Factors affecting educational motivation in university: A study of tourism education in Antalya[1]

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Abstract

This study aimed to reveal the relationship between these variables (expectation, perception, satisfaction) that have an influence on the motivation of tourism education at undergraduate and associate degree. The research population consisted of 2827 students registered at the Faculty of Tourism and at the Vocational Schools in the University of Akdeniz. The sample of the study comprised 1098 students.

As a result of the study, a significant and positive relationship was detected between expectation, perception, satisfaction, and motivation levels of the students receiving associate and undergraduate degree tourism education. However, it was found that educational expectation had more influence on educational motivation than perception and prediction. In addition, it was detected that associate degree tourism students' mean values for the variables of expectation, perception, satisfaction and motivation were higher than the students receiving undergraduate level education.

Keywords: Expectation; perception; satisfaction; motivation; tourism education.

1. Introduction

Tourism industry directly contributes to national income with its revenue-creating effect (Singh, 2003) and also acts as the locomotive of the national economy with its stimulating effect in investments and other sectors (Dilber, 2007) as the driving and leading force of economic development. In addition, when tourism sector's caring, protecting and improving effect on historical, cultural, social and natural environment (Usta, 2001) is considered, the importance of it is better understood in terms of a country.

The fact that the contributions of tourism industry to countries' economies show a steady increase (Keung, 2000) has revealed the need for skilled manpower more by increasing the competition in the national and international tourism market (Sem & Clements, 1996). Ensuring the service quality required by today's contemporary tourism understanding and in this context, the necessity of achieving quality relations between tourists and employees serving to tourists are largely based on the high levels of vocational and technical education of the employees working in the

sector (Christou, 1999; Alp, 1992). The labour force at the estimated quality can only be achieved through an active and high quality tourism education and training (Ünlüönen, 2000).

Tourism education considered within the scope of vocational education is defined as the overall management, supervision and teaching activities as well as planning, examination, development, organization and coordination of all vocational education services related to tourism education within the integrity of the education system (Alkan et al., 1998). In other words, vocational tourism education can be expressed as a process which helps to train staff who have the theoretical and practical knowledge and skills which all the businesses in the tourism sector need and to provide staff with necessary knowledge and skills for them to be able to do their job better in a systematic way (Aymankuy & Aymankuy, 2013). In this context, the objectives of the institutions, especially the schools providing tourism education can be stated as helping employees that will work in tourism sector gain tourism awareness and philosophy, contributing to the improvement of tourism sector, providing qualified staff to tourism sector (Mısırlı, 2002), making staff accommodate themselves with the dominant accepted understanding in the world by teaching the management techniques and finally training high-level tourism professionals who can comprehend the new concepts, ideas and technologies (Üzümcü & Bayraktar, 2004). In short, tourism education is the entire work that aims to train qualified staff and managers who are knowledgeable about tourism by teaching the tourism movement and economy to the public and youth receiving education (Sezgin, 2001; Hacıoğlu, 1992).

Tourism education in Turkey is carried out in two ways as formal and informal. Educational institutions providing formal education consist of schools offering vocational tourism education at secondary and tertiary level. Informal tourism education includes short-term vocational courses offered by both official and private institutions. Vocational tourism education offered in secondary schools providing formal tourism education lasts four years. Associate degree education is provided for two years at higher education institutions and students are placed according to their diploma grades from the secondary schools providing vocational tourism education in Turkey, primarily from district schools among the secondary schools where tourism education is offered without examination. Undergraduate degree education at higher education institutions covers a total of four years, including eight semesters. According to the central examination system, these institutions admit students from all secondary schools. It is getting very difficult for students studying in secondary schools that provide tourism education based on the vocational curriculum to get a place in schools providing 4 years of undergraduate degree tourism education due to the central examination system.

Students are the most variable element in the education system. The fact that new students take place in this process in order to benefit from educational services at educational institutions each year reveals the dynamic nature of the education system. Education system must always cover current issues and innovations to meet the expectations of students. In particular, the fact that higher education institutions are preferred by students who have or who want to have professional competencies for a career towards a specific purpose results in the realization of a more conscious relation between the educational institution and the student. The fact that students studying at the university level are in conscious expectations and the consideration of the quality and value perception of the educational services offered as the requirements of their professional life can affect their level of motivation and satisfaction from the educational institution and its services (Demir, 2013).

In the present study, it is predicted that students' level of satisfaction related to the educational services provided occurs as a result of the interaction between their general expectations formed by internal and external impacts regarding the school and the tourism education provided at the school, and their perceptions developing through the process experienced. In addition, the effects of satisfaction which is a necessary but not sufficient condition for motivation, and the situation emerging after the perception on motivation are assessed. In this context, the determination of students' satisfaction and motivation levels regarding the education

they receive will affect their educational life and naturally their daily life significantly. From this point of view, the purpose of this study is to reveal the level of students' satisfaction and motivation in terms of education.

Understanding structurally dynamic expectations (O'Neill, 2003) is the key to ensure the quality of service. They are defined as preliminary thoughts that set the standard or reference point when evaluating the performance of a product. In this context, understanding customers' expectations of service quality plays a key role in ensuring the quality of service (Bebko, 2000) and evaluating the service quality (Clow et al., 1997; Cronin & Taylor, 1992; Grönroos, 1984; Lehtinen & Lehtinen, 1982; Parasuraman et al., 1985; Tse & Wilton, 1988). It is unnecessary to measure the expectation variable (Cronin & Taylor 1992). However, if a business does not specify consumers' expectation levels, it is also impossible for it to determine the reason why their perceptions do not match their expectations exactly (Kavak, 2013; Parasuraman et al., 1991). Businesses' identifying the expectations of consumers and managing their expectations effectively are very important for long term success (Tam, 2007). In addition, it is claimed that expectations are influenced by sources such as consumers' experiences with the product, external service promises, internal service promises, personal requests, prices and recommendations and may change based on these sources later (Meyer, 1981; Cadotte et al., 1987, Zeithaml et al., 1990; Grönroos, 1984 ; Teboul, 1991).

