Factors Influencing Hospitality Students' Career Goals in Indonesia

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Although the hospitality industry is growing rapidly, several studies show that the industry still lacks a skilled workforce to meet demands. This condition is exacerbated by the fact that many hospitality students change their career aspirations after they graduate. The purpose of this research is to explore the factors that influence the career goals of hospitality students in Indonesia. A self-administered survey was utilized to collect data from Indonesian hospitality students. A total of 430 questionnaires were gathered for statistical analysis. The data were analysed by using the partial least squares structural equation modelling tool that gives proof of data dependability and validity. The empirical results show that the students' intrinsic motivation and extrinsic motivation significantly influences undergraduate hospitality students' career goals. Similarly, the study also found that career exposure and third parties positively influence hospitality students' career goals. The findings in this study are beneficial for hospitality businesses in preparing and establishing their strategy in the recruitment process. Meanwhile, for higher education institutions, they can better prepare their students by providing various learning opportunities such as seminars, so that students can get career exposure and attain a realistic picture of their future careers.

Keywords: career goals, motivation, career exposure, third parties

Introduction

The tourism and hospitality sector in Indonesia contributes to the economy by providing various employment opportunities, income, and foreign exchange earnings (Situmorang et al., 2019). However, a highly competitive and constantly changing industry with a distinct nature presents its own set of barriers in terms of hiring and retaining talented and trained people (Robinson et al., 2016). The availability of high-quality staff to provide, operate, and manage tourist products is a critical aspect of the success of the hospitality business (Le et al., 2018). Although the hospitality industry is growing rapidly, several studies show that the industry still lacks a skilled workforce to meet the industry's demands (Penny Wan et al., 2014). This is because the tourism and hospitality business has a bad reputation among young job seekers, making it very difficult to hire and retain talented workers due to low pay (Omar et al., 2021), long working hours, a part-time or day labour system and a high

proportion of low-skilled jobs (Seqhobane & Kokt, 2021).

This situation will potentially lead to shortages and gaps in the skilled workforce in the future. Therefore, it is necessary to start looking for a way to attract the interest of the younger generation so that they are willing to work in the hospitality sector (Goh & Lee, 2018). In this study, this refers to tourism and hospitality students who are skilled and well-trained and who are a highly desirable source of workers in the hospitality job market (Aynalem et al., 2016). Employees who have obtained professional qualifications through education will play an important role in improving service quality, increasing productivity, and adding value to the business (Ince & Kendir, 2016). Nevertheless, past research has found that only a limited number of these graduates pursue their career in this sector upon the completion of their studies (Goh & Okumus, 2020; Reichenberger & Raymond, 2021; Tan et al., 2016).

Very often students feel confused and do not have career goals, even at the point when their study period is almost over (Qamaria & Astuti, 2021). A career is described as an individual's personal journey in their professional life, in their field of employment, and from the position in which they begin until the conclusion of their working life (Wong et al., 2019).

One of the most important things in a person's life is to have a career goal, which is described as a chosen career outcome that people want to achieve, such as a promotion, an increase in compensation, or the development of new skills (Seibert et al., 2013). Understanding the content of career goals can be useful knowledge for those who are just starting out in their professions, because they allow a person to direct their efforts in a highly focused manner with a well-defined plan of action (Greco & Kraimer, 2020; Rahim, 2020). Song and Chon (2012) proposed in past research to examine the career decisions of hospitality management students in order to retain talented employees and reduce turnover. Although it is widely assumed that a person may set their own career goals, multiple studies have revealed that these findings are affected by a variety of factors, including intrinsic/extrinsic motivation (Lee et al., 2019).

The drive to act in pursuit of a goal is known as motivation and is the most important factor in determining and achieving our goals (Psychology Today, n.d.). Motivation is divided into two types according to dualistic theories: extrinsic vs intrinsic (Reiss, 2012). Intrinsic motivation is defined as a sense of fulfilment derived from a goal; personal interest and personal choice are two components of intrinsic motivation (Salehpour & Roohani, 2020). Extrinsic motivation is 'taking action to achieve a separate outcome, whether real or not', or in other words, instrumental or external behaviour (Deci et al., 2017). Extrinsic and intrinsic concepts can be used to classify goal content (Lee et al., 2020; Zhang et al., 2018). Intrinsic goals, e.g. autonomy, growth, and health (Lee et al., 2019), can positively describe a person's performance, dedication, interactional performance, and work adaptation arising from one's natural interests and values (Zhang et al., 2018). On the other hand extrinsic goals, for example status, reputation, and popularity (Lee et al., 2019), are concerned with accomplishments that are external in nature, such as financial security, social recognition, and attractiveness (Akosah-Twumasi et al., 2018; Rodriguez et al., 2015).

