STUDY ON MOTIVATION, EXPECTATION AND PERCEPTION TOWARDS TOURISM AND HOSPITALITY MANAGEMENT EDUCATION AMONG SCHOOL STUDENTS IN SOUTHERN PROVINCE, SRI LANKA

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(14/MST/051)

B.Sc. HONOURS IN HOSPITALITY MANAGEMENT

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STUDY ON MOTIVATION, EXPECTATION AND PERCEPTION TOWARDS TOURISM AND HOSPITALITY MANAGEMENT EDUCATION AMONG SCHOOL STUDENTS IN SOUTHERN PROVINCE, SRI LANKA

A Supervised Independent Study submitted to the Faculty of Management Studies, Sabaragamuwa University of Sri Lanka in partial fulfillment of the Requirements for the Honours Degree Bachelor of Science in Hospitality Management

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ABSTRACT

To enhance the service quality of the Tourism industry the government, introduce Tourism and Hospitality Education to the Post-secondary education under the Thirteen years guaranteed education program. However, Tourism industry faced a problem of retains educated persons within the industry. It is vital to investigate about tourism learners" attitudes and behavior to understand the problems and find solution for the betterment of the industry. Thus the main objective of the research study is to identify the major motivation, expectation, perception and students" preference in learning Tourism and Hospitality Education among Thirteen years guaranteed education following students. Research study conducted in southern province due to the high Tourism traffic occurring area in Sri Lanka. The research employed quantitative approach and use questionnaire as data collection tool. Among 227 number of population researcher derived 140 sample for the study. Further this study is conducted as survey research. Both Statistical Package for Social Science (SPSS) and Microsoft Excel used to analyze the data and derive a conclusion from the study. According to the analysis the major motivational factors to select Tourism and Hospitality education are willingness to work in this industry as well as prefer to provide best service to the guests. The students expectation aspect acquire operational knowledge in the industry as well as expected to these studies are affected to explore future career choices. Then major perceptions of the students are learning from well qualified teachers who can give appropriate answers for the student"s questions. Further students" perspective they require more activities in tourism and Hospitality field than the theoretical aspect. Under the preferences category, students" future career choices are Hotel sector, travel agency fields. As well as the students preferred subjects are the Hotel management, Tourism management, Aviation studies etc. However, the findings are assisting to conclude the clear picture of the Tourism and Hospitality sector and its short comings and identifying the problems and investigating answers for the society.

Key words: Tourism and Hospitality Management Education, motivation, expectation, perception, preference

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LIST OF ABBREVIATION

G.C.E.	General Certificate of Education
O/L	Ordinary Level
A/L	Advanced Level
SLTDA	Sri Lankan Tourism Development Authority
PRT	Park, Recreation and Tourism

CHAPTER ONE
INTRODUCTION

Background of the study

Education is the life long process beginning at the childhood of a man until the last breath of him. The education improves the human knowledge, skills, personality and attitudes. Education can be used as an instrument to achieve the individual's goals (Kalam, 2016). Hence all nations concern to improve their education system to obtain the ultimate benefits as well as Sri Lanka. According to the government law; Schooling is compulsory for the all citizens in the country and the students obtain free education until university level. It leads to increase the literacy rate up to 91.71% in 2018 (UNESCO, 2020). The education system of Sri Lanka structured into five segments as primary, junior secondary, senior secondary, collegiate and tertiary. The school education is conducting in Sinhala, Tamil or English medium in Sri Lanka. The Talent is differ according to each individual, thus utilizing common measurement for judging the various talents leads to backward the talents due to wrong measurements (Ministry of Education, 2020).

The education must have organized to enhance the skills of the students. However instead of enhancing student's talent or skill the existing exam oriented education system branding students as intelligent and unintelligent category within the society. Less scored students in the exam are drop in unintelligent category, their talents are hidden and buried with them on the earth. G.C.E. O/L is the first turning point in Sri Lankan education system. Pass or fail of G.C.E O/L Examination determine qualified or not qualified to enter to the senior secondary education. According to the statistics

7,308 candidates failed all subjects in 2017 and 5,917 candidates in 2018 who are appeared for six or more subjects in G.C.E. O/L (Department of Examination, 2019). The fail students have to repeat the examination in next year again for achieve the required pass mark or leave from the school by ceasing their dreams of further education. As a result of 80,000 students annually drop down their education with the case of not passing the G.C.E. O/L examination. Thus insufficient educational qualification let those students may have to be labors in society who obtain insufficient salary, excessive workload and insufficient training. Therefore they faced lot of physical and mental stress (Ministry of Education, 2020).

As a result of these problem the education system took practical intervention of allow every student for continue their education up to grade 13 without concerning the O/L pass mark since in 2017 under "Thirteen years guaranteed education program". These program implemented in three specific levels around Sri Lanka. At the beginning 42 schools involved for implement the project in the First level. Then second level 153 schools joined to implement the project in 2018. Approximately more than 19,000 students take an opportunity to follow this course. Smart class rooms specially arrange for this courses at the present 1888 smart classrooms are arranged for students convenient learning (Ministry of Education, 2020). These courses are conducting as G.C.E. A/L vocational subject stream in the post-secondary education. Stream consist of nine complement subjects to follow in the first six month of grade 12 and in the second semester three Applied subject to be selected by the students as their preference. Among them students have to specify one alternative subject for further education in Grade thirteen. However, the students allow to study in grade Twelve within the school and Grade Thirteen they allocated for specific vocational training institutions for studying (Student Lanka educational Network, 2020).

Table 1.1 Thirteen Years Guaranteed Education Subjects Category

Compulsory subjects	Applied subjects/ vocational subjects
First Language (Sinhala or Tamil)	Food Manufacturing Technology Study
Applied English and Communication Skills Development	Child Psychology and Protection
Aesthetics and related skills	Health and Social Protection

Information and Communication Technology skills	Performing Arts
Citizenship Education and related skills	Task Management
Health and life skills necessary for social well-being	Study of Water Resource Technology
Entrepreneurship skills	Arts and Crafts
Sports and other related activities	Interior Designs
Career guidance programs	Fashion Designs
	Graphic Designs
	Art and Process Planning
	Study of Livestock Production Technology
	Physical Education and Sports
	Landscaping
	Environmental Studies
	Study of Construction Technology
	Practical Botanical Gardening Technology
	Tourism and Hospitality
	Web Designing
	Software Development
	Aluminium Fabrication Technology Study
	Metal Work Technology Study
	Textile and Garment Technology Study
	Electric and Electronic Technology Study
	Motor Mechanical Technology Study

Source: (Ministry of Education, 2020)

Reviewing of the elective subjects in Table 1.1, the Thirteen years guaranteed education program provides vocational education by focusing among the popular industries in Sri Lanka. Tourism and Hospitality is a one of the Alternative industry among them. It is reported that considerable focus gains to enhance the Tourism and Hospitality industrial education in Sri Lanka both private and government sectors educational institutions (Wijesundara, 2019). The demand of the Tourism industry is a

factor which influence the demand of the Tourism education (Čepar & Bojnec, 2010). Reviewing of the demand of Sri Lankan Tourism and Hospitality sector it has begun after the post war crises situation in 2009. Further Tourism is the third place of foreign exchange earning industry in Sri Lanka. Therefore, according to the SLTDA Tourism industry assists to develop the economy in Sri Lanka. The economic development rate expands from Rs. 512,593 million to Rs. 598,356 million since 2016 to 2017. Based on the statistics maximum tourist arrivals 81.72% are occurring based on the leisure purposes, 10.84% for visiting friends and relatives, 3.95% for business purposes, and less visit occur for other reasons in Sri Lanka (Sri Lanka Tourism Development Authority, 2018).

Colombo City, Greater Colombo, Southern Coast, East Coast, Central Highlands, Ancient Cities and Northern Region are the more tourist demand occurred areas in Sri Lanka (Perera, 2017). According to SLTDA statistics Southern coast is reported as maximum rate of domestic and foreign tourist night spending area rather than the other zones in Sri Lanka. Furthermore Southern province is frequented by 689,505 number of domestic tourists and 4,521,094 number of international tourists which occur maximum guest nights in graded accommodation under Classified / Unclassified / Boutique categories (Sri Lanka Tourism Development Authority, 2018). Mirrisssa whale watching, Yala National Park, Turtle Hatchery, ancient cities of Katharagama, Kirinda, Thissamaharamaya, Galle fort and golden sandy beaches are some of scenic destinations in Southern province which popular locations to attract tourists (Thrillophilia, 2020).

Southern province consists of 2.5 million populations. It was reported that considerable number of students participate education in southern province, in O/L examination 36, 225 numbers of candidates sat in year 2017 and 36,720 candidates were sat in year 2018. Among them 7,457 number of O/L failing students in 2017 and 7,188 students in 2018 can be observed in southern province (Department of Education-Southern Province, 2020). Therefore, southern province 14 schools joined to the Thirteen years guaranteed educational project implementation for concerning about the O/L fail students in the area, 1260 students are participated to Thirteen years guaranteed education program in 2018. Both Sinhala and Tamil medium teaching were given to them (Department of Education, 2019).

The education is the way of developing skilled, enthusiastic and committed workforce to Sustain in the competitive market place in Tourism (Richardson, 2009). Further Standard Tourism and Hospitality Education contributes to enhance the students satisfaction as well as the competitiveness of the industry, thus many government and private sector institutions adopted to develop and preparing human resources to fulfill the industry need (Shyju & Tanwar, 2020). Furthermore, demand increment of the tourism sector affected to enhancement of the Tourism and Hospitality Education as well as the increment of the occupational rate of direct and indirect jobs (Čepar & Bojnec, 2010). It reported that 388,487 both direct and indirect job opportunities generated within the Tourism Field in Sri Lanka (Sri Lanka Tourism Development Authority, 2018).

Even though there are high potentiality of career opportunities in Tourism and Hospitality Sector However, researchers revealed that after study Tourism and Hospitality education, students were working in short period of time in the Tourism field. They hesitate to work in the industry (Bahcelerli, 2015; Kusluvan & Kusluvan, 2000; Richardson, 2009). Thus it is stated that the cost and effort invest to provide education to enhance the Tourism and Hospitality educators are useless whether the students not involving to work further in the industry (Wijesundara, 2019). This raises the issue of investigating the perception on individual who willing to work in Tourism and Hospitality field and explore that the industry is meet their expectation which relatively lacking knowledge in literature (Ali et al., 2019; Richardson, 2009). Education is a best solution for addressing the issue of retaining and attracting people to the industry (Mei, 2017). Most educational institutes have an interest to increase the followers of Tourism and Hospitality subject (Mohammad & Alsaleh, 2013). Furthermore, students, stakeholders, researchers and institution desire to know about the main reason or factor that drive students" to study Tourism and Hospitality Education in other word searching the motivational factor to study the Tourism and Hospitality Education rather than other subjects (Kim et al., 2007).

Education is also a service which is intangible in nature. Consumer expectations are the beliefs about service delivery that function as standards or reference point against which performance is judged. But the perception means how someone assesses the equality of the product. Moreover, time to time the perception may vary; therefore, it

is suit to review it continuously. Measuring the service quality will assist to fulfill the gap between expectation and perception (Ali et al., 2019). Customer preference define as the tendency to favor something over other alternatives (Penpoin, 2020). To provide better service needed to understand the customer preferences in dynamic nature (Jones, 2020).