Students' expectations constitute one of the major factors of the works for the improvement and development of the service quality of tourism education at tertiary level. The educational process includes in-class academic teaching as well as out-of-class student-instructor relations, curriculum, and academic counselling and guidance for students (Ekinci & Burgaz, 2007) and this case may cause student expectations to be fulfilled at high or low levels due to different factors. Students' being evaluated as an individual by the academic and administrative staff at school, their being valued and the perceptions associated with this play an important role in their expectations (Kuh, 1995) and these kinds of factors as well as academic education may affect students' expectations of school (Hallock et al., 2003). Furthermore, preparing the course contents according to the current issues and sectoral requirements, teaching elective vocational courses practically according to students' interests by including the latest technology samples used in the sector, and courses' being provided by experts in their own fields can contribute to the fulfilment of student expectations, to the formation of student satisfaction and the increase in the satisfaction felt (Demir & Demir, 2011). In this regard, it is important to focus on the expectations of students in order to identify and fulfil their expectations and provide a service beyond these expectations. In higher education institutions, it is also important to reveal the expectations of students in order to determine student satisfaction and service quality (Şahin, 2011).

Perception occurs when people sense the effects that reach to them as a result of the events and objects around them through their sensory organs and then reach their consciousness. Although it is a subjective concept, perception is a reality for customers. Customers' perceptions of the product offered are influenced to a large extent both from their previous and subsequent experiences. In this context, perception occurring as a result of shaping human behaviours can be defined as customers' general assessment of a product. Since service evaluations occur as a result of the judgements of customers due to the abstract nature of services, perception is the only valid element in the evaluation of service and service quality (Parasuman et al., 1990).

Perceived value is a subjective condition which differs from one individual to another. In addition, cultural differences, geographical features, and several specific conditions affect the perceived value. The perceived value emerges as an idea whether the costs endured before benefiting from the service have a return or not, as judgments and evaluations about the possibility of other options' being more convenient in the process of benefiting from the service and about whether it is really worth it or not after using the service (Sweeney & Soutar, 2001). Values resulting from the interaction between expectations expressing the anticipated value for tourism students and perceptions expressing the actual values play an important role in the formation of the level of satisfaction and motivation of the students.

Satisfaction is considered as the opinion that a service has been provided in a satisfactory way as a result of the fact that the things achieved meet the expectations and/or go beyond them (Robbins et al., 2011; Oliver, 1999). Although service quality and satisfaction may seem conceptually different, they are in a very close relationship due to their basic structure (Dabholkar, 1995). If the service performance falls below the expectations, the customer will be dissatisfied with the service (Kotler & Armstrong, 1999). Student satisfaction is considered as the level where expectations are met in educational institutions (Demir & Demir, 2011). Student satisfaction is one of the factors that constitute quality in education. Educational services achieve student satisfaction by responding students' requests, needs and expectations, and offering an educational service beyond the expectations (Şahin, 2011).

It is observed that the level of fulfilment of students' expectations affects both their success and satisfaction levels and when the expectations are not fulfilled, that is the perception is lower than the expectation, complaints and dissatisfaction increase (Chiandotto et al., 2007). When the expectations of students are met, in other words their perceptions and expectations overlap or the perception exceeds the expectation, it can be predicted that the satisfaction level they get from the school will increase as well. In a study, a positive relationship between satisfaction and students' acceptance of commitment to school, incentives, and educational values has been detected (Goodenow & Grady, 1993). The studies examining the educational satisfaction of tourism students at undergraduate level reveal that quality in education is a priority over everything and the competence of instructors is considered very important in order to increase the satisfaction of the students (Tütüncü & Doğan, 2003) and learning is strongly associated with satisfaction from the course (Guolla, 1999). In addition, the negative perceptions of unhappy students during the university education may cause them to underachieve (Aksu & Köksal, 2005). Therefore, understanding what students expect from tourism sector and tourism education process is essential in determining the evaluations related to educational services, and ensuring and evaluating their satisfaction with the process.

Motivation is an issue in which almost everyone related to education is interested. Because it is a subject that attracts attention, many definitions have been proposed by researchers. Motivation is expressed as "the force that starts the necessary actions to meet a need" (Yıldırım, 2006). According to another definition, motivation as "a process in which goal-directed activity is instigated and sustained " (Pintrich & Schunk, 2002). In addition, It is also described as "an intrinsic force that prompts, directs and ensures the continuity of behaviour" (Thorkildsen et al., 2002) and as "an internal state that arouses, directs and maintains behaviour" (Woolfolk, 2004). Motivation is also described as the academic engagement that is the most influential of all the factors that affect student performance (Francis et al., 2004). In all these definitions, it is clearly seen that motivation has a structure that covers inner power, permanent features, impulsive behaviours against a stimulus, and beliefs and influences. In short, motivation is a situation which all the factors that determine the extent of the willingness to participate (attempt) in an activity create or it is the creation of such a situation.

Students' motivation for learning and achievement is an element that is often ignored in professional education programs. However, the motivation of individuals receiving education is the most critical component of educational programs. The only reason why even the education programs that have been designed and practiced in the best way fail is the low motivation of the students receiving the program (Çevikoğlu, 2006). Every educator aiming to increase academic success has to care about the motivation of students from time to time. Motivation problems are observed to be an important and current problem area affecting academic achievement. This situation has also been identified in the studies carried out on the subject (Cunningham, 2003; Matuga, 2009; Renchler, 1992).