According to a prior study, intrinsic motivation can be driven primarily by interest or activity-specific incentives, depending on whether the activity's object or performance is the primary motivator (Rheinberg, 2020). Motivation that comes from students themselves is an important determining factor for success (Ghazali et al., 2022). In the context of career goals, a study conducted by Hejazi and Bazrafshan (2013) found that one's professional choices could be affected by extrinsic incentives. Extrinsic motivation has also been demonstrated to have a positive impact on a person's professional choice in previous research (Demagalhaes et al., 2011; Jackling & Keneley, 2009). According to the findings of these previous studies, two of the most common extrinsic incentive elements identified as impacting career pathways are salary and the number of work options available. Another study by Ng et al. (2017), however, found that a career path is not much impacted by an individual's extrinsic motivation. In contrast, several previous studies stated that career goals are influenced by aspects of both intrinsic

and extrinsic values (Lee et al., 2020). Extrinsic work values refer to the financial benefits or conditions of labour, whereas intrinsic work values refer to the immaterial values met by work itself, such as accomplishment or flexibility (Seibert et al., 2013).

Previous studies have shown that career exposure is one of the critical factor for students in shaping their attitudes towards their future careers (Bhat & Kumar, 2021; Ng et al., 2017). Hospitality students are most often exposed to potential careers through professionals who work in the industry (Anthony et al., 2021b). It is critical that students learn about the responsibilities of hospitality jobs and the possibilities for a future in this sector (Rosyidi, 2021). Choosing a career is easier if students have access to more career--related information (Kleine et al., 2021). In an early study, it was found that the largest influence on career decisions was attributed to and inspired by those who work in the hospitality industry (Qiu et al., 2017). This finding was then confirmed by Lee et al. (2019), who found that industry professionals are the most important source of information for students making career decisions.

For tourism and hospitality students, past studies have shown that their career choices are influenced by the exposure the students receive to experienced practitioners (Ghani et al., 2009; Hutaibat, 2012). One example of industry exposure is industry visits (Soon et al., 2017). It is common for hotel management colleges to organize hotel trips for their students during their studies, allowing them the opportunity to witness the real-world working conditions of the hotel business (Dani & Kukreti, 2020). Students benefit from an industry visit since it helps them learn about hotel operations. Furthermore, one of the most significant benefits of industry exposure is the opportunity to learn from the experiences of those who have been working in industry for a long time (Kumar, 2021). Students will gain the opportunity to network with people in the hospitality and tourism industries who are further along in their careers (Immaneni & Sailaja, 2017). Subsequently, this will assist students when choosing a career and searching for a job after they graduate (Windawaty, 2022). As a result of exposure to hospitality jobs prior to graduation, students indicated a notable commitment to the hospitality industry (Appietu et al., 2019).

According to several previous studies, students are influenced by parents (Basnayake & Williamson, 2021; Nawabi et al., 2019), teachers (Faitar & Faitar, 2013; King & Hang, 2011; Tey et al., 2020), social media (Tan et al., 2014; Wong et al., 2022) and friends (Cheung & Arnold, 2014; Mtemeri, 2020; Tey et al., 2020). Moreover, research conducted by Anthony et al. (2021a) found that the influence of friends is one of the strongest factors that influence a person's career choice. In addition, research conducted by Lee et al. (2019) found that traditional sources such as teachers, industry mentors, advisors, and parents currently have a bigger influence on students' career decisions than online social media.

Therefore, the purpose of this research is to explore the factors that influence the career goals of hospitality students in Indonesia. This empirical and exploratory research focuses on motivational factors (intrinsic and extrinsic), career exposure, and the influence of third parties (lecturers, friends, social media, parents). This research is important because it can be the answer to the availability of hospitality workers in the future. The results of this research will later become input for the world of hospitality/tourism education in Indonesia in particular and the hotel industry in general.