Thus Education is also a service, therefore it is vital to evaluate the about the effectiveness of the 13 years guaranteed education using motivation, expectation, perception, preference of learning Tourism and Hospitality Education within the highest tourism activities offering area as Southern Province in Sri Lanka.

Research Problem

Tourism and Hospitality Education contributes enhance the service quality of the industry which will affected to the consumer satisfaction and enhance the competitiveness of the industry, thus many government and private sector institutions adopted to develop and preparing human resources to fulfill the industry need by providing education to the students (Shyju & Tanwar, 2020). The government universities, semi government institutions and private institutions provide degree, diploma and professional certificates in most countries to filling the required need of the proper management in the key areas such as House Keeping, Food and Beverage, Front office, Kitchen etc. (Jayawardena, 2009). Thus Sri Lankan government also pay more attention regarding to develop the Human resource in Tourism and Hospitality sector and plan to train potential individuals who serve in professional, managerial and operational capacities in the industry (Sri Lanka Tourism Development Authority, 2019). At that scenario Tourism and Hospitality Management subject was introduced to the secondary level education system under Thirteen years guaranteed educational program as an alternative subject (Ministry of Education, 2020).

However, after completing the Tourism and Hospitality education students left from the industry within very short period of time. Researchers make an argument that the Tourism and Hospitality industry has been confronted with the problem of attracting

and retaining the educated workforce within the industry (Jayawardena, 2009; Mei, 2017; Richardson, 2009). It has been identified that students leave from the Tourism and Hospitality industry due to low job satisfaction, poor employment conditions and absence of motivating factors of the industry. Thus the students have a negative perception regarding the industry (Bahcelerli, 2015; Kusluvan & Kusluvan, 2000; Richardson, 2009; Tuzunkan, 2018; Wijesundara, 2019). However the rapid increment of Tourism and Hospitality subject follower can reviewed since past two years of time period respectively 425 in year 2017 and 1348 students in 2018 (Ministry of Education, 2020). Even in Tourism and Hospitality subject is not the first choice of student. It is remark that the Educated workforce has negative perception on the Tourism and Hospitality industry. However still students selecting the Tourism and Hospitality subject around various nationalities in the world (Kim et al., 2007). Thus there is a problem exists What are the reasons still students selecting the Tourism and Hospitality Management Subject for their Higher Education while so many other subjects alternatives are available to them (Shyju & Tanwar, 2020).

More further studying about the motivational factors of Tourism and Hospitality Education learners is useful for attracting the best possible workforce to the Tourism and Hospitality industry, But remain the educated students within the industry, it is essential to investigate on perceptions of individuals who are likely to enter the Tourism and Hospitality work-force. And explore whether the industry is meeting their expectations. Which have minimum literature reviews finding in that area which is needed to identify ,compare and filled the gap in the literature (Airey & Frontistis, 1997; Mohammad & Alsaleh, 2013).

Tourism and Hospitality industry is a broader industry which dividing into various new study fields such as convention and exhibition management, events, cruises, aviation, theme parks, private clubs and casinos such subjects apart from the traditional Tourism and Hospitality Management subject learning. There is lacking literature review in the students prefer subjects to study is another issue (Kim et al., 2007; Lee et al., 2008). Further it is arguing that existing vast Tourism and Hospitality industry recruitment strategies begin from the potential candidates" value and viewpoint toward the career (Kim et al., 2014). Due to the potential society needed to know the career advancement Knowledge and Existing industry knowledge to

understand about the career advancement, personal and intellectual development (Liu & Schänzel, 2018).

The purpose of maintaining the quality of the existing Tourism education it is more important to study on motivation, expectation and perception of students who are learning Tourism and Hospitality Management for the purpose of identifying the short comings, detecting problems and seeking solution for them (ZekiAkıncı, 2017). The students Motivation, expectation, perception and future preferences in Tourism and Hospitality education address the gaps between the educators, students as well as the industry of Tourism and Hospitality. Many research studies are conducted by based on University Students who learning Tourism and Hospitality Management. There are minimum attention given on the school students who learn Tourism and Hospitality Management subject learners motivation, expectation, perception and future preferences in learning Tourism and Hospitality Management (Mak & Melody, 2014). Thus this research study design to identifying the what are the motivational factors, expectations and perception and future preferences in learning Tourism and Hospitality curricula in Secondary school education.

Analyzing the literature reviews, pointed that limited research studies individually focuses on identifying the variables of the Motivation, expectation, perception and future preferences of Tourism and Hospitality Management Education in various ways within various regions focusing on university education such as Sweden, china, Taiwan, Hong Kong, Korea, Ghana, Uganda, Philippines, Jordan, Malaysia and the United States (Shyju & Tanwar, 2020). However it is reported that the students attitudes are vary according to their ethnicity (Airey, 1997). Thus there is an existing research gap in attitudes regarding Tourism and Hospitality Education in various nationalities. Thus it concludes there is an existing research gap in Motivation, expectation, perception and future preferences of Learning Tourism and Hospitality education in Sri Lanka in secondary education. In Sri Lankan education system Tourism and Hospitality subject is introduced to the post-secondary education under the 13 years guaranteed educational program in 2017 (Ministry of Education, 2020). Southern province is the highest tourism activities generating area in Sri Lanka, is selected to existing research study. Because of Southern Province was occurred maximum number of Local and foreign guest nights in graded accommodation

establishment (Classified, Unclassified, Boutique) than other regions continually in 2017 and 2018. (Sri Lanka Tourism Development Authority, 2018). Overall existing research designed to study on the motivation, expectation, perception and future preferences of learning Tourism and Hospitality Management curricula among the secondary school students in southern province.

Research Questions

1. What are the major motivational factors behind learning Tourism and Hospitality Education among 13 years guaranteed education students?
2. What are the major expectations and perceptions to learn Tourism and Hospitality Education among 13 years guaranteed education students?
3. What are the 13 years guaranteed education Tourism and Hospitality Education following Students" Future preference regarding their future career and field of further study?

Research Objectives

a. To identify the major motivational factors behind learning Tourism and Hospitality Education among 13 years guaranteed education students.
b. To identify the major expectations and perceptions to learn Tourism and Hospitality Education among 13 years guaranteed education students.
c. To identify the 13 years guaranteed education Tourism and Hospitality Education following students" preference in their future career and field of further study.

Significance of the study

Tourism and Hospitality field essential skilled, enthusiastic and committed work-force due to provide a standard level of service, thus service quality is paramount concern. It declared that vital contribution to enhance the customer Satisfaction and loyalty

therefore educated, trained, motivated and committed workforce and that need can supply through the enhancement of the Tourism and Hospitality Education. For the enhancement of the Tourism and Hospitality Education the evaluation of the Education progrmme is vital. Stakeholders in Tourism and Hospitality Field essential more information about Tourism and Hospitality Education for staff recruitment, learning and teaching development, Thus the studies supply the needful information to Stakeholder for their Knowledge enhancement and the assistance to the decisions making process. Through this study evaluate the Tourism and Hospitality Curriculum learning using Motivation, Expectation, Perception and preference. It is reported that the secondary Tourism and Hospitality education literatures are limited and this studies contribute to fill the gap in some extend. Furthermore, it will assist to encourage the Southern Province Tourism and Hospitality Education as well as the workforce by providing information.

Hence Tourism and Hospitality education evaluation drives to enhancement of the Tourism and Hospitality education, Qualified workforce and the tourism service quality in the southern province. To the enhancement of the tourism, thus it expands the economical capacity of the country and leads to enhance the brand name of the destination and promote the Southern province tourism by contributing to produce well educated, trained, motivated and committed workforce.

The research study assists to identify the potential youth desires, expectations and the degree of their expectation meets (perception). And assists to encouraged the development of Educational progrmme in quantitatively and qualitatively Youth participation in Tourism and Hospitality learning. The study Assists to encouraged the minimization of the staff turnover and remaining educated staff within the industry by discovering the student‟s expectations and perception of the curriculum. The future preferences of the Tourism and Hospitality subjects will leads to pay attention regarding the stake holders that leads to the improvement of that subject areas learning and teaching methods and occupational selection shows the effectiveness of the progrmme through the student‟s desire to stay in the industry or not. In overall the study contribute to enhancement of the 13 years guaranteed education in southern province.

Scope of the study

The study aims to evaluate the southern province Tourism and Hospitality education among 13 years guaranteed education following students. Hence the altogether 14 595 students studying in the overall Education Programmed according to the data of the Minister of Education. The study focuses on the southern province altogether 1260 total number of students in both Sinhala and Tamil medium. Sinhala medium 1120 students and Tamil medium 140 (Ministry of Education, 2020). The overall 13 guaranteed education conducted in 3 stage up to now. The stage 1 begun 2017, stage 2 begun in 2018 and stage 3 begun in 2019. Among approximately 1013 number of Tourism and Hospitality following students in around the island the study aims only the Tourism and Hospitality following students in southern province 76 of student"s participation can viewed in the stage 2 according to the Ministry of Education. The study will have planned to conduct the all 3 level of the students in the southern province Tourism and Hospitality subject followers.

Limitation of the study

The implementation of the study of Thirteen years guaranteed education in recently. Thus there are hard to find the updated statistic of the school details and students statistics. Thus due to the Covid-19 pandemic situation leads to closed the schools in specific time period. Even researcher tries to collect data from the online survey some students not gave the information due to the privacy issues and researcher as to contact students through their school teachers. Thus it is hard to contact the students for the research and it leads to grade 12 student"s alternative subject category selecting period also extended thus researcher has to collect data from the grade Thirteen-year batch. Thus after re-opening the educational institute researcher hard to get permissions on collecting data from the external vocational training institute that the grade thirteen students educating in presents.

Chapter framework

The research study consists of five chapters. The chapter one to chapter five systematically arranged to investigate of materials and sources in order establishment of new conclusion. The first chapter of introduction consists with the sub section of background of study, identified research problem, research questions, research objectives and significant of this research study and build overall introduction about the research study.

Second chapter addresses literature review focusing to despite the existing knowledge consists of the substantive findings, theoretical and methodological contribution to the topic. Hence the chapter consisted with conceptual framework and operationalization of the research.

Third chapter of the methodology describe the specific procedures or techniques used to explain study setting, study design, sampling procedures, measurement, operationalization, data collection and method of data analysis of the research study.

Fourth chapter illustrated that analysis and interpretation of data of the existing research study. The end of the research chapter five discuss about conclusions which derive from the forth chapter and give suggestions and recommendations for future research studies.

CHAPTER TWO
LITERATURE REVIEW

Introduction

The chapter Two supposed to present and review the literature and theoretical background relevant to the existing research study. Tourism and Hospitality curriculum, Motivation, Expectation and perception, future preferences are the key areas the research supposed to gather information from analyzing the previous literature studies.

Tourism and Hospitality Education

There has been extraordinary growth in Tourism and Hospitality sector reaching 1.4 billion international tourist arrivals in 2018 by reporting 5% of growth in the world. (World Travel Organization, 2019). Thus enhancement of the Tourism demand of the world affected to both revenue and employment opportunities and enhance the competition of both national and international Tourism and Hospitality sector (ZekiAkıncı, 2017). Thus the host countries" Tourism and Hospitality service quality affected to attract and retain the tourist to the destination. Employee attitudes behavior and the performance are the key determinants of measuring service quality (Kusluvan & Kusluvan, 2000). Tourism and Hospitality industry make quality staff by providing standard education and training to them (Richardson, 2009).