Determining the relationship between the pre-formed expectations of students coming to school to get tourism education, their perceptions developed through experiences, their satisfaction

and motivation occurring after perception is of paramount importance in terms of the schools that aim to provide sustainable quality tourism education.

2. Material and Methods

This study aims to find out the expectation, perception, satisfaction and motivation levels of students studying at schools that provide tourism education at undergraduate and associate degree, to reveal the relationship and influence between these variables, and also to make comparisons between students receiving tourism education at associate and undergraduate degree in terms of these variables. Our research model is shown in Figure 1.
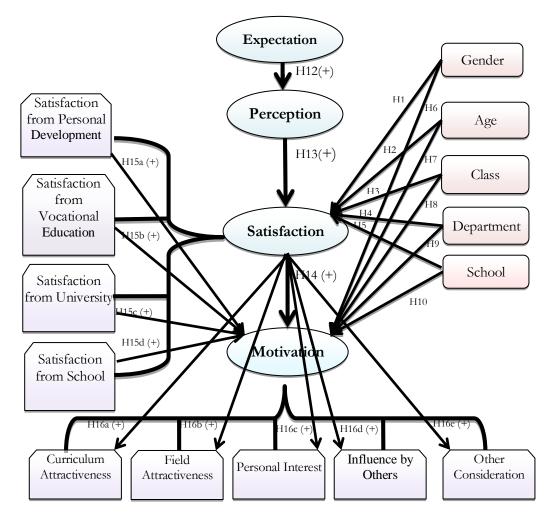

Figure 1: Research model

In the study, quantitative methods were used for the data to be obtained from the students. The research population consisted of 2827 students registered at the Faculty of Tourism and Tourism Departments of 3 Vocational Schools at Akdeniz University. The sample of the study comprised 1098 students. Data were collected through questionnaires in the fall semester of 2015-2016 academic year. The questionnaire created to collect the research data comprised five sections. In the first section, personal information (gender, age, the high school graduated from, their current departments, class, and order of preference) was collected and in the second section, Expectation of Tourism Education Scale which included 10 statements and was used by Barry and Melody (2014) in their study was used in order to measure students' expectations. In the third section, Perception of Tourism Education Scale which consisted of 7 statements and was used by Barry and

Melody (2014) in their study was used and in the fourth section Satisfaction from Academic Education Scale that comprised 18 statements and was used by Sökmen (2011) in a study was utilized. Finally, in the fifth section, Motivation for Tourism Education Scale which included 17 statements and was used by Barry and Melody (2014) in their study was used. The scales used in the study were five-point likert type in the form of (1) "Completely disagree", (2) "Disagree", (3) "Neutral", (4) "Agree" and (5) "Completely agree". Data collected via the questionnaire were analyzed and interpreted through the SPSS statistical analysis software package program.

The hypotheses tested in the present study are as follows:

H1: There is a statistically significant difference between the students' perception of satisfaction and their gender.

H2: There is a statistically significant difference between the students' perception of satisfaction and their ages.

H3: There is a statistically significant difference between the students' perception of satisfaction and their classes.

H4: There is a statistically significant difference between the students' perception of satisfaction and their departments.

H5: There is a statistically significant difference between the students' perception of satisfaction and their schools.

H6: There is a statistically significant difference between the students' motivation and their gender.

H7: There is a statistically significant difference between the students' motivation and their ages.

H8: There is a statistically significant difference between the students' motivation and their classes.

H9: There is a statistically significant difference between the students' motivation and their departments.

H10: There is a statistically significant difference between the students' motivation and their schools.

H11: There is a positive relationship between the students' expectation, perception, satisfaction, and motivation.

H12: Students' expectation affect their perception positively.

H13: Students' perception affect their satisfaction positively.

H14: Students' satisfaction affects their motivation positively.

H15: Students' dimensions of satisfaction affect their motivation positively.

H16: Students' satisfaction affects the dimensions of motivation positively.

H17: Students' expectation affects their motivation more than perception and satisfaction positively.

Kolmogorov-Simirnov test was carried out in order to determine whether the data were normally distributed or not in the multivariate analyses and as a result of the test, it was found out that the data had a normal distribution. Since the data obtained had a normal distribution, parametric tests were applied. Cronbach alpha reliability analysis was used to measure the reliability of the scales used in the study, which were Expectation of Tourism Education, Perception of Tourism Education, Satisfaction from Academic Education, and Motivation for Tourism Education Scales, and frequency and descriptive statistics were used for personal information. Factor analysis was performed to test the validity of the Motivation for Tourism Education Scale and Satisfaction from Academic Education Scale. Pearson correlation analysis was carried out in order to determine the relationship between expectation, perception, satisfaction and motivation variables, and linear regression analysis was carried out to identify the effect of variables' on each other. Independent samples t-test was performed to test the H1, H5, H6, and H10 hypotheses, One-Way ANOVA test was used to test H2, H3, H4, H7, H8, and H9 hypotheses and Pearson correlation analysis was done to test the H11 hypothesis, and simple linear regression analysis was performed to test H12, H13, H14, H15, H16, and H17 hypotheses. In accordance with the hypotheses developed, the research model was established as in Figure1.

3. Results

This section presents the data obtained as a result of the data analysis of the study.