Method

This research is quantitative research: we collected data from hospitality students from various universities and from tourism vocational school students in Jakarta. Data collection was carried out from March 2022 to June 2022. The study includes a sample of 430 research participants who are students enrolled in university and vocational school programmes focused on hospitality-related subjects. The sample was chosen from a range of educational institutions nationwide, guaranteeing diversity in both academic disciplines and geographical regions. Furthermore, out of the participants, 57% were female, while 43% were male. The gender distribution in this case roughly mirrors the demographic makeup of students participating in hospitality programmes across the region,

where females tend to be slightly more prevalent than males. Also, in order to gather data from the participants, a survey was disseminated through online platforms such as Google Form and Qualtrics. The selection of these digital survey technologies was based on their accessibility, convenience, and efficiency in reaching a wide-ranging and diverse sample of students. Utilising online surveys enabled participants to provide responses at their own convenience, thus reducing any biases related to limitations in time and geography. Furthermore, the online survey technique was as regarded adequate and effective among participants from Gen Z (Wiastuti et al., 2020). Purposive sampling was chosen as the sample approach in this research, with students in the hospitality industry being specifically chosen to respond to the survey's questions. The study's goals and requirements are declared and discussed at the start of the online survey, and respondent participation was completely voluntary.

Theoretical Models and Hypothesis
Based on the background described above, a conceptual framework was created for this study, which is illustrated in Figure 1. From this conceptual framework, and based on several previous studies, there are four hypotheses that will be used to answer the objectives of this study. The hypotheses are as follows:

- (h1) A hospitality student's intrinsic motivation positively and significantly influences career goals.
- (h2) A hospitality student's extrinsic motivation positively and significantly influences career goals.
- (h3) A hospitality student's career exposure positively and significantly influences career goals.
- (h4) Third parties positively and significantly influence a hospitality student's career goals.

Measurement
The questionnaires were adapted from previous research. Question items for career goals were adapted from research conducted by Yusoff et al. (2011). Examples include *'I understand the career options available to me'* and *'I clearly know my choice of career upon my graduation'*. The influence of third parties was measured by five constructs adapted from Hutai-
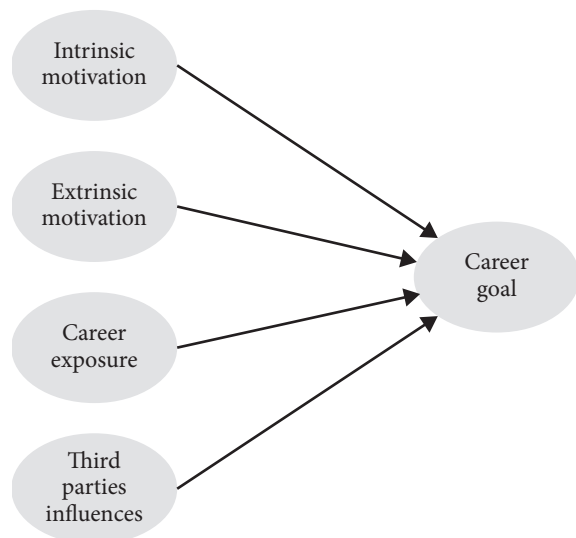

Figure 1   Research Conceptual Framework

bat (2012). An example is, *'My family and friends have a high influence on my career goal'*. In addition, five components modified from Hutaibat (2012) are used to assess career exposure. An example is, *'Seminars and workshops in hospitality are provided at universities'*. Constructs for each intrinsic and extrinsic motivation were modified from research conducted by Odia and Ogiedu (2013). An example for intrinsic motivation is *'I love the hospitality industry'*, and for extrinsic motivation, *'I choose a hospitality course because there will be jobs available in the future'*. Each question was assessed using a five-point Likert type scale, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Findings and Discussion
Data Analysis
For the hypothesis testing and analysis, the quantitative multivariate PLS-SEM was employed. Because of its predictive nature, this method can be used to investigate the questions raised in the research (Avkiran, 2018). Moreover, PLS-SEM is a method of data analysis that is commonly used and applicable to the hospitality industry (Ali et al., 2018; Usakli & Kucukergin, 2018). In order to assure the validity and reliability of the suggested measurement scales, the analysis of the model, as well as its interpretation, was carried out