Many universities, vocational training institutes and secondary school education provide Tourism and Hospitality education to students for enhance the service quality

of the workforce (Kusluvan & Kusluvan, 2000). Many research studies discussing about the essentiality of providing standard tourism and hospitality education for producing qualified well talented workforce (Kusluvan & Kusluvan, 2000; Mak & Melody, 2014; Mohammad & Alsaleh, 2013; Wijesundara, 2019; Winn, 2002). Sri Lanka provided Four years" degree progrmme in Tourism and Hospitality education. The vocational training schools provide six month training for the Tourism and Hospitality certification under NVQ level 3 and NVQ level 4 (Ministry of skills development and vocational training, 2020). The secondary school Tourism and Hospitality education provide Two years NVQ level 4 certifications under 13 years guaranteed educational program (Ministry of Education, 2020).

Through providing government and private sector institution in Tourism education contribute to enhance awareness of the individual about the Tourism sector and philosophy, make well trained workforce for the industry up to managerial level, assists to development of the tourism and hospitality sector (ZekiAkıncı, 2017). However, it was reported that Tourism and Hospitality education providing institutes pay much attention to enhance the operational knowledge and the concept via giving least attention to the development of the student skills. The out dated teaching materials, most text books of Tourism and Hospitality Education curriculum were translations of the foreign books which not concerning by addressing the native culture, values and contemporary issues (Lam & Xiao, 2000). The present Tourism and Hospitality education shortcomings essential to identify the problems and solving them. In this context motivation, expectation, perception of the potential students who learning Tourism and Hospitality Management is importance to evaluate to increase the quality of the Tourism and hospitality education system (ZekiAkıncı, 2017).

Motivation to study Tourism and Hospitality

Motivation is developing people to do things with grater enthusiasm and it works as a positive reinforcement of the individual life. Otherwise motivation is an internal state that push individual to go in particular direction, arouse people to action and keep them engaged in certain activities (Cole et al., 2016). However, it can be concluded that essentiality of motivation and it supposed to overcoming challenges and play as

an activation energy to better performance until successfully complete any task. Due to present analysis new millennium has thirst in education and it is review that essentiality of the motivation to stimulate the thirst of education until it is satisfied (Jamnia & Pan, 2017).

It is reported that Motivation of why students desire to study Tourism and Hospitality Education is an issue which significance in the Educational as well as management areas in the Tourism industry (Kim et al., 2007). The previous literature reviews indicate that Sweden, China, Taiwan, Hong Kong, Korea, Ghana, Uganda, Philippines, Jordan, Malaysia and the United States such countries empirical studies on the Motivation of tourism and hospitality education (Shyju & Tanwar, 2020). According to the studies showed that reason behind to select Tourism and Hospitality Education among Australian students of the Victoria University the reputation of the course and course content as well as the reputation of the lectures not only for the teaching but also the friendliness, availability of the consultancy (O'Mahony et al., 2001). Self-actualization, Job opportunity, Field attractiveness, Foreign Experience, External Influence and Easy of Study among those factors The job opportunity and the Self-actualization are major rather than other factors which are tested in united states students. The job opportunities means the United State students expected to high growing potentiality in Tourism and Hospitality Education field after the graduation and self-actualization refer the areas of the students preference or interest of the industry (Lee et al., 2010).

According to the studies of the Polish and Spanish millennial motivated to select Tourism and Hospitality Education due to the interesting, challenging working environment (Grobelna, 2017). According to the studies in the University of Missouri-Columbia Park, Recreation and Tourism or PRT students have the lower GPA score than non-PRT students in the University of Missouri-Columbia during the 2004/2005 academic year but comparing both of PRT and non-PRT students both learning motivation are similar in each other. It was measured by perceived control of task value and students learning (Cole et al., 2016). But in Taiwan studies reported that the students selecting Tourism and Hospitality Education for learning due to the law score get at the university entrance examination and thus they should not have opportunity to select another subject option. And the studies reported that student take

their own decisions to learn Tourism and Hospitality Education and also the external party such as their parents also encourage them to select the course to study (Jamnia & Pan, 2017). Providing support to the students real life situations by the higher Tourism and Hospitality education providing institute , academic as well as the non-academic staff and re-energized the students motivation to learn Tourism and Hospitality Education (Canaga & Sempele, 2019).

Thus the advises from the teachers, careers officers and librarians and the students self-work experience were the prominent factors assist students to select career fields (Airey & Frontistis., 1997) . Some studies identify the motivation on the students are vary according to their ethnicity or nationality (Airey & Frontistis., 1997; Kim et al., 2007). Some studies indicated that the student has low awareness of the practical aspect of the Tourism and Hospitality field regarding experience, Knowledge and the carrier opportunities of the Tourism and Hospitality industry (Kim et al., 2007). But students who has previous work experience in Tourism and Hospitality field, have negative attitude for industry to meet their expectations such as working conditions, payments, carrier promotion and development (Grobelna, 2017). When making decisions firsthand (personal and work experience) and second hand (class material, faculty) information sources. Even though the previous studies showed that student select Tourism and Hospitality Education field due to the instinct factors such as "service to the society" mean by helping others, making the world better place and begins service to the society in other hand "public status" means by obtain status, gain respect and attention from others and be role model of the Tourism and Hospitality Education carrier path. But new generation more focus on extrinsic factors such as "advancement chances" regarding career progress and advancement in future as well "job security" is another factor which is mean by sure about the job keep in certain period of time rather than intrinsic factors (Kim et al., 2014).

Expectation and Perception to study Tourism and Hospitality

Tourism is a service which extensively depend on the Man power thus it is critical to retain and attracting the educated, trained motivated and committed employees within the Tourism and Hospitality Education industry issue around the world (Airey & Frontistis., 1997; Grobelna, 2017; Kusluvan & Kusluvan, 2000; Mei, 2017). It is

noticed that the large amount of man power needed to operate the Tourism and Hospitality industry and organization has to update their recruitment strategies Ng and Burke (2006) argued that the recruitment strategies are implement through the potential candidates values and the viewpoint of the Carrier (Kim et al., 2014). Kusluvan and Kusluvan (2000) argue that the Tourism and Hospitality Education industry has negative image of potential recruits (Kusluvan & Kusluvan, 2000). The considerable number of students who are educated has a potentiality to leave from the industry in a short period of time so if the student has clear picture at the begging of the Tourism and Hospitality Education and lower expectations of subsequent employment it can be result to reduce the number of the turnovers in the educated, skilled and trained people of the industry (Richardson, 2009).

Thus majority of the potential candidates included in the students in the higher education and it is vital to analyze students expectations and perception about the Tourism and Hospitality Education field for the issue of the attracting and retaining young generation to the industry due to the problem of the High educated staff turnover over the industry in short period of time due to the lacking of the motivation factors in existing Tourism and Hospitality Industry (Grobelna, 2017; Wijesundara, 2019). Expectations means a combination of beliefs and assumptions about what is likely to happen in the future. The Tourism and Hospitality students in china expectations measured in three perspectives such as Education, work and personal advancement. Tourism field entry level occupational Salaries are lower than other industries. At that scenario researchers found that the Students expected high salary in the entry level jobs in Tourism and Hospitality field. Furthermore, the students are expected to making money as well as hold a powerful job (Lu & Adler, 2009)

In Thailand studies "Nature of work" is the significantly positive factor which expect by the students. Apart from the irregular working hours the Tourism and Hospitality industry affect to the Family life and also the having pleasant experience by meeting and dealing with diversify peoples (Anandhawanlert & wattanasan, 2016). It is reported that the Tourism and Hospitality undergraduate and graduate level students has negative perception of the industry than the positive perception, due to the most mangers in Tourism and Hospitality industry are lacking of the educational background and they not treated well for the graduate level personalities

(Wijesundara, 2019). Furthermore, students perceive that uneducated employees are jealous about the educated employees to remain within the industry. The student will not like report to the work when they are in holiday.

The student fed up in working in the Tourism industry due to the nature of the work and working long hours and some aspect it negatively affects to the student"s family lives and it is discovered that the external society has bad perception regarding the industry and it also affect the students" negative perception. But some students have some positive perception toward the Tourism and Hospitality industry such as carrier is very interesting, valuable, wanted less skills, via working can be enjoy themselves (Tuzunkan, 2018). According to the Korean and Turkey studies social community perception the Turkey students" attitudes are differ from the korean students because even though the both society in two countries have negative perception regarding the career in Tourism and Hospitality. But the korean students themselves ashemd that introduce them self as a Tourism and Hospitality industry employee however the Turkey student love to introduce their personalities as Tourism and Hospitality employee and their family also proved about the students position even the Turkish society has negative perception about the Tourism and Hospitality career (Aksu & Köksal, 2005; Tuzunkan, 2018). Although the seasonality of the career in Tourism and Hospitality is occurred a negative perception of the Turkey students due to it is difficult to find the stable job in Tourism and Hospitality industry. However the students rebut the view of the people who study tourism will be waiter/ waitress perception in Turkish society (Aksu & Köksal, 2005).

Understanding the students perception regarding of the Tourism and Hospitality program is vital thus the students are the key stakeholders who can gave the assessment of the productivity of the education and the according to their comments and feed backs educators develop their Tourism and Hospitality curriculum and policies (Lee et al., 2009). The students expect to interact with different people, having better job positions as advisors or consultant to the customers and get reward from them by the satisfaction of the customers and gain better salary and overall Tourism and Hospitality is a joyful carrier. It is reported that the law awareness of the information regarding the "law salary" and the "unsociable working hours" are attracting students for learn Tourism and Hospitality but in the practical training

period students realized the nature of the Tourism and Hospitality industry what they are expect can"t be achieved in the industry that will cause to leave the industry in short period of time (Chaichi & Salem, 2019).

The most students choose Tourism and Hospitality for learning under the lacking of the information and the practical experience of the industry (Kusluvan & Kusluvan, 2000). According to Hing and Lomo (1997) the Tourism and Hospitality educators can assist students by providing the relevant and necessary basic knowledge about the Tourism and Hospitality industry employment opportunities and conditions before prior to begin the program. Thus that will assist to reduce the gap between the expectation and the perception of the students about the Tourism and Hospitality industry (Richardson, 2009). The teaching of the out dated curricula in Tourism and Hospitality education is not develop proper employees to the industry (Lam & Xiao, 2000). The weakness areas of the Tourism and Hospitality curricula must be develop and the educational institute must concern to improve the quality of the Tourism and Hospitality training programs for the development of the better suitable personalities to the industry while enhance their motivation and positive perception regarding the industry (Canaga & Sempele, 2019). Positive attitude and the positive experience about the Tourism and Hospitality industry leads to attract the people to the industry (Airey & Frontistis., 1997). While working as an employee in the industry student perceive as positive way such as the students are pleasure to provide service which can be satisfy the customers but some students who are employing in the industry has negative perception regarding they felt like they are slave of others and some students perceive that working in Tourism and Hospitality industry contradict with their religious values (Kusluvan & Kusluvan, 2000).