Validity and reliability findings

Alpha (a) model (Cronbach's Alpha Coefficient) was used in the reliability analyses of the scales applied. The Cronbach's Alpha coefficient was found as 0.95 in the general validity and reliability analysis of the scales; Cronbach's Alpha coefficient was 0.90 for the Satisfaction from Academic Education scale, it was 0.90 for the Motivation for Tourism Education, it was 0.86 for the Expectation of Tourism Education scale and it was 0.86 for the Perception of Tourism Education scale. These Cronbach's Alpha values indicate high reliability for the scales used in the study.

Factor analysis for the satisfaction from academic education and scale validation

Factor analysis was performed in order to test the construct validity of the Satisfaction from Academic Education scale. Kaiser-Meyer-Olkin (KMO) test was carried out to test the adequacy of the sample size and Barlett Sphericity test was conducted to determine whether the variables had normal distribution or not. KMO value of the Satisfaction from Academic Education scale was 0.912, and Barlett Sphericity test results were meaningful. After factor analysis and varimax rotation were carried out, four dimensions whose eigenvalue of the Satisfaction from Academic Education scale was greater than one were identified and the four dimensions accounted for the 66.780% of the total variance. Table 1 shows under which factors the Satisfaction from Academic Education gathered.

The statements whose value was below 0.50 in the factor analysis, which were "3. (Overall, I am satisfied with my school and department), 4. (The instructors from whom I receive my education have sufficient professional knowledge and experience), and 9. (The physical equipment of the school like classroom and computer labs are sufficient), were excluded from the analysis. The fact that Cronbach's Alpha values for the factors were positive and over 70% indicates that the scale is quite reliable. The validities for the dimensions of the scale were identified as .82 in the factor of the Satisfaction from Vocational Education, as .86 in the factor of the Satisfaction from Personal Development, as .77 in the factor of the Satisfaction from University and finally as .72 in the factor of Satisfaction from School.

Table 1. Factor analysis for satisfaction from academic education

Variables	Statements	Factor Loading	Factor Validity	Factor Variance
Satisfaction from Vocational Education	14-I think I have specialized in the program I study at.	.755	.82	19.742
	15-I think I have learnt an important part of the concepts and applications of my profession.	.777		
	16-I had the opportunity to improve the theoretical knowledge I gained at school through practical application.	.779		
	17-Thanks to my education, I can find a job more easily compared to others.	.701		
	18- I believe the language education which will help me do my job easily has been provided.	.478		
Satisfaction from Personal Development	10-Thanks to my education, my self-confidence has increased.	.695	.86	18.524
	11-The education I received and the experiences I had at school improved my communication skills.	.797		
	12-I have become a more social and active person thanks to school.	.817		
	13- The education I received and the experiences I had at school taught me how to lead my life.	.728		

Satisfaction from University	5- Food and beverage services provided throughout the university are sufficient.	.682	.77	17.201
	6- Social and psychological counselling services provided at university are adequate.	.755		
	7-Many social and cultural activities which draw my interest are organized at my university.	.780		
	8- Academic counselling services provided are adequate.	.688		
Satisfaction from School	1-Course hours and the program are sufficient and well organized.	.850	.72	11.314
	2-The courses offered within the program are adequate and organized in accordance with the purpose.	.796		
KMO:0.912 P:.000 (Barlett's Test)			Total Variance: 66.780	

Factor analysis for the motivation for tourism education and scale validation

Factor analysis was performed in order to test the construct validity of the Motivation for Tourism Education scale. Kaiser-Meyer-Olkin (KMO) test was carried out to test the adequacy of the sample size and Barlett Sphericity test was conducted to determine whether the variables had normal distribution or not. KMO value of the Motivation for Tourism Education scale was 0.906, and Barlett Sphericity test results were meaningful. After factor analysis and varimax rotation were carried out, three dimensions whose eigenvalue of the Motivation for Tourism Education scale was greater than one were identified and the three dimensions accounted for the 68.372% of the total variance. Table 2 displays under which factors the Motivation for Tourism Education gathered.

Table 2. Factor analysis for the motivation for tourism education

Variables	Statements	Factor Loading	Factor Validity	Factor Variance
Curriculum / Field Attractiveness	1-I want to work in tourism sector.	.815	.92	37.351
	2- I want to receive education in the field of tourism.	.873		
	3- I want to learn how tourism industry works.	.856		
	4- I want to learn theoretical tourism information.	.783		
	6- I believe my personality is suitable to receive tourism education.	.733		
	7- I want to introduce my country to visitors in a better way.	.663		
	8- Working in tourism sector is attractive form me.	.757		
	9- The content and activities of the program where I receive education are attractive for me.	.551		
Influence by Others	10-My friends like the program where we receive education.	.767	.76	19.135
	11-My teachers support me in getting tourism education.	.787		
	12- My friends support me in getting tourism education.	.739		
Other Consideration	16- My academic achievement is not sufficient for me to receive education in another program.	.841	.66	11.887
	17-I do not have another option.	.866		
KMO:0.906 P:.000 (Barlett's Test)			Total Variance: 68.372	

The statements whose value was below 0.50 in the factor analysis, which were "5. (I like tourism and travelling), 13. (My family supports me in working in tourism industry), 14. (Other education programs are not attractive for me), and 15. (My academic achievement is sufficient for me to receive education in this program), were excluded from the analysis. The fact that Cronbach's Alpha values for the factors were positive and over 60% indicates that the scale is quite reliable. The motivation scale which was determined as five dimensions (Curriculum Attractiveness, Field Attractiveness, Influence by Others, Personal Interest, Other Consideration)

in the study of Barry and Melody (2014) was identified as three dimensions in this study and statement distributions are displayed in Table 2. Curriculum Attractiveness and Field Attractiveness were combined as a single factor. The validities for the dimensions of the scale were identified as ,92 in the factor of the Curriculum\Field Attractiveness , as .76 in the factor of the Influence by Others, and as .66 in the factor of the Other Consideration.