Table 1   Items Property Measurement

Code	Dimension	(1)	(2)	(3)	(4)
	Intrinsic motivation				
INS1	I love the hospitality industry	0.783	0.774	0.796	0.657
INS2	I found the hospitality industry to be interesting	0.772			
INS3	I would enjoy working in the hospitality industry	0.749			
INS4	I like studying new skills in hospitality	0.754			
	Extrinsic motivation				
EXT1	I choose a hospitality course because there will be jobs available in the future	0.789	0.768	0.782	0.634
EXT2	I choose a hospitality course because there will always be job opportunities for me	0.767			
EXT3	I can get a good salary if I graduate with a hospitality degree	0.791			
EXT4	Working in hospitality has a lot of prestige	0.786			
EXT5	Working in the hospitality industry is well respected	0.774			
	Influence by third parties				
INF1	My family and friends have a high influence on my career goal	0.810	0.842	0.864	0.682
INF2	I am strongly influenced by educators in my choice of career goal	0.832			
INF3	I am strongly influenced by the media in my choice of career goal	0.797			
INF4	I am strongly influenced by the public/society in my choice of career goal	0.804			
INF5	I am strongly influenced by a career adviser in my choice of career goal	0.826			
	Career exposure				
CE1	I am given real cases of hospitality studies in university	0.842	0.853	0.811	0.657
CE2	Seminars and workshops in hospitality are provided at universities	0.873			
CE3	I visit hospitality businesses, organized by the university	0.891			
CE4	There are plenty of job opportunities for hospitality students	0.802			
	Career goal				
GOAL1	I want to work in the hospitality industry	0.822	0.826	0.815	0.603
GOAL2	I plan to further my postgraduate studies in hospitality after I graduate	0.834			
GOAL3	I understand the career options available to me	0.848			
GOAL4	I clearly know my choice of career upon my graduation	0.851			

Notes   Column headings are as follows: (1) loading, (2) Cronbach's alpha, (3) composite reliability, (4) average variance extracted.

in two stages: an analysis of the measurement model, and then an analysis of the structural model (Hair et al., 2014; Hair et al., 2017; Sarstedt et al., 2014).

Initially, the convergent validity was evaluated utilizing factor loadings, composite reliability (CR), the average variance extracted (AVE), and Cronbach's Alpha. It is better to have a Cronbach's Alpha score that is greater than 0.7, while the requirement for AVE is set at 0.5 (Taber, 2018). CR is utilized to evaluate the degree to which the data are internally consistent, and a value of 0.6 or higher is required before moving on to subsequent analyses. Table 1 lists the relevant

Table 2　Discriminant Validity

		1	2	3	4
1	Intrinsic motivation	0.767			
2	Extrinsic motivation	0.641	0.834		
3	Career exposure	0.597	0.624	0.796	
4	Third parties' influences	0.395	0.585	0.523	0.814

Note　The square root of the AVE is plotted on the diagonal, and correlations are constructed below the diagonal.

properties for each measurement item. The convergent validity threshold that was recommended appears to have been exceeded by each of the constructs that were analysed in this study.

The validity of the discriminant then came under scrutiny. Calculations of the square roots of the AVE were performed for each construct, and the results were recorded along the diagonal of the correlation matrix as shown in Table 2. For any given set of measurements, there should be more variation within each measure than there is within the set of measures itself, as shown by the AVE square roots. The constructs' discriminant validity is effectively proved when diagonal elements outnumber off-diagonal elements in rows and columns. As can be seen in Table 2, all the measurements have a level of validity and reliability that is satisfactory overall.

Results

We used Smart PLS 3.2, a variance-based structural equation modelling (SEM) approach, to perform partial least squares (Hair et al., 2012). From a SEM perspective, PLS-SEM is a highly favourable method for exploratory research (Hair et al., 2011). The study's conceptual framework was validated by the development of four hypotheses. Following the criterion provided by Hair et al. (2017), we evaluated the predicted correlations by calculating the explained variance ($R2$) of the dependent variables, path coefficients (β), and their degrees of significance generated from a bootstrapping resampling approach.

The result of the hypotheses test is shown in Table 3. The result revealed that the students' intrinsic motivation ($\beta = 0.295$, $t = 4.786$), extrinsic motivation ($\beta = 0.229$, $t = 4.121$), career exposure ($\beta = 0.311$, $t = 5.423$), and the third parties' influences ($\beta = 0.208$,

$t = 5.245$) were positively associated with the students' career goals, supporting H1, H2, H3, and H4.

Discussion

This study concludes that hospitality undergraduate students' intrinsic motivation and extrinsic motivation have a positive relationship with their career goal. Similarly, the result of the data analysis found that career exposure and the influence of third parties are also positively associated with hospitality students' career goals.