Education is also a service the quality of the service measured by fulfilling the existing gap between expectation and the perception of the education. Thus according to the research studies the different between expectation and the perception related to the Reliability, Responsiveness and Assurance dimensions (Ali et al., 2019). Perception is gain through observation, self-experience in the industry, growth of the media reports in the industry (O"Mahony et al., 2001). Communication strategy represent a significant factor in enhance the service quality of the teaching and enhance the teaching to students and motivated teachers to participate in quality

management in future (Marsh, 1987). Asian students prefer to learn in Western Universities to learn Tourism and Hospitality, due to the students" perception regarding their mother country has lacking of facilities and less quality about Tourism and Hospitality educational progrmme such as lacking of large physical space in class rooms, authoritarian teaching environment, to have a one-way teaching flow rather than interactive discussion between instructors and students, and to have insufficient facilities lead to minimized the quality of the Tourism and Hospitality education in the students minds (Lee et al., 2008). Most of the female students expected to gain the operational knowledge and to learn software application which are used in the industry rather than male students (Mak & Melody, 2014).

It is found that the teachers who are recruited to teach Tourism and Hospitality are not suitable and qualified to teach the subject. The teacher is the person who gave knowledge to the students to solve problem and face to the foresight challenges (Chili, 2013). However, Yarmouk University, Irbid, Jordan statistic studies claim that students have positive perception regarding the infrastructure, facilities and people trait. Classrooms and signs have negative mental image of international students (Shwayat, 2017). According to University of Zagreb in Croatia studies about the students" perception on higher studies measure under three dimension such as teacher expertise, teaching competence and personal qualities. Under the teaching competencies it is reported that student perception is not vital to modern technology raises the quality of the teaching (Pavlina et al., 2011). According to the Chinese students expectation and perception regarding learning of tourism and Hospitality education it is found that the students expect to apply Tourism and Hospitality knowledge while travelling, improve their personality and learn operational and theoretical knowledge are the highest expectations they have but there the actual perception on the subject learning , according to the students perception in Tourism and Hospitality learning is difficult to understand what they are learning the teachers can gave relevant examples to assist the understand of theoretical and practical pars of the subject (Mak & Melody, 2014).

Future preference in career and further studies in Tourism and Hospitality

Traditional Tourism and Hospitality subjects are Hotel/ Resort, Restaurant and leisure/ Tourism in past but today it expanded to wider areas and new subjects are introduced to the field of Tourism and Hospitality education. Such as convention and exhibition management, events, cruises, aviation, theme parks, private clubs and casinos etc. Thus it results to generate more option for the students to select under Tourism and Hospitality curriculum rather than the traditional learning (Lee et al., 2010). According to nationality vise the preferred study field vary as an example of the Hotel Management, Restaurant Management prefer from the Taiwan as well as Korean students, but the Chinese students prefer to Tourism Management and Development, Hotel Management (Kim et al., 2007).

The previous studies shows that majority of the students have not proper understanding about Tourism and Hospitality field at they select the elective subjects and most of the pupils expectations are differ from the reality of the industry (Kusluvan & Kusluvan, 2000; Richardson, 2009). Seasonality of the career, social negative perception on the industry, unsatisfactory career promotions, low wages etc such reasons reflected there was no strong commitment among the industry and the Tourism and Hospitality students (Kusluvan & Kusluvan, 2000). At that scenario it is reported that scientific studies Chinese undergraduate high level of preference for "other study field" category which hope to follow in after complete their Tourism and Hospitality education (Kim et al., 2007).

However, some studies identify some positive involvement in students regarding the further studies related to the Tourism and Hospitality industry. It is reported that according to the MICE tourism growth in current decades, the event management courses demand also increased (Lee et al., 2009). Tourism and Hospitality undergraduate mostly expected for their degree progrmme develop through including the enhancement the topic of business, management, personal skill advancement (Lu & Adler, 2009). However some studies reported that Hotel management, Aviation and Food and Beverage are the major preference subject choices for the further education in most students (Mak & Melody, 2014).

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Concerning about the man power of the Tourism and Hospitality industry essentiality for conducting their daily operations is higher than comparing the other industries in the world. Thus the business firms have to pay attention regarding to implement employee recruitment strategies prior to implement recruitment practices for full filling the industry necessary needs (Kim et al., 2014). It is reported that the few research studies were focus on the how Tourism and Hospitality students develop their carrier choice due to the high rate of the educational people leave from the industry concerning about the potential employee career choices (Chuang et al., 2007). Prior to make recruitment strategies in the potential applicants" values and view point must be understand, the recruitment strategies must be updated generational vise periodically who enter as new comers to the field. It is implicated that there is a trend of rising up the demand of the careers in new field such as meeting, convention and travel sector apart from the traditional Logging and restaurant sectors.

Selecting the career students focuses on the First Hand information such as personal and work experiences rather than the Second hand sources of information such as class, material etc (Kim et al., 2014). It is reported that most of the educated people in travel sector as Graduates generally holding junior executive positions or government authorities" workers related to the industry such as lecture, development officers etc. However the minimum number of educated people are engage miner level positions in the Tourism and Hospitality industry (Wijesundara, 2019). Due to the studies educated people generally select front office, Food and Beverage, Accountancy, Human Resource Management and Travel agencies carriers (Kusluvan & Kusluvan, 2000).

Carrier preferences of the educated persons are differ according to the gender. Generally male students attain to all sectors of the Tourism and Hospitality industry but majority of the female are not much involving the heavy and more technical operational fields in Tourism and Hospitality specially House Keeping and Kitchen Department etc. (Wijesundara, 2019).According to the freshmen and sophomores career choice in the industry both groups equally prefer for the Food and Beverage sectional careers (Chuang et al., 2007). The Hotel and the Aviation sector are the

popular field among the students to do their careers (Mak & Melody, 2014). Logging and the Hotel sector careers are more preferred by the students rather than other career within the Tourism and Hospitality industry(Chuang et al., 2007; Kim et al., 2014; Kusluvan & Kusluvan, 2000; Mak & Melody, 2014; Wijesundara, 2019). However in the field of Meeting, convention and Travel sector female contribution is related to higher than the Males (Kim et al., 2014).

According to the previous literature it is vital to reduce the existing Gap between the Tourism and Hospitality Industry and student and also gap between Tourism Educational institutes and students (Mak & Melody, 2014).Thus examining the motivation, expectation, perception and preference of the Tourism and Hospitality education in Thirteen years guaranteed education following students in Sri Lanka is a necessary to the Tourism and Hospitality industry development.

CHAPTER THREE
METHODOLOGY

Introduction

Research methodology signify the methodology apply by the researcher to find answer for the research questions. The chapter intent a description on data collection methods, sampling design and statistical techniques used for the data analysis. More further the chapter concern about the research approach, research method and sample design, Instrument and techniques to be used and methods used in analyzing data. It also express summary of research design by using the conceptualization

Research area

The researcher selected Southern province because of it is the maximum tourism activity generating area to conduct the research study of motivation, expectation and perception toward Tourism and Hospitality Education among school students in Sri Lanka. Thus researcher focuses on Tourism and Hospitality Management Subject learning students under the Thirteen years guaranteed education Program.

Tourism and Hospitality Management subject providing 21 schools under Thirteen years guaranteed Education in Southern province. There is 1260 students study this subject around the island in 2018. Both Tamil and Sinhala Medium Studies are conducted but there are only two schools are identifying which providing Tamil Medium Education. (Ministry of Education, 2019). Researcher was supposed to conduct the research students who study on the 21 schools which provide Tourism and Hospitality Education under 13 years guaranteed educational program schools in southern province.

Research Design

Basically research design explains the framework of the existing research study. Further, research design is the arrangement of conditions for the collection and analysis of data in a manner to achieve the objectives of the research study.

The research design consists of quantitative, qualitative and mixed methods approach. The qualitative research defines as researcher seek to establish the phenomena from participant comment (Creswell, 2014). Quantitative research can be define as numerically measured attitude, opinions, behavior and other defined variable and transform the numerical data to statistic and generalize a result about the population (DeFranzo, 2011). Mix method define as collecting both qualitative and quantitative data to generalized a result to the population (Creswell, 2014).

Thus this research study employed quantitative approach due to the reason of the researcher seeks to describe the characteristic of the population in quantitative manner using questionnaire as data collection tool. Further this study is conducted as survey research. Which is numerically describe trends, attitudes or opinion of the population.

Population

Whole group of people, event or thing which related to the research study refer as the population (Draugalis & Plaza, 2009). Thus existing study population is the Tourism and Hospitality Management subject learning students in 13 years guaranteed education in the southern province. According to the Statistics there are 227 students following the Tourism and Hospitality subject in 2019 under the 13 years guaranteed education program in Southern Province (Ministry of Education, 2019).

Nature of the Sample

Sample is a subset derived from the population because of considering the impossible environment to work with each and every element within the intended population (Miskel, 1979). Thus Sample unit is derived from the 13 years guaranteed education following students who Learning Tourism and Hospitality Education subject in the Southern Province using Table of Krejcie and Morgan sampling method (Draugalis & Plaza, 2009). There are 140 number of students derived from the population as sample. convenience sampling technique used to collect data from the sample. Thus the researcher distributed 200 number of questionnaire among the Tourism and Hospitality students in Southern Province.

Sample Selection Procedure

The convenience sampling is employed based on the decision of the researcher. Convenience sampling is a kind of the non-probability sampling technique employed in the study due to the impossible to test the whole population within the southern province, due to reach to each individual. The sample is taken from a group of people easy to contact or to reach define as convenience sampling. Researcher selected convenience sampling technique to select the respondents from the population.

Type of Data

The data is divided in to two categories such as the Primary and secondary data. Thus the data collection method determined on concerning both research purpose and the needed data or information. This research study focuses on the primary data collection, through the research objectives are targeted achieved by the researcher. Researcher used questionnaire to collect data from the respondents who learning Tourism and Hospitality Management using closed ended questions are included in the questionnaire.

Data Collection Methods

The research study employed structured questionnaire as data collection method to collect primary data from the sample. Survey instrument is employed for the research and through the questionnaire used to collect the data from the respondents. The questionnaire divided into five sections as motivation, expectation, perception, future

preference and demographic information. The research study concern about the Motivation factors which influence students to learn Tourism and Hospitality Education. Under that section 17 motivational statements are included by categorizing under 5 statements of (1) field attractiveness, (2) self-actualization, (3) curriculum attractiveness, (4) influence by others, and (5) other considerations. Then under the expectation section consists of 10 statements to identify the expectation of the students. Then 7 statements include for identifying student's perception for studying Tourism and Hospitality Education. Student's future preferences section concern about the further studies as well as the future career preference of the students. As well as the questionnaire design to gather demographic information of the respondents such as gender, grade of the respondents. Five point Likert scale statement used for the questionnaire. Because the it is impossible to measure motivation, expectation, perception such qualitative variable into quantitative measures in data analysis (Averin et al., 2017). Each scale is ranging from as following.

1- Strongly Disagree
2- Disagree
3- Neutral
4- Agree
5- Strongly Agree

However, the last part of the questionnaire data collected using the Checklist type multiple questions. Questionnaires are developed in both Sinhala and English Medium. Due to concerning the convenience of the respondents. Researcher decided to develop the questionnaire in Both Medium.

Data Presentation and Analysis Method

After conducting the survey, the gathered data analyzed through using summated rating method. However, the research study done in Quantitative manner. Incorrect questionnaires are not considerable for the study. Gathered responses was coded, computed and analyzed. SPSS software has been assists to the analysis of the research study.