Findings concerning personal information

When the personal information of the participants was examined, it was found out that 58.4 % of the participants were male and 41.4% of them were female. Totally 22.6% of the participants were 19 years old, 19.5% of them were 18 years old, 16.8% of them were 20 years old, 16.4% of them were 21, and finally 8.7% of the students were 22 years old. When their classes were examined, it was seen that 38.1% of the participants were in the first grade, 23.2% of them were in the second grade, 13.6% of them were in the third grade and finally 14.9% of the students were in the fourth grade. In addition, 28.2% of the students participating in the study were graduates of standard high school, 24.8% of them were graduates of Anatolian high school, and 35.1% of the participants graduated from vocational high school offering tourism education. The analysis of the departments of the participants indicated that 40.3% of the students studied at the department of Tourism Management, 10.4% of them were at the department of Gastronomy and Culinary Arts, 3.3% of them were at the department of Tourist Guiding, 6.1% of them were at the department of Hospitalization Management, 6.3% of the participants were at the department of Travel Management, 20.4% of the them studied at the department of Tourism and Hospitality Management and finally 13.2% of the participants were at the department of Tourism and Travel Management. When the faculty preference order of the students were examined, it was revealed that 36.2% of the participants preferred Tourism Faculty in the 1st rank, 15.6% of the participants preferred Tourism Faculty in the 2nd rank, 10.2% of them preferred it in the 3rd rank, 6.4% of them preferred it in the 4th rank, and finally 4.6% of the participants preferred it at the 5th rank; also 61.5% of the participants were at undergraduate degree school and 38.5% of them were at associate degree school.

Findings regarding the research hypotheses

The findings and interpretations related to the research hypotheses are presented below. No difference in the mean values of the female ($\bar{X}$=3.19) and male ($\bar{X}$=3.26) students' perceptions of satisfaction from academic education was revealed. According to the t-test carried out to determine the significance between the students' gender and their perceptions of academic education satisfaction, the difference between the students' academic education satisfaction and their genders (t=-1.60, p>0.05) was not found to be significant. In this case, the hypothesis *H1 "There is a statistically significant difference between the students' perception of satisfaction and their gender."* was rejected.

When Table 3 is analyzed, it is seen that the students' satisfaction from academic education differ based on age (F $_{(16;1019)}$)=4.329, p<0.05). In this case, the hypothesis *H2 "There is a statistically significant difference between the students' perception of satisfaction and their ages."* was accepted.

Table 3 indicates that the attitudes of satisfaction from academic education differ based on class (F $_{(3;1092)}$)=18.121, p<0.05). It can be seen that within the mean values of the satisfaction from academic education, the first grade ($\bar{X}$= 3.3953), second grade ($\bar{X}$=3.1252), and third grade ($\bar{X}$=3,2857) students had higher mean values, but fourth grade($\bar{X}$=2.8380) students had lower mean values. In this case, the hypothesis *H3 "There is a statistically significant difference between the students' perception of satisfaction and their classes."* was accepted.

Table 3 demonstrates that the attitudes of satisfaction from academic education differ based on departments (F $_{(6;1091)}$)=12.967, p<0.05). It was found out that within the mean values of satisfaction from academic education based on departments, students of the Tourism Management Department ($\bar{X}$=3.3331), the Gastronomy and Culinary Arts Department

($\bar{X}$=3.1263), the Tourist Guiding Department ($\bar{X}$=3.3301), the Tourism and Hotel Management Department ($\bar{X}$=3.2990), the Tourism and Travel Management Department ($\bar{X}$=3.3470) had higher mean values, but the Hospitality Management Department ($\bar{X}$=2.8316) and Travel Management Department ($\bar{X}$=2.6966) students had lower mean values. In this case, the hypothesis *H4 "There is a statistically significant difference between the students' perception of satisfaction and their departments."* was accepted.

Table 3. Students' satisfaction from academic education based on age, class and department (ANOVA)

Based on Age	Sum of Squares	df	Mean Square	F	p
Between Groups	35.477	16	2.217	4.329	.000
Within Groups	521.977	1019	.512		
Total	557.454	1035			
Based on Class	Sum of Squares	df	Mean Square	F	p
Between Groups	42.874	3	14.291	28.379	.000
Within Groups	549.913	1092	.504		
Total	592.787	1095			
Based on Department	Sum of Squares	df	Mean Square	F	p
Between Groups	39.576	6	6.596	12.967	.000
Within Groups	554.969	1091	.509		
Total	594.545	1097			

According to Table 4, a difference is observed in the mean values of the undergraduate ($\bar{X}$=3.1648) and associate ($\bar{X}$=3.3491) degree students' perceptions of satisfaction from academic education. According to the t-test performed to determine the significance between the students' schools and their perceptions of academic education satisfaction, the difference between the students' academic education satisfaction and their schools (t=-4.065), p<0.05) was significant. In this case, the hypothesis *H5 "There is a statistically significant difference between the students' perception of satisfaction and their schools."* was accepted.

A difference was revealed in the mean values of the female ($\bar{X}$=3.4722) and male ($\bar{X}$=3.5615) students' motivation for tourism education. According to the t-test carried out to determine the significance between the students' gender and their motivation for tourism education, the difference between the students' motivation for tourism education and their genders (t=-1.980, p<0.05) was found to be significant. In this case, the hypothesis *H6 "There is a statistically significant difference between the students' motivation and their gender."* was accepted.