The findings of this study are consistent with those found in earlier research. The results of hypothesis 1 are in line with previous studies. For instance, intrinsic motivation is suggested to determine a student's career goal (Hejazi & Bazrafshan, 2013). For most students, working in hospitality is attractive, and they expect to be happy with their career choice if they do so. The findings are also in line with the findings of research carried out by Ng et al. (2017) and Thing and Jalaludin (2018), whose analyses show that intrinsic motivation plays a role in the career path that students choose.

Likewise, the results of hypothesis 2 show the same results as previous studies such as those which stated that extrinsic motivation was also found to be positively related to student career goals (Demagalhaes et al., 2011; Jackling & Keneley, 2009). This result is in accordance with the previous study of Wüst and Leko Šimić (2017) who also suggest that extrinsic motivation influences students' career goals in Germany. This finding also implied that financial considerations, job prestige, job security, and job accessibility play an important role in students' career goals (Akosah-Twumasi et al., 2018; Rodriguez et al., 2015). The result of hypotheses 2 also indicates that when the

Table 3   Hypotheses Test Results

	Relationship		Std. Beta	Std. error	t-value	p value	Decision
H1	Intrinsic motivation	→ Career goal	0.295	0.063	4.786	< 0.001	Supported
H2	Extrinsic motivation	→ Career goal	0.229	0.056	4.121	< 0.001	Supported
H3	Career exposure	→ Career goal	0.311	0.047	5.423	< 0.001	Supported
H4	Third parties' influences	→ Career goal	0.208	0.051	5.245	< 0.001	Supported

level of effect exerted by extrinsic motivation is high, there is a corresponding increase in the level of decision making that hospitality students engage in about their future careers. The findings of the study are also consistent with the social cognitive career theory in the presence of outcome expectation and goals components that are impacted by individual behaviour as well as the physical environment. Extrinsic motivation is motivation that comes from outside of oneself and can include aspects of the physical environment such as real rewards or salary. Other examples of external characteristics include the availability of jobs and the high prestige of working in luxury hotels, both of which are believed to influence the behaviour of hospitality students when it comes to deciding which career paths to pursue.

Furthermore, the results for hypothesis 3 are also in line with previous research by Ghani et al. (2009) and Hutaibat (2012), who conclude that there is a positive relationship between career exposure and students' career goals. It is implied that hospitality-related seminars and events on the hospitality career could also be provided to undergraduate hospitality students to give them exposure to future career possibilities. If more career exposure is given to the students, hospitality students' interest in working in industry can be subsequently improved.

For hypothesis 4, the results show that the influence of third parties is also positively related to the career goals of hospitality students, which is in line with previous research conducted by several researchers stating that a person's career goals can be influenced by other people, such as parents, teachers, friends and career consultants (Ng et al., 2017). It was also stated that in previous studies, students were influenced by parents, teachers, friends and social media (Basnaya-

ke & Williamson, 2021; Mtemeri, 2020; Nawabi et al., 2019; Tey et al., 2020; Wong et al., 2022).

The findings in this study are beneficial for hospitality businesses in preparing and establishing their strategy in the recruitment process. Meanwhile, for higher education institutions, they can better prepare their students by providing various learning opportunities such as seminars, internships, and industry visits, so that students can gain a lot of career exposure in order to get a realistic picture of their future career (Enget et al., 2020). In addition, universities should provide more practical experience to influence students' desire to pursue a profession in the hospitality field.

Limitations and Further Research

There are some potential pitfalls that could be associated with the findings of this research. First, this research was conducted using a purposive sampling technique involving several private universities in Indonesia that offer hospitality degrees, and tourism vocational high schools in Jakarta. Hence, the findings cannot be extrapolated to apply to all the undergraduate students from any major in Indonesia. Future research should be conducted by using a larger sample from various universities in Indonesia and involving many other majors that are offered by those universities.

Also, in this research, most of the participants were undergraduate hospitality students in their second and third year of studies. It is possible that the results might be different if most of the responses were from students in their final year. In this particular scenario, the students in their final year may have more experience in their preferred line of work compared to the students in their second and third

year. Experience gained through an internship in the field of hospitality can give students in their final year a broader perspective from which they can evaluate whether or not they want a future in the hospitality profession. Hence, future research should analyse the predictor of the final year hospitality undergraduate students' career goals and how it differs from the first, second, and third-year students.

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