Conceptualization

This study is attempt motivation, expectation, perception and preference of learning tourism and hospitality management among post-secondary education in southern province fact by using following analytical framework of tourism (motivation, expectation, perception and future preference) are used as independent variable and Tourism and Hospitality Management curriculum used as dependent variable
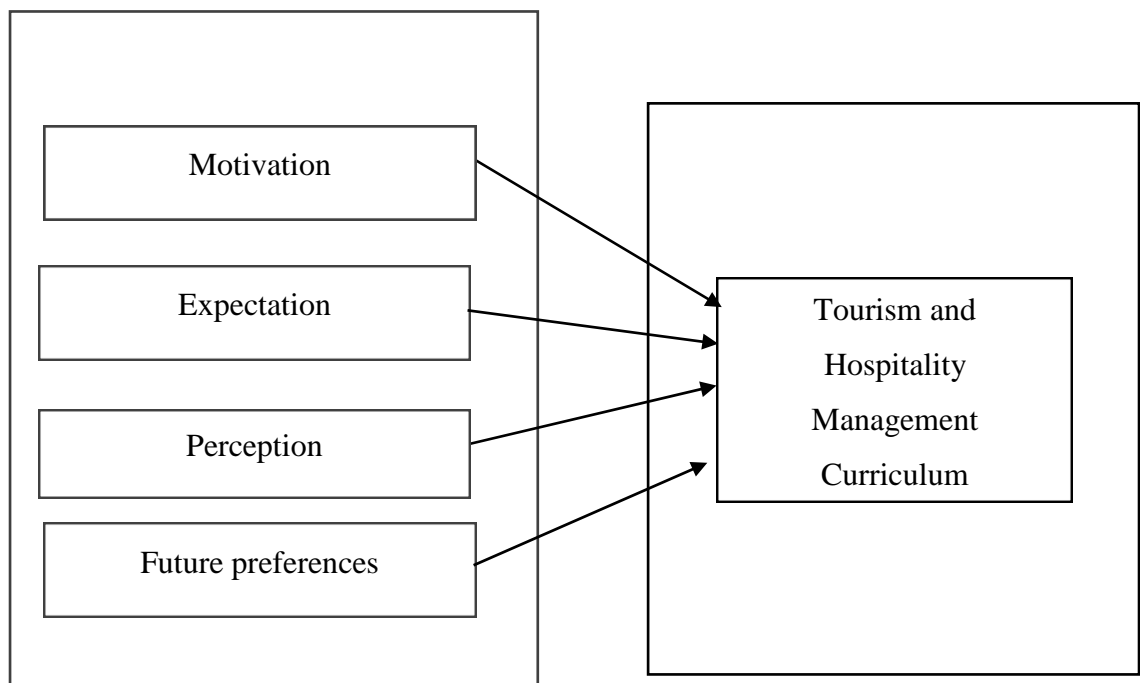
3. 1 Conceptual Framework

(Source: based on Mak & Melody, 2014)

Operationalization

Variables	Feature	Source
Motivation	I would like to work in this industry	(Mak & Melody, 2014)
	I would like to study this curriculum in tertiary study	
	I would like to learn how the industry operates	
	I would like to learn theoretical knowledge of tourism and hospitality	
	I like traveling	
	I think my personality suits studying THS	
	I would like to introduce Hong Kong to visitors better.	
	Working in this industry is attractive to me.	
	Curriculum contents and activities are attractive to me	
	My friends choose this curriculum.	
	My teachers encourage me to study THS	
	My parents encourage me to study THS	
	My parents encourage me to work in this industry	
	Other curricula are not attractive to me	
	My academic results are qualified to take this curriculum	
	My academic results are not qualified to take other curricula.	
	I have no other options.	
Expectation	I can acquire operational knowledge of this industry.	(Mak & Melody, 2014)
	I can learn theoretical knowledge from this	

		curriculum.	
		I can explore future career choices.	
		I can introduce Hong Kong better when meeting visitors in Hong Kong	
		I can apply what I have learned when I travel	
		I can improve my personal qualities to meet the industry requirements, e.g.,communication skills, team work, etc.	
		I can have opportunities to observe real operations of this field, e.g., field trips, hotel visits, talks, etc	
		I can have opportunities to learn using software systems adopted by the industry, e.g., airline reservation	
		I can have a more enjoyable learning experience than when I study other curricula	
		I do not have any expectations of this curriculum.	
Perception		The teachers possess substantial knowledge of the curriculum taught	(Mak & Melody, 2014)
		The teachers can give relevant examples and detailed explanations	
		The teachers are able to answer questions from students.	
		I can understand the theories	
		I can improve my personal qualities required by the industry	
		I can apply the theories learned into my daily life.	
		I would like to have more activities.	
Preference		After studying Tourism and Hospitality Management, what subjects would you like to study further?	(Mak & Melody, 2014)
		After studying tourism and hospitality management, what would you like to gain employment in?	

Validity and Reliability

Validity Analysis

Validity is the ability of a research instrument to measure the concept what it is designed to measure. Validity was established through content validity and construct validity. Content validity shows the adequate coverage of the subject matter and value should be greater than 0.05 (Cooper & Schindler, 2006). KMO of sampling adequacy is used to decide, whether the sample size is large enough to conduct the factor analysis and it should be greater than 0.5. When the significant level of Bartlett,,s test of Sphericity is less than 0.05, results of the factor analysis can be accepted.

Table 3. 1 Validity of the construct

Variable	KMO & Bartlett,,s Test	Significance
Motivation	.822	.000
Expectation	.870	.000
Perception	.882	.000

Source: (Survey data 2020)

Reliability Analysis

According to the study the reliability shows the stability and consistency with which the instrument measures the concept. Cronbach,,s coefficient alpha was used for testing the internal consistency of the instruments and generally accepted alpha value is 0.7 (Nunnally, 1994). For this study, result of reliability analysis as follows. Since all the values are greater than 0.7, the questionnaire can be considered as a reliable one.

Table 3. 2 Reliability of the construct

Variable	No of Items	Cronbach's Alpha
Motivation	17	.846
Expectation	10	.818
Perception	7	.875

Source: (Survey data 2020)

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

Introduction

This chapter presents and analyses the data based sample taken from Tourism and Hospitality management subject learning school students in southern province. The chapter focuses to find out the major influencing factors for motivation, expectation, perception and future preferences of the Tourism and Hospitality learning school students in southern province. The researcher expected to employed various methods and techniques which are already mention in the chapter Three. Both Statistical Package for Social Science (SPSS) and Microsoft Excel used to analyze the data and derive a conclusion from the research study. Graphical representations used by the researcher to present data that easy to understand and derive decisions. Overall 155 questionnaires are collected through the survey and 15 questionnaires were not filled in accurately thus remaining 140 questionnaires taken to the analysis of the study

Data Analysis

Summated rating used as analytical method in this research study and SPSS Software and MS Excel software are assisted for it. The chapter analyzed raw data using frequency distribution method to transform the data to make meaningful information and presented through the tables and figures such as pie charts and bar charts.

Gender
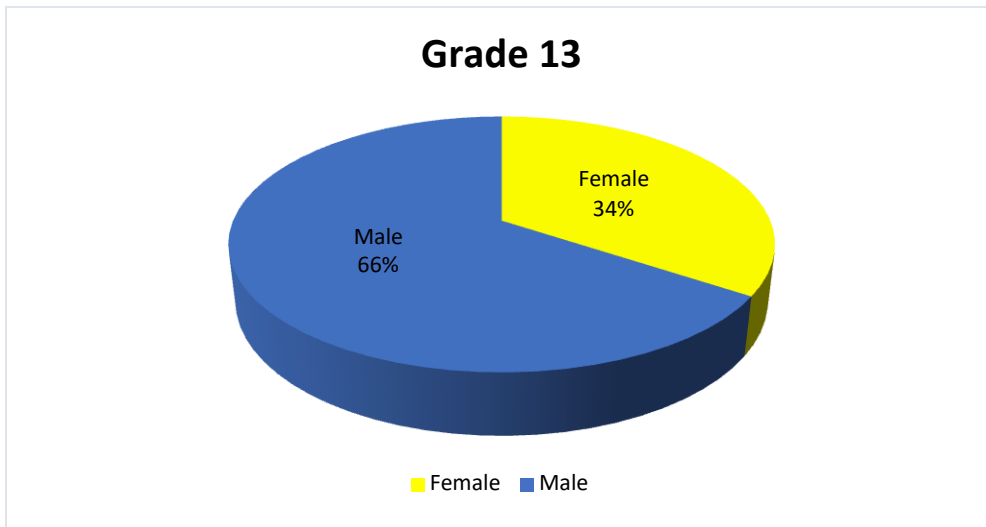
Figure 4:1 Gender composition of the Tourism and Hospitality learners

Source: (Survey data, 2020)

According to the Figure 4.1 representing the gender distribution among the respondents. Overall data collection of 140 respondents 65.7% number of students consists under Male category and 34.3% of Females. According to the analysis male respondents are greater than the female respondents.

Grade

Figure 4:2 Grade of the Respondents

Source: (Survey data, 2020)

Due to the Covid-19 Pandemic situation 2022 new G.C.E. A/L grade 12 batch commenced from 27/07/2020 (Ministry of Education, 2020). Thus at least six month of time has to wait for a student to select alternative subjects to learn. Hence Grade 12 there is no Tourism and Hospitality subject learners in the study researcher collected data from only Grade 13 students.

Tourism and Hospitality Management Learner in southern province

Southern Province Tourism and Hospitality learning students under 13 years guaranteed education progrmme among 140 respondents, male students are significantly higher than the females. According to data collected from the respondents 48 female students and 92 male students noticeable. Due to the nature of the industry the male students are prefer to select Tourism and Hospitality industry rather than female students.

Indicators for Summated rating Analysis

Summated rating analysis employed for identify the level of both dependent and independent variables. Respondents are asked to indicate their answers on 5 point Likert scales mean value and standard deviation calculated from each variable.

Motivation on Tourism and Hospitality learners

Table 4. 1 Motivation on Tourism and Hospitality learners

Indicators	N	Mean	Std. Deviation
I would like to work in this industry	140	4.54	.683
I would like to study this curriculum in tertiary study	140	4.24	.776
I would like to learn how the industry operates	140	4.36	.741
I would like to learn theoretical knowledge of tourism and hospitality	140	4.22	.814
I like traveling	140	4.35	.839
I think my personality suits studying Tourism and Hospitality Management	140	4.22	.857
I would like to introduce Sri Lanka to visitors" better	140	4.38	.782
Working in this industry is attractive to me.	140	4.34	.801
Curriculum contents and activities are attractive to me	140	4.19	.792
My friends choose this curriculum	140	3.27	1.280
My teachers encourage me to study Tourism and Hospitality Management	140	3.92	1.032
My parents encourage me to study Tourism and Hospitality Management	140	3.89	1.173
My parents encourage me to work in this industry	140	3.89	1.149
Other curricula are not attractive to me.	140	3.54	1.102
My academic results are qualified to take this curriculum	140	3.66	1.136
My academic results are not qualified to take other curricula.	140	3.12	1.391
I have no other options.	140	3.05	1.490

Source: (Survey data, 2020)

Table 4. 2 Category of Motivation Statements

Category	
Curriculum Attractiveness	I would like to learn theoretical knowledge of tourism and hospitality
	Curriculum contents and activities are attractive to me
Field Attractiveness	I would like to work in this industry
	I would like to learn how the industry operates
	Working in this industry is attractive to me
	I like travelling
Personal interest	I would like to study this curriculum in tertiary study
	I think my personality suits studying Tourism and Hospitality Management
	I would like to introduce Sri Lanka to visitors better
Influence by others	My friends choose this curriculum
	My teachers encourage me to study Tourism and Hospitality Management
	My parents encourage me to study Tourism and Hospitality Management
	My parents encourage me to work in this industry
Other consideration	Other curricula are not attractive to me.
	My academic results are qualified to take this curriculum
	My academic results are not qualified to take other curricula.
	I have no other options.