When the ANOVA test for the Motivation for Tourism Education based on Students' Ages was examined, it was revealed that students' motivation for tourism education differed based on age ($F_{(16;1005)}$ = 6.023, p<0.05). It was seen that within the mean values of motivation for tourism education based on age, students' motivation decreased gradually at the ages of 18 ($\bar{X}$=3.7403), 19 ($\bar{X}$=3.6525), 20 ($\bar{X}$=3.6197), 21 ($\bar{X}$=3.3243), 22 ($\bar{X}$=3.2741) and 23 ($\bar{X}$=2.9928), but had a tendency to increase at the ages of 24 ($\bar{X}$=3.3238) and 25 ($\bar{X}$=3.3959). In this case, the hypothesis *H7 "There is a statistically significant difference between the students' motivation and their ages."* was accepted.

After the ANOVA test for students' Motivation for Tourism Education was examined, it was found out that students' motivation for tourism education differed based on class ($F_{(3;1077)}$ =61.069, p<0.05). It can be seen that within the mean values of the motivation for tourism education, the first grade ($\bar{X}$= 3.7357), second grade ($\bar{X}$=3.5144), and third grade ($\bar{X}$=3.4598) students had higher mean values, but fourth grade ($\bar{X}$=2.9183) students had lower mean values.

As a result, the hypothesis *H8 "There is a statistically significant difference between the students' motivation and their classes."* was accepted.

It was also discovered that students' motivation for tourism education differed based on departments (F $_{(6;1091)}$)=27.581, p<0.05). It was found out that within the mean values of motivation for tourism education based on departments, the students of the Tourism Management Department ($\bar{X}$=3. 6207), Gastronomy and Culinary Arts Department ($\bar{X}$=3.3852), Tourist Guiding Department ($\bar{X}$=3.8140), and Tourism and Travel Management Department ($\bar{X}$=3.7434) students had higher mean values, but the students of Tourism and Hotel Management Department ($\bar{X}$=2.7922) had lower mean values. In this case, the hypothesis *H9 "There is a statistically significant difference between the students' motivation and their departments."* was accepted.

According to Table 4, a difference was observed in the mean values of the undergraduate ($\bar{X}$=3.4220) and associate ($\bar{X}$=3.6914) degree students' motivation for tourism education. According to the t-test performed to determine the significance between the students' schools and their motivation for tourism education, the difference between the students' motivation for tourism education based on their schools (t=-5.987), p<0.05) was significant. In this case, the hypothesis *H10 "There is a statistically significant difference between the students' motivation and their schools."* was accepted.

Table 4. The difference in satisfaction and Motivation from academic education based on students' schools

Satisfaction	N	MEAN	Std. Deviation	t	p
Undergraduate	675	3.1648	.71366	-4.065	.000
Associate	423	3.3491	.75796		
Motivation					
Undergraduate	668	3.4220	.75577	-5.987	.000
Associate	415	3.6914	.65860		

Table 5 indicates the relationship between students' academic education expectation, perception, satisfaction, and motivation.

Table 5. The relationship between students' academic education expectations, perceptions, satisfaction, and motivation

Scale	N	Mean	St	1	2	3	4	5	6	7	8	9	10	11
1. Expectation of Tourism Education	1083	3.8155	.69638	1										
2. Perception of Tourism Education	1082	3.5137	.83667	.533** .000	1									
3. Satisfaction from Academic Education	1098	3.2358	.73619	.485** .000	.667** .000	1								
4. Motivation for Tourism Education	1083	3.5252	.73161	.617** .000	.513** .000	.558** .000	1							
5. Satisfaction from Vocational Education	1098	3.0559	.93996	.422** .000	.560** .000	.842** .000	.507** .000	1						
6. Satisfaction from Personal Development	1098	3.3631	.95871	.400** .000	.531** .000	.818** .000	.443** .000	.614** .000	1					
7. Satisfaction from University	1098	3.0612	.94232	.307** .000	.472** .000	.757** .000	.363** .000	.468** .000	.488** .000	1				

	N	Mean	SD											
8. Satisfaction from School	1096	3.3385	1.07373	.338**	.479**	.647**	.328**	.458**	.410**	.397**	1			
				.000	.000	.000	.000	.000	.000	.000				
9.Curriculum\Field Attractiveness	1083	3.7893	.93077	.575**	.423**	.450**	.923**	.406**	.371**	.260**	.270**	1		
				.000	.000	.000	.000	.000	.000	.000	.000			
10.Influence by Others	1082	3.3615	.95246	.475**	.513**	.560**	.772**	.495**	.434**	.408**	.306**	.591**	1	
				.000	.000	.000	.000	.000	.000	.000	.000	.000		
11.Other Consideration	1077	2.6188	1.12354	.195**	.198**	.247**	.355**	.244**	.154**	.227**	.180**	.118**	.221**	1
				.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

