should be given priority by educators to communicate the benefits of working in tourism and hospitality to students, which is to create more interest in such careers. Moreover, it is important to make students aware of the need to acquire all necessary competencies to successfully meet the expectations of tourism and hospitality market, which is not to be achieved if students have low levels of satisfaction about studying tourism and hospitality professions.

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تصورات الطلاب حول مزايا مهنية (عوامل وظيفية) مختارة في السياحة والضيافة: تطبيق نموذج هيرزبرج ذات العاملين ونموذج المزايا والرضا

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ملخص

تهدف هذه الدراسة إلى التحقيق في تصورات عينة من الطلاب حول المزايا والعوامل الوظيفية المرتبطة بالمستقبل الوظيفي في مجالي السياحة والضيافة، وما إذا كانت هذه التصورات تؤثر على رضاهم عن دراسة تخصص السياحة، وقامت عينة من 151 طالباً في برنامج الإدارة السياحية في جامعة أردنية حكومية بملء استبيان ركز على المزايا المحتملة التي يمكن اكتسابها من خلال العمل في مهن السياحة والضيافة، وتم إجراء كل من التحليل الوصفي ونمذجة المعادلة الهيكلية (Structure Equation Modeling). لوحظ وجود تصور عام إيجابي ومتوسط الدرجة حول مزايا الأعمال والعوامل الوظيفية في وظائف السياحة والضيافة من قبل أفراد العينة، لم تظهر النتائج أي تأثير ذات دلالة إحصائية للمزايا والعوامل الوظيفية على عامل الرضا عن دراسة تخصص السياحة، توصي الدراسة بضرورة أن تعطي الجامعات أولوية أكبر لإرشاد الطلبة فيما يتعلق بوظائفهم المستقبلية لتحسين تصوراتهم حولها، ولتحفيز اكتساب المعرفة والمهارات العملية اللازمة لدخول سوق العمل.

الكلمات الدالة: الوظيفية، الإرشاد الوظيفي، نظرية هيرزبرج ذات العاملين.

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