Source: (Survey data, 2020)

The Tourism and Hospitality Management subject learners" ratings of the level of the satisfaction to dissatisfaction on the reason of selecting Tourism and Hospitality subject among the seventeen of the motivational factors provided in Table 4.1 and further categorization of those factors in specific groups. Among the 140 respondents top five reasons to select Tourism and Hospitality Management subject is "I would like to work in this Industry" scored 4.54 mean value, "I would like to introduce Sri Lanka to visitors" better" scored 4.38 mean value, "I would like to learn how the industry operates" scored 4.36 mean value, "I like travelling" scored 4.35 mean value, "Working in this industry is attractive to me" scored 4.34 mean value obtain from the 17 motivational factors. Even remaining in the neutral level of satisfaction, "I have no other option" is the minimum scored factor which reported as 3.05 of mean value and the 1.490 of highest standard deviation presented. Comparing other motivation factors standard deviation values "I have no other option" results are more spread out from the mean value.

According to the Table 4.2 indicated categorized overall motivational factors into five specific groups. Such as Curriculum Attractiveness, Field attractiveness, Personal interests, Influence by others and Other consideration. The "Field Attractiveness" consists with high level of mean scored factors are consisting. Thus Field Attractiveness is the maximum influencing factor to select Tourism and Hospitality Management for learning according to the survey. "My parents encourage me to study Tourism and Hospitality Management", "My parents encourage me to work in this industry" both are equally scored as 3.89 mean value under the category of the "Influence by others". The mean value 4.22 scored equal motivational factors consisting in both "I would like to learn theoretical knowledge of tourism and hospitality" which is consisting in the "Curriculum Attractiveness" category. Other equal factor reported as "I think my personality suits studying Tourism and Hospitality Management" which included in the "Personal interest" category.

Expectation of Tourism and Hospitality learners

4.3 Expectation of Tourism and Hospitality learners

Table 4. 3 Expectation of Tourism and Hospitality learners

Indicators	N	Mean	Std. Deviation
I can acquire operational knowledge of this industry	140	4.39	.727
I can learn theoretical knowledge from this curriculum	140	4.16	.761
I can explore future career choices	140	4.36	.759
I can introduce Sri Lanka better when meeting visitors in Sri Lanka	140	4.18	.842
I can apply what I have learned when I travel	140	4.27	.803
I can improve my personal qualities to meet the industry requirements, e.g., communication skills, team work, etc.	140	4.23	.851
I can have opportunities to observe real operations of this field, e.g., field trips, hotel visits, talks, etc	140	4.17	.889
I can have opportunities to learn using software systems adopted by the industry, e.g., airline reservation.	140	4.04	.978
I can have a more enjoyable learning experience than when I study other curricula	140	4.29	.844
I do not have any expectations of this curriculum.	140	3.00	1.341

Source: (Survey data 2020)

Expectation on learning Tourism and Hospitality Education among southern province students represent in table 4.3 in this research study. The results indicate

that students give more consideration regarding the following expectation factors. Such as "I can acquire operational knowledge of this industry" scored 4.39 mean value and 0.727 of standard deviation, "I can explore future career choices" scored 4.36 mean value and 0.759 of standard deviation, "I can have a more enjoyable learning experience than when I study other curricula" scored 4.29 mean value and 0.844 of standard deviation value, "I can apply what I have learned when I travel" mean score as 4.27 and standard deviation value 0.803, "I can improve my personal qualities to meet the industry requirements, e.g., communication skills, team work, etc." mean score as 4.23 and standard deviation value 0.851 in above Table 4.3 indicated. However, the Overall factors which are consisting in the expectation category scored High level of mean value in between range of 4.04 to 4.39 mean values. But "I do not have any expectations of this curriculum" is indicated as Neutral level satisfaction and standard deviation scored 1.341 which indicated high standard deviation among other factors of expectation.

Perception of Tourism and Hospitality learners

Table 4.4 Perception of Tourism and Hospitality learners

| Indicators	N	Mean	Std. Deviation
The teachers possess substantial knowledge of the curriculum taught	140	4.29	.902
The teachers can give relevant examples and detailed explanations	140	4.16	.774
The teachers are able to answer questions from students.	140	4.19	.821
I can understand the theories	140	3.99	.813
I can improve my personal qualities required by the industry	140	4.21	.809
I can apply the theories learned into my daily life	140	4.12	.809
I would like to have more activities	140	4.29	.869

Source: (Survey data 2020)

According to the Table 4.4 indicate the Tourism and Hospitality learning student"s perception. It is significantly view that the students score high degree of satisfaction

in all factors of the Perception. However, among those factors students score 4.29 mean value equally indicated in among two factors such as "The teachers possess substantial knowledge of the curriculum taught" and "I would like to have more activities". The low level of score 3.99 mean value and 0.813 standard deviation indicated in "I can understand the theories" however even it remarked as high degree of satisfaction but comparing other factors it indicated lowest score factor. Among the seven perception factors other remaining factors respectively scored as following "I can improve my personal qualities required by the industry" scored by 4.21 mean value and 0.809 standard deviation, "The teachers are able to answer questions from students" scored by 4.19 mean value and 0.821 standard deviation, "The teachers can give relevant examples and detailed explanations" scored by 4.16 mean value and 0.774 standard deviation. Then according to the student"s perception "I can apply the theories learned into my daily life" scored by 4.12 mean value and 0.809 of standard deviation. According to the above analysis according to the students" perception the teacher have essential knowledge to teach the curricula and the students prefer to have more practical aspect of the subject rather than the present scenario.

Future Preference

Subject preference
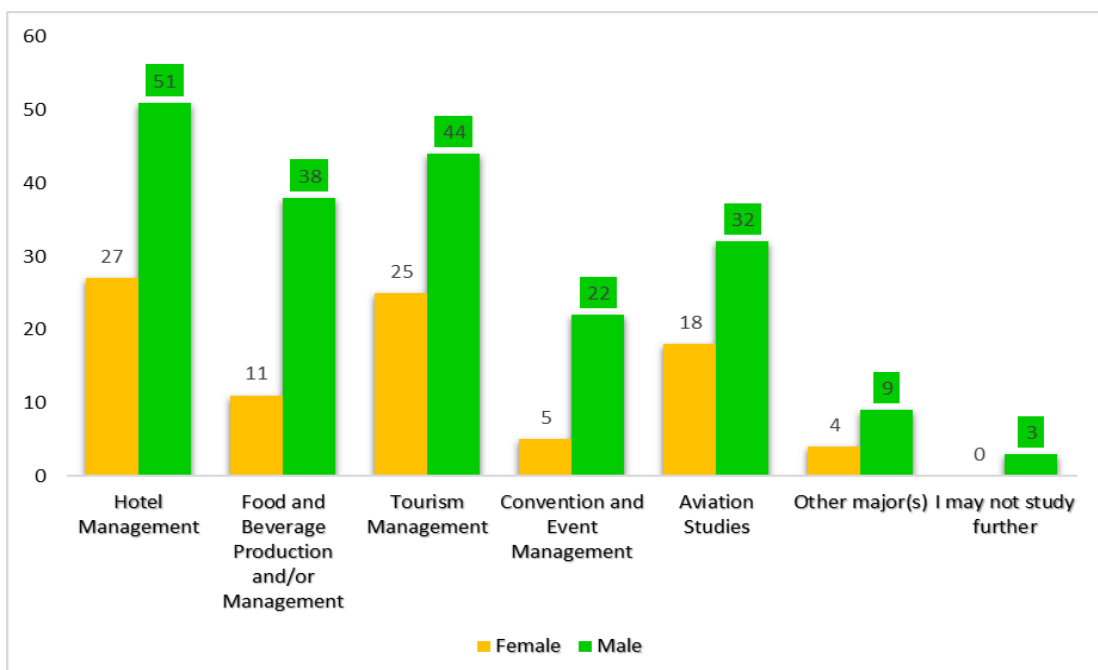
4. 3 Future studies of the students

Source: (Survey data 2020)

According to the Figure 4.3 indicated that the Tourism and Hospitality learning students future preferences of the learning. Among the 140 students asked to mark specific subject category which prefer to learn after the existing studies. Thus the respondents allow to mark more than one choice for the future preference subjects. According to 78 of students willing to study Hotel Management rather than other subjects. Then the 69 of male and female students select second major choice of the subject as Tourism Management. Then other subject respectively Aviation studies 50 number of students, food and Beverage production and/ or Management consists 49 students and event management 27 persons willing to learn in future. However apart from the Traditional and modern tourism subjects 13 students willing to follow other major subject to learn after the Tourism and Hospitality education and 3 Male students only recorded as they are not continue their studies in future.

According to the Gender wise male students are major in respectively Hotel Management, Tourism and Food and Beverage Management indicate. However considerable number of female students does not prefer to study Event Management rather than other subjects related to the Tourism field. Female students" subject choices are different than from the male students" subject preferences. Female students respectively major in following subjects such as Hotel Management, Tourism Management and Aviation studies rather than other subjects.

Career preference
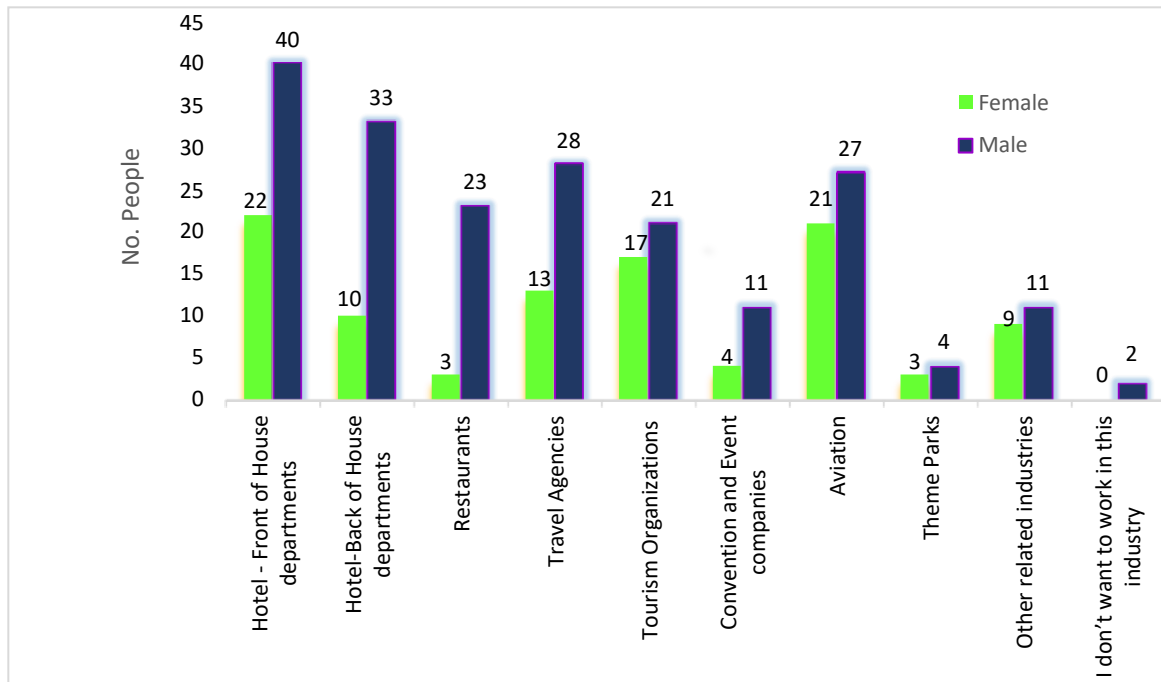
4. 4 Career preference
Source: (Survey data 2020)

According to the figure 4.4 indicated that the majority students prefer in Hotel front of the House departments score as 62 marks, Aviation studies score 48 marks, Hotel back of the house departments score as 43 marks of preference in both gender. Then according to the Male Students major career preference respectively Hotel front of the house departments, Hotel back of the house departments, Travel agency, Aviation and restaurant fields careers. Female major preference is respectively Hotel Front of the house, Aviation, Tourism Organizations, Travel agency etc.