The relationship between expectation of tourism education, perception of tourism education, and satisfaction from academic education was examined through Pearson's correlation technique. In the correlation table, it can be seen that the mean values were found as ($\bar{X}$=3.8155) for the expectation of tourism education, as ($\bar{X}$= 3.5137) for the perception of tourism education, as ($\bar{X}$=3.2358) for the satisfaction from academic education, as ($\bar{X}$=3.0559) for the satisfaction from vocational education, as ($\bar{X}$=3.3631) for the satisfaction from personal development, as ($\bar{X}$= 3.0612) for the satisfaction from university, as ($\bar{X}$=3.3385) for the satisfaction from school, as ($\bar{X}$=3.7893) for the curriculum\ field attractiveness, as ($\bar{X}$=3.3615) for the influence by others and finally as ($\bar{X}$=2.6188) for the other consideration. The mean values indicated that the mean value of the other consideration dimension was lower than the mean values of the other variables. There is a positive relation between the expectation of tourism education and perception of tourism education (expectation tourism education (r=.533, p>.01)). In addition, there is a positive relation between satisfaction from academic education, and its dimensions and the expectation of tourism education (Satisfaction from academic education (r=.485, p>.01), satisfaction from vocational education (r=.422, p>.01), satisfaction from personal development (r=.400, p>.01), satisfaction from university (r=.307, p>.01), satisfaction from school (r=,338, p>.01)). There is a positive relationship between satisfaction from academic education, and its dimensions and the perception of tourism education (Satisfaction from academic education (r=.667, p>.01), satisfaction from vocational education (r=.560, p>.01), satisfaction from personal development (r=.531, p>.01), satisfaction from university (r=.307, p>.01), satisfaction from school (r=.338, p>.01)). Considering these results, students' tourism education expectations and perceptions are positively related with their satisfaction; that is their satisfaction increases or decreases in line with their expectations and perceptions.

In addition, there is a positive correlation between the motivation for tourism education, and its dimensions and the expectation of tourism education (Motivation for tourism education (r=.617, p>.01), curriculum\field attractiveness (r=.575, p>.01), influence by others (r=.475, p>.01), other consideration (r=.195, p>.01). Furthermore, there is a positive relation between the motivation for tourism education, and its dimensions and the perception of tourism education (Motivation for tourism education (r=.513, p>.01), curriculum\field attractiveness (r=.423, p>.01), influence by others (r=.513, p>.01), other consideration (r=.198, p>.01)). There is also a positive relationship between satisfaction from academic education, and its dimensions and the motivation for tourism education (Satisfaction from academic education (r=.558, p>.01), Satisfaction from vocational education (r=.507, p>.01), Satisfaction from personal development (r=.443, p>.01), Satisfaction from university (r=.363, p>.01), Satisfaction from school (r=.328, p>.01)). In this context, the hypothesis *H11* "*There is a positive relationship between the students' expectation, perception, satisfaction and motivation.*" was accepted.

According to Table 6, the F value (429.091) indicates that our model was significant as a whole at all levels (Sig.=.000). It can be seen from the statistical t values of the parameters that each variable included in the model was individually significant (5% significance level). Expectation of tourism education whose ß value was as (.645) affected the perception of tourism education

positively. In other words, when students' expectation of tourism education increases, their perception of tourism education will increase as well. Expectation level that affects the perception of tourism education explains the perception level at the rate of 0.284 (R^2=0.284). According to this result, the 28% of the change in perception of tourism education is explained by the expectation of tourism education variable. In this case, the hypothesis *H12 "Students' expectation affects their perception positively."* was accepted.

The F value (865.425) in Table 6 points out that our model was significant as a whole at all levels (Sig.=.000). It can be seen from the statistical t values of the parameters that each variable included in the model was individually significant (5% significance level). Perception of tourism education whose ß value was as (.587) affected the satisfaction from academic education positively. That is, when students' perceptions of tourism education increase, their satisfaction from academic education will increase as well. The Perception level that affects students' satisfaction from academic education explains the perception level at the rate of 0.445 (R^2=0.445). According to this result, the 44% of the change in the satisfaction from academic education is explained by the perception of tourism education variable. In this case, the hypothesis *H13 "Students' perception affects their satisfaction positively."* was accepted.

The F value (488.943) in Table 6 reveals that our model was significant as a whole at all levels (Sig.=.000). It can be seen from the statistical t values of the parameters that each variable included in the model was individually significant (5% significance level). Satisfaction from academic education whose ß value was as (.554) affected the motivation for tourism education positively. In other words, when students' satisfaction increases, their motivation will increase as well. The satisfaction level that affects students' motivation for tourism education explains the motivation level at the rate of 0.311 (R^2=0.311). According to this result, the 31% of the change in the motivation for tourism education is explained by the satisfaction from academic education variable. In this case, the hypothesis *H14 "Students' satisfaction affects their motivation positively."* was accepted.

According to Table 6, the F value (114.089) indicates that our model was significant as a whole at all levels (Sig.=.000). It can be seen from the statistical t values of the parameters that each variable included in the model was individually significant (5% significance level). Satisfaction from vocational education whose ß value was as (.252) was the dimension that relatively affected the motivation for tourism education most and satisfaction from school whose ß value was as (.048) was the dimension that relatively affected the motivation for tourism education least. Satisfaction dimensions that affect students' motivation explain the motivation level at the rate of 0.298 (R^2=0.298). According to this result, the 29% of the change in motivation for tourism education is explained by the dimensions of satisfaction from academic education variables. In this case, the hypothesis *H15 "Students' satisfaction dimensions affect their motivation positively."* was accepted.

According to Table 6, the F values indicate that the models were significant as a whole at all levels (Sig.=.000). It is seen from the statistical t values of the parameters that each variable included in the model is individually significant (5% significance level). Satisfaction from academic education whose ß value was as (.723) affected the influence by others dimension most. Students' satisfaction from academic education explains the dimension of Curriculum \Field Attractiveness at the rate of 0.203 (R^2=0.203), the dimension of Influence by Others at the rate of 0.313 (R^2=0.313), and the dimension of Other Consideration at the rate of 0.061 (R^2=0.061). According to this result, the 20% of the change in the dimension of Curriculum \Field Attractiveness, the 31% of change in the dimension of Influence by Others, and the 6% of the change in the dimension of Other Consideration are explained by the satisfaction from academic education variable. In this case, the hypotheses *H16 "Students' satisfaction affects their motivation dimensions positively."* was accepted.

Table 6. The impact of the variables

Dependent Variable	Independent Variable	Coefficient		t	F	R²
		β	S. Error			
Perception of Tourism Education	Fixed Value	1.050	,121	8,688	429.091	0.284
	Expectation of Tourism Education	.645	.031			
Satisfaction of Tourism Education	Fixed Value	1.174	.072	16.285	865.425	0.445
	Perception of Tourism Education	.587	.020			
Motivation of Tourism Education	Fixed Value	1.733	.083	20.857	488.943	.311
	Satisfaction of Academic Education	.554	.025			
Motivation of Tourism Education	Fixed Value	1.927	.081	23.700	114.089	.298
	Satisfaction of Vocational Education	.252	.027	4.898		
	Satisfaction of Personal Development	.127	.026	9.434		
	Satisfaction of University	.078	.024	3.283		
	Satisfaction of School	.048	.020	2.352		
Curriculum \ Field Attractiveness	Fixed Value	1.949	.114	17.135	275.168	.203
	Satisfaction of Academic Education	.569	.034			
Influence By Others	Fixed Value	1.023	.108	9.465	492.471	,313
	Satisfaction of Academic Education	.723	.033			
Other Consideration	Fixed Value	1.403	.149	9.402	69.952	.061
	Satisfaction of Academic Education	.376	.045			
Motivation of Tourism Education	Fixed Value	.600	.097	6.214	319.097	.471
	Expectation of Tourism Education	.450	.028	15.916		
	Perception of Tourism Education	.082	0.27	3.003		
	Satisfaction of Tourism Education	.284	.030	9.430		

The F value (319.097) in Table 6 points out that our model was significant as a whole at all levels (Sig.=.000). It can be seen from the statistical t values of the parameters that each variable included in the model was individually significant (5% significance level). Expectation, perception and satisfaction whose ß value were as (expectation .450, perception .082 and satisfaction .284) affected the motivation of academic education positively. The factors (expectation, perception and satisfaction) that affect students' motivation of academic education explain the level at the rate of 0.471 (R^2=0.471). According to this result, the 47.1 % of the change in the educational motivation of academic education is explained by the factors (expectation, perception and satisfaction) of tourism education variables. However, it was found that pre-educational expectation (conscious or prejudiced) had more influence on educational motivation than perception and prediction. In this case, the hypothesis *"H17: Students' expectation affects their motivation more than perception and satisfaction positively."* was accepted. In the multiple regression formula can be showed the following.

Motivation= **.600** + **.450** x (expectation) + **.082** x (perception) + **.284** x (satisfaction)

4.   Conclusions

The quality of the service provided by employees who have received tourism education is of great importance for businesses serving in today's tourism sector to have a high level of customer satisfaction. Student expectations are effective in creating both conscious learning in personal development and services an educational institution should provide. The higher degree expectations are met, the higher degree positive perceptions of educational services can be. In this context, the fact that schools educating students to be employed in the tourism industry have students who have high expectations and aim to do a career in tourism sector is effective in keeping the perception, satisfaction, and motivation of the students high regarding the tourism education provided.

In this study, no difference was revealed in the mean values of the perception of academic education satisfaction of the female and male students who participated in the survey. However, it was found out that their satisfaction from academic education differed based on ages, classes, and departments. In addition, significant differences were observed in the mean values of the motivation for tourism education of the female and male students who participated in the survey. Furthermore, students' motivation for tourism education was detected to be differing based on ages, classes and departments.

Differences were revealed in the mean values of the undergraduate and associate degree students' perception of academic education satisfaction. It was seen that the mean values of the perception of academic education satisfaction of the students receiving education at associate degree were higher. In addition, it was indicated that there was a difference between the mean values of the undergraduate and associate degree students' motivation for tourism education and that the associate degree students' levels of motivation for tourism education were higher.

There is a positive correlation between the expectation of tourism education and the perception of tourism education. The expectation of tourism education affects the perception of tourism education positively. In other words, when students' expectations of tourism education increase, their perceptions increase, as well. A positive relation exists between the satisfaction from academic education, and its dimensions and the expectation of tourism education and also between the satisfaction from academic education, and its dimensions and the perception of tourism education. According to these results, students' expectations and perceptions of tourism education and their satisfaction are positively correlated. In other words, students' satisfaction increases or decreases in direct proportion to their expectations and perceptions. In addition, there is a positive relation between the motivation for tourism education, and its dimensions and the expectation of tourism education. Furthermore, a positive correlation exists between the motivation for tourism education, and its dimensions and the perception of tourism education, and also between the satisfaction from academic education, and its dimensions and motivation for tourism education.

In line with the findings obtained, consequently, it can be stated that the levels of perception, satisfaction, and motivation of the students coming to school with high expectations of tourism education and receiving tourism education are high, as well. In this context, schools providing tourism education need to attract students who want to receive tourism education and have a career in tourism sector and also have high expectations. In addition, it was detected that the levels of expectation of the students who received vocational tourism education at secondary level and were placed into associate programs without being subject to any examination were higher than the ones who were placed into undergraduate programs by being subject to examination. Within this framework, schools providing vocational tourism education at secondary level should be considered as a source of students in placing students into undergraduate programs by giving quotas or extra scores to the students.

Evaluations of students, who will be the qualified tourism staff in the future, regarding the schools offering tourism education and the tourism education provided in these schools constitute important source of data. Determining the expectations, perceptions, satisfaction, and motivation of the students related to the approaches and facilities of the school offering the

educational service and the tourism education provided at that school will be guiding for high quality tourism education. In this regard, the present study is expected to contribute to the improvement works to be carried out based on obtaining information concerning the education process.

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