Discussion

The present study is conducted to investigate the Motivation, expectation, perception and preferences of the current Tourism and Hospitality subject learners in the southern province in Sri Lanka. According to the existing finding researcher discover that majority of the male 65.7% students selecting the Tourism and Hospitality subject rather than females 34.3%. Grade 12 students do not take part to the survey. Overall 140 questionnaire filled up by grade 13 students in southern province.

According to questionnaire five point Likert scale type questions presents analyze the Motivation, Expectation and Perception of the study.

According to analysis the motivational factor among the school students. The majority of the students selecting the Tourism curricula due to willingness or preference regarding each individual to the Tourism and Hospitality industry. and indicated that individual seeking essential knowledge when dealing with visitors to introduce about Sri Lanka. Top five major motivational factors respectively are "I would like to work in this industry", "I would like to introduce Sri Lanka to visitors" better", "I would like to learn how the industry operates", "I like traveling" and "Working in this industry is attractive to me". According to the analysis above mentioned factors are respectively sufficient level of satisfaction obtain from the respondents. But there are some insufficient level statements such as My friends choose this curricula, the teachers encouragement as well as the parents" encouragement, my academic results are not qualified to take other curricula. And I have no other options these factors will be further develop in the future. Expectation concerning the ten factors are in the accepted level of the studies and in significantly and "I do not have any expectations of this curriculum" is rated in lowest scored but remain as neutral level. According to analysis learning this curriculum most personals having an expectation.

Under the perception all seven factors teachers have essential Knowledge for the curricula and able to give relevant example and explanations, allow students to ask questions, students can understand theories, improving students" personal qualities, learn theories can apply in practice scenario, willingness to do more activities are the factors which test the perception of each individual are respectively remaining in the sufficient level. Then even Gender influence to categorized future preferences of the study and the career path of each individual. The students prefer from new subject areas event management, Aviation apart from the traditional subjects in the industry as well as the future career also selecting under new field of Aviation, theme park, event Management.

CHAPTER FIVE
CONCLUSION AND SUGGESTION

Chapter Introduction

This chapter concluded with the findings of the current study and provides recommendations and suggestions for future researches. The study mainly focuses on the student''s motivation, expectation perception and preference regarding learning in southern province Sri Lanka.

Conclusion

The willingness to work in the industry is the main influence factor to select Tourism and Hospitality Management for learning rather than other criteria of the study. It is indicated that the students have preference about the curricula at the beginning stage of the studies. Thus it conclude that each individual has clear path in their mind what will they planning to do. Further the second and third highest score determined that the students has a desire to provide best service to the guests in Sri Lanka to fulfill that need they willing to gather the knowledge regarding how is the industry operate as well as the most individuals obtain neutral level external party influences such as friends, teachers and parents for the purpose of motivate individual to the course. Due to the highest desire of the tourism industry students expected for gather operational knowledge through the learning it can be utilized directly for the potential career choices in Tourism field. As well as individuals expected the theories and techniques they were used and taught can helpful for build students personal qualities and when

students travelling the Tourism Knowledge will assists them to survive in the un-residential place.

However, it is reported that student accepted that they are learning from well qualified teachers and teachers can gave relevant examples and appropriate answers for the student"s questions. But students" perspective they require more activities in tourism and Hospitality field as the industry need more practical aspect rather than the theoretical aspect. However, the study shows that the student has less score to they can understand the theoretical knowledge within the industry as per the teaching methods are good in scenario. However, the individual expected for understanding the theories of the tourism subject but it is remaining in neutral level. Thus the more difficult Technical words in foreign language such as French, English as well as most Hospitality concept introduced nations language terms influences can be fed up the individuals to learning on Tourism and Hospitality Management learnings.

Concerning the future career choices of the students, most students preferred front of the House departments rather than back of the House in hotel sector and students have more demand on Hospitality sector rather than travel agency field and due to the new generation perception regarding new sub fields of the Tourism and Hospitality sector careers such as theme parks, event organizing"s and other sub fields are also concerning students in presents of learning. However the students willing to continue their education after the studies also. The Hotel management is the highest demand field of student"s future learning and students concerning the Tourism management, Aviation studies, Food and beverage management are other major study fields.

Recommendation

It is very important to implement tourism related education quality enhancement regarding the southern province. Such a remarkable area which attracts the both local and foreign travelers in Sri Lanka. Thus providing the better education for the potential workforce is essential to uplift the quality of the industry of Tourism. Therefore, the essentiality of both coordination tourism industry and service providing organizations necessary. So future research must be better to focus on identify the perception and the expectation regarding Sri Lankan students, service providers and

educational institutes to up lift the standard of the Tourism and Hospitality education of Sri Lanka.

Chapter summery

This chapter elaborated the conclusions and presented suggestions for improvement of Tourism and Hospitality education in Sri Lanka. Further, it indicates an over view of the study, its finding recommendation, policy implementation and an overall conclusion to handover a full picture for this study and viewers can get good idea and guidance to implement Tourism and Hospitality Education. At the latter part directions for future researches have been expressed with all the knowledge gathered throughout this research study.

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APPENDIX-A

Questionnaire

I am final year student who is currently reading for Bachelor of Science, Hospitality Management degree at Sabaragamuwa University of Sri Lanka. I am conducting research on Motivation, Expectation, Perception and Preference in learning Tourism and Hospitality among "13 years guaranteed education progrmme" following students in southern province in Sri Lanka. Please be kind enough to cooperate for fill this questionnaire Further, I guarantee that this information will be used only for the research purposes.

Section I

1. Gender
   Female ☐   Male ☐

2. Your current year of study

   Grade 12 │   Grade 13 ☐

3. You are a student who following Tourism and Hospitality Management under 13 years guaranteed education progrmme in southern province?

   Yes │   No ☐

Section II

How would you personally evaluate the following statements? (Mark on the relevant rating use cross (×) mark)

	1.Reasons for studying Tourism and Hospitality Management	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01	I would like to work in this industry					
02	I would like to study this curriculum in tertiary study					
03	I would like to learn how the industry operates					
04	I would like to learn theoretical knowledge of tourism and hospitality					
05	I like traveling					
06	I think my personality suits studying Tourism an Hospitality Management					
07	I would like to introduce Sri Lanka to visitors better					
08	Working in this industry is attractive to me.					
09	Curriculum contents and activities are attractive to me					
10	My friends choose this curriculum					
11	My teachers encourage me to study Tourism and Hospitality Management					
12	My parents encourage me to study Tourism and Hospitality Management					
13	My parents encourage me to work in this industry					
14	Other curricula are not attractive to me.					
15	My academic results are qualified to take this curriculum					
16	My academic results are not qualified to take othe curricula.					
17	I have no other options.					

2. Expectations of studying Tourism and Hospitality Management	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I can acquire operational knowledge of this industry					
2	I can learn theoretical knowledge from this curriculum					
3	I can explore future career choices					
4	I can introduce Sri Lanka better when meeting visitors in Sri Lanka					
5	I can apply what I have learned when I travel					
6	I can improve my personal qualities to meet the industry requirements, e.g., communication skills, team work, etc.					
7	I can have opportunities to observe real operations of this field, e.g., field trips, hotel visits, talks, etc					
8	I can have opportunities to learn using software systems adopted by the industry, e.g., airline reservation.					
9	I can have a more enjoyable learning experience than when I study other curricula					
10	I do not have any expectations of this curriculum.					

3. Perception of studying Tourism and Hospitality Management	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The teachers possess substantial knowledge of the curriculum taught					
2	The teachers can give relevant examples and detailed explanations					
3	The teachers are able to answer questions from students.					
4	I can understand the theories.					
5	I can improve my personal qualities required by the industry.					
6	I can apply the theories learned into my daily life					
7	I would like to have more activities.					

Section III

1. After studying Tourism and Hospitality Management, what subjects would you like to study further? (You can select more than one answer)

(1) Hotel Management ☐   (5) Aviation Studies ☐

(2) Food and Beverage Production and/or Management ☐   (6) Other major(s) ☐

(3) Tourism Management ☐   (7) I may not study further ☐

(4) Convention and Event Manageme nt ☐

2. After studying Tourism and Hospitality Management, what would you like to gain employment in? You can choose more than one answer.

(1) Hotel - Front of House departments ☐   (6) Convention and Event Companies ☐

(2) Hotel-Back of House departments ☐   (7) Aviation (airline/airport) ☐

(3) Restaurants ☐   (8) Theme Parks ☐

(4) Travel Agencies ☐   (9) Other related industries ☐

(5) Tourism Organizations (e. g., Sri Lanka Tourism Development Authority etc) ☐   (10) I don"t want to work in this industry ☐

End of the Questionnaire. Thank You for your participation.

ජ්‍රශ්තාවලිය

13 ලසරක අඛන්ඩ අධ්‍යව්පනයාහය "සංචවරක හව ආගන්තුක සත්කවර කළමාවකරණ" විෂය හදවරා සිසුන්හගේ හපනැඛෝවීම, අහේක්ෂවල, සංජවාතය හව අාවගත ලාත්තනීය හව අධ්‍යව්පනෑක ක මාපනයයන් ලිපිවදල රී කංකව සවරගමු විශ්නල විදයවකහස සිවනලාත ලසර සිසුලකු විසින් හමම සමීක්ෂණය පතෟත්ලනු කංහගේ. හමම ජ්‍රශ්තාවලිය ලිරවීම මිනන් සහහව කවරුණෟික සහහාඟේගයකුං මව ඔහවන් අහේක්ෂව කරමි. තලද හමම හතෟරතනුරු අඩ්යයාත කටයුතු සහහව ඤමණක් හවවිතා කරා වලට මම සහනික හලමි.

I. හකොටස

1. ස්ත්‍රී රැරුෂ හවලය

ස්ත්‍රී ☐   රැරුෂ ☐

2. ඉහගනුම කවාත ලසර (ලාත්තනීය රැහෟුණ ආයතාත තෟුක ඉහගනුම කවාත සිසුන් "13 ලසර" හස් සැකහක්)

12 ලසර ☐   13 ලසර ☐

3. ඔව දකුණ පතෟඩවත් අධ්‍යව්පනයා හකොටවසහස ඉහගනුම කවාත 13 ලසරක අඛන්ඩ අධ්‍යව්පනයාහය "සංචරක හව ආගන්තෟක සත්කවර කකමාවකරණය" විෂය හදවරා සිසුහලක් ද?

ඔවන ☐   ාතැහ ☐

II.   භාගය

ප්‍රශ්නයට දැක්වෙ⟨⟩⟩ ප්‍රකාශයන් ඔබ හ⟨⟩⟩ගිකව තක්හස්රූ කරන්නේ කෙසේද?

(අදාළ ඇගයීම කතිර (×) කකුා භාවිතයෙන් සකකුණ කරන්⟨⟩)

	1. සංචරක හා ආගන්තුක සත්කාර කළමණාකරණ විෂය හැදෑරීමට හේතුව	අ⟨⟩⟩රයෙන්ම එකඟ වෙමි	එකඟවෙමි	නිශ්චිතනැත	එකඟනොවෙමි	අ⟨⟩⟩රයෙන්ම එකඟ නොවෙමි
1	මම සංචරක ක්ෂේත්‍රයහස ලැඩ කිරීමට කැමති					
2	හමම විෂය මවකවල තෘතී ක අධ්‍යයාහසී හැදෑරීමට මව කැමති					
3	සංචරක කර්මවනත්‍රය ක්‍රියවතත්මක ල⟨⟩⟩ ආකාරය ඉහගා ගැනීමට මම කැමති					
4	සංචරක හා ආගන්තුක සත්කාර ළිළ්වහ ⟨⟩යවයවතත්මක දැනුම ඉහග⟨⟩ ගැනීමට මම කැමති					
5	සංචරය කිරීමට මවහේ ඇති කැමැත්ත					
6	මහේ හ⟨⟩⟩රුෂය හමකී විෂය හැදෑරීමට ග⟨⟩කහ⟨⟩⟩ වල සිටීම					
7	සංචරක න්ට ී කංකවල ළිළ්ිවෙදල ලැදවත් හහ⟨⟩දෑරීන් හදුනත්ලව ⟨⟩ මට මම කැමති					
8	හමම කර්මවනත්හස ලැඩ කිරීම මට ආකර්යනීය .					
9	විෂයමවකව අන්තර්ගතය සහ ක්‍රියවකවරක ම මට ආකර්ෂයයය					
10	මහේ මිතුරන් හමම විෂය මවකවල හතෝර්ව ගැනීම මව ද එයම හත⟨⟩⟩ර්ව ගැනීමට ප්‍රයකෂවවීම					
11	හමම විෂය හැදෑරීමට මහේ ගුරුලරු මවල දිරිමත් කරති					
12	හමම විෂය හැදෑරීමට මහේ හදමවලියන් මවල දිරිමත් කරාලව					
13	හමම කර්මවනත්හස රැකියවලක කයතු වීමට මහේ හදමවලියන් මවල දිරිමත් කර⟨⟩⟩ලව					
14	හලාත් විෂයමවකව මට ආකර්ෂයයය හා⟨⟩හවන					
15	හමම විෂය මවකවල හතෝර්ව ගැනීමට මහේ විභවග ප්‍රතිපනයක ප්‍රමවණලත් වීම					
16	මහේ විභවග ප්‍රතිපනයක හලාත් විෂයමවකලක් හැදෑරීමට ප්‍රමවණලත් හා⟨⟩වීම					
17	මට හල⟨⟩⟩ත් විකල⟨⟩⟩ හා⟨⟩මැ⟩ති වීම					

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	2. සංචාරක හා ආගන්තුක සත්කාර කළමනාකරණය විෂය හැදෑරීමෙන් ඔබේ අභේක්ෂාවල	දැඩිව එකඟ නොවෙමි	එකඟ නොවෙමි	?	එකඟ වෙමි	දැඩිව එකඟ වෙමි
1	මට හෝටල් කර්මාන්තය හෝ සයලු ආකාරය පිළිබඳ ප්‍රායෝගික දැනුම කරවා ගත හැකිය.					
2	හෝටල් විෂය මඟින්ම මට ?යාවවත්මක දැනුම ඉගෙන ගත හැකිය					
3	මට ආගන්තුක ලාත්තීය හත්රී ම සඳහා උපනයකවරි වීම.					
4	රැ කංකවල තුක ? හමුලා සංචාරක න්ට රැ කංකවල ලිවදල ලබාදන් හහඳ මග හ?ත?ත්වීමක් කිරීමට හැකිවීම.					
5	මම සංචාරය කරා විට මම ඉගෙන ගත් හෙග අදාල කර ගත හැකිය.					
6	විෂය හැදෑරීම තුළින් මහේ කුසළතාව හා දියුණු කළ හැකිය, උ.දව., සන්ක හවත? කුසළතාව, කණ්ඩාය ම ලඟ යාවද?ය.					
7	හෝටල් ක්ෂේත්‍රහස ප්‍රායෝගික ක්‍රියාවකවරීත්ලය ක රීක්ෂණය කිරීමට මට අලස්ව කංහේ, උදව., ක්ෂේත්‍ර චාරිකා, හහෝටල් චාරිකා ආදිය					
8	හෝටල් ක්ෂේත්‍රහස භාවිතා කරා මෘදුකාංග ක්‍රමෝධනී (software) ලිවදල ඉගෙන ගැනීමට මට අලස්ව කංහේ, උදව., ගුවන් ගමන් ප්‍රවනය හලන්කිරී ම					
9	හලාත් විෂයමවකව හැදෑරීමට ලදව රසලත් ඉහගනීහ ම අත්දැකීමක් කරවා ගත හැකිය					
10	හෝටල් විෂය මෙකල පිළිබඳ මට කිසියම අභේක්ෂාවලක් හාතොමැත					

	3. අධ්‍යයනහයන් ?සඳු විෂය මෙකල ගැ?? ඔවට හහතනත්හන් හකහස්ද?	දැඩිව එකඟ නොවෙමි	එකඟ නොවෙමි	?	එකඟ වෙමි	දැඩිව එකඟ වෙමි
1	ගුරුවරුන්ට උගන්ව?ත විෂය මෙකල පිළිබඳ සෑහෙන යුතු දැනුමක් ඇත					
2	ගුරුවරුන්ට හ?ඩමට අදාල ලබා ප්‍රාෙයෝදි උදාහරණ සහ සවිස්තරාත්මක හ?හැදැ?? කිරී ම කරවා දිය හැකිය					
3	සිසුන්හේ ප්‍රශ්න?ලකට ක ලැරදි පිළිතුරු සැපයීමට ගුරුවරුන්ට ඇති හැකියවල.					
4	මට විෂහස ?යවවවත්මක කර?නු හත්ර?ම ගත හැකිය					
5	කර්මවන්තයට අලයය මහේ රැගගික කුසළතාව හා ගුණාංග ලැබ දියුණු කළ හැකිය					
6	ඉහග?ත ගත් ?යවයන් මහේ එදිහාද? ව?විතයට අදාල කර ගත හැකිය.					

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7	මම තලාත් විෂයවනුවිගෙද ක්‍රියවකවරක ම කිරීමට කැමති .					

III. භකොටස

1. සංචවරක හව ආගනත්තුක සත්කවර කකමාවකරණය විෂය හැදෑරීහමන් පසු, ඔව ලෑඩි්‍රුකර හැදෑරීමට කැමති විෂයනඡ් හමලවද? (ඔවට පිළිතුරු එකකට ලඩව හතේර්ව ගත හැක)

(1) හහෝටල් කළමාවකරණය ⬜   (5) ගුලන් සංචවරය පිළිවද අධ්‍යයා ⬜
(Aviation studies)

(2) ආහවර්පනව කෙප්තයවද සහ ⬜   (6) හලාත් ⬜
/ හහෝ කළමාවකරණය

(3) සංචවරක කළමාවකරණය ⬜   (7) මම ලෑඩි්‍රුකර අධ්‍යයෝයක් ⬜
භොකරමි

(4)ස මමුතිය සහ සිුකවී ම ⬜
කළමාවකරණය/Convention
and Event Management

2. සංචවරක හව ආගන්තුක සත්කවර කකමාවකරණය විෂය හැදෑරීහමන් පසු, ක යෑළීමට කැමති රැකියවල කුමක්ද? (ඔවට පිළිතුරු එකකට ලඩව හතෝර්ව ගත හැක.)

(1) භහෝටකය - (Front of the house) ⬜   (6) ස මමුති සහ සිුකවී ම සමවග ම ⬜

(2) භහෝටකය - (Back of the house) ⬜   (7) ගුලන් හස්ීලව (ගුලන් හතොටුපතක) ⬜

(3) අලන්හල් ⬜   (8) හත්ම්ව උදයව ⬜

(4) සංචවරක ජන්සි ආයතා ⬜   (9) සංචවරක කර්මවන්තය ආශ්‍රිත හලාත් කර්මවන්ත ⬜

(5) සංචවරක සංවිධ්‍ය (උදම: රී කංකව සංචවරක සංලරඩ්‍ය අධි්‍කවර්‍ිය, රී කංකව සංචවරක ජ්‍ලරඩ්‍ය කවර්‍ියවංයය ආදිය) ⬜   (10) මට හමම කර්මවන්තහස ලඩ කිරීමට අලය ෙනාහැ. ⬜

ඔව කවව ශුකන් සහහාෙර්ගයට ස්තුති !

APENDIX-C

Reliability Test

<table>
<tr><th colspan="2">Reliability Statistics</th></tr>
<tr><th>Cronbach's Alpha</th><th>N of Items</th></tr>
<tr><td>.846</td><td>17</td></tr>
</table>

<table>
<tr><th colspan="2">Reliability Statistics</th></tr>
<tr><th>Cronbach's Alpha</th><th>N of Items</th></tr>
<tr><td>.875</td><td>7</td></tr>
</table>

<table>
<tr><th colspan="2">Reliability Statistics</th></tr>
<tr><th>Cronbach's Alpha</th><th>N of Items</th></tr>
<tr><td>.818</td><td>10</td></tr>
</table>

APENDIX-D

Validity Test

<table>
<tr><th colspan="3">KMO and Bartlett's Test</th></tr>
<tr><td colspan="2">Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</td><td>.822</td></tr>
<tr><td rowspan="3">Bartlett's Test of Sphericity</td><td>Approx. Chi-Square</td><td>1118.473</td></tr>
<tr><td>df</td><td>136</td></tr>
<tr><td>Sig.</td><td>.000</td></tr>
</table>

<table>
<tr><th colspan="3">KMO and Bartlett's Test</th></tr>
<tr><td colspan="2">Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</td><td>.870</td></tr>
<tr><td rowspan="3">Bartlett's Test of Sphericity</td><td>Approx. Chi-Square</td><td>530.476</td></tr>
<tr><td>Df</td><td>45</td></tr>
<tr><td>Sig.</td><td>.000</td></tr>
</table>

<table>
<tr><th colspan="3">KMO and Bartlett's Test</th></tr>
<tr><td colspan="2">Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</td><td>.882</td></tr>
<tr><td rowspan="3">Bartlett's Test of Sphericity</td><td>Approx. Chi-Square</td><td>433.369</td></tr>
<tr><td>Df</td><td>21</td></tr>
<tr><td>Sig.</td><td>.000</td></tr>
</table>