Identifying the motivational factors of international students in the hospitality workplace:

An insight into motivating and retaining part-time hospitality employees

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Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material pervious published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of high learning".

Signed by Dan Zhu

Abstract

The New Zealand export education levy annual report shows that there were 106,955 international students in New Zealand in 2016 (Ministry of Education, 2016), and it is estimated that tuition paid by international students offers New Zealand an average of $883.8 million in income per year. Besides these financial advantages, international students are also regarded by New Zealand hospitality organisations as an important temporary workforce that can help them address the ongoing shortage of part-time employees. According to the New Zealand Ministry of Business, Innovation and Employment (2015), nearly one in ten foodservice jobs are held by international students.

However, the characteristics of hospitality work means it lacks enough charm to retain its employees, because of long work hours, poor work conditions, low pay, etc. Accordingly, the staff turnover rate in the New Zealand hospitality industry was nearly 50% in the past two years (Human Resources Institute of New Zealand, 2016). Theoretically, the positive relationship between employee motivation and staff retention has been proven by many researchers (Lam, Lo, & Chan, 2002; Milman & Dickson, 2014). Thus, cognisant of the importance of international students to New Zealand hospitality organisations, hospitality employers may need a better understanding of job motivation and the motivational needs of international students in order to increase student-worker job satisfaction, and therefore, retention. Nevertheless, although previous literature exists on the motivational factors of hospitality employees, little has been done on the motivational factors of student-workers, especially international students.

This study therefore identified and measured the motivational factors of international students in hospitality workplaces, informed by Herzberg's motivation theory and using the IPA (Importance-Performance Analysis) model, and examines the relationship between international students' perceptions of motivational factors and their turnover intentions. The study adopted a quantitative research approach (survey) that entailed

distributing an online-questionnaire to respondents who were international students and part-time employees in Auckland hospitality organisations. A total of 161 valid responses were collected and analysed using SPSS (Statistical Package for Social Sciences, version 21).

In contrast to Herzberg's motivation theory, the findings of this study reveal that good pay, work-life balance, and a comfortable working environment are the most important motivational factors for international students in hospitality workplaces. However, in terms of the relationship between perceptions of motivational factors and turnover intentions, the results are aligned with Herzberg's theory, in that perceptions of hygiene factors can significantly predict turnover intentions while perceptions of motivators fail. Moreover, the findings also include an exploration of the relationship between demographic factors and motivational factors. For example, job security is found to be more important to female students than to male students, and work-life balance is more important to Indian students than to Chinese students.

As an exploratory study, the results add new knowledge to existing literature regarding the motivational factors of international students in the hospitality workplace, and the discussion provides practical information to hospitality practitioners and an insight into motivating and retaining part-time hospitality employees.

Chapter 1. Introduction

1.1 Chapter preview

The purpose of this study is to identify the job motivational factors of international students in the hospitality workplace and provide hospitality practitioners with an insight into motivating and retaining part-time employees. This chapter firstly presents the background information of this study by briefly introducing the research subject and its significance to New Zealand and New Zealand hospitality employers. The chapter then identifies the research problems and objectives through reviewing the problems in the New Zealand hospitality industry and the gap in the existing literature. Next, the methodology for conducting this study is summarised, followed by the structure of this dissertation.

1.2 Research background

International education has become a strong (the fifth-largest) export industry for New Zealand in terms of revenue contribution. Statistics (Ministry of Education, 2016) show that in 2015, 61,400 international students accounted for 15% of all tertiary education students in New Zealand, which was ranked among the top five countries in all OECD countries in the number of international students. In 2016, numbers of international students had a growth rate of 8%, higher than other popular study abroad destinations, such as the United States (USA) (7.1%) and United Kingdom (UK) (-1%).

Without doubt, the large number of international students has brought New Zealand various prominent benefits. For example, the contribution international students made to New Zealand's gross domestic product, encompassing tuition and living costs, was around $2 billion, which directly and indirectly created 32,000 employment opportunities in 2015 (Infometrics, 2016). What is more, due to the involvement of international students, both international students and local people (particularly domestic students) gain opportunities

to experience different cultures and enhance adaptability in an increasingly global environment (Butcher & McGrath, 2004). To some extent, exchange students also contribute to the improvement of international relations between New Zealand and other countries (Wu, Garza, & Guzman, 2015). Thus, in order to sustain these benefits and attract more international students, conducting research on international students to improve their study experience or job experience in New Zealand is worthwhile.

Besides high-quality education, the opportunity for international students to work while studying could be a major attraction. According to New Zealand immigration law, international students are allowed to work up to 20 hours per week and can work full-time during their summer holidays (New Zealand Immigration, 2017). From international students' perspectives, accumulating work experience during or after their studies is highly regarded as it helps them enhance their understanding of theory and develop practical skills (Ho, Li, Cooper, & Holmes, 2007). Especially for Asian students, when they start their careers in their home countries, an overseas (Western-society) work background will help boost their competitiveness (Shin & Lee, 2011). Additionally, part-time jobs can also provide them with financial advantages.

It is estimated that over 30,000 international students held a part-time job in Auckland in 2016, with nearly one-third working in the hospitality industry (Laxon, 2016). From hospitality employers' perspectives, hiring international students can help reduce wage costs, and offer more flexibility (Barron & Anastasiadou, 2009). Firstly, as part-time employees, international students help employers save on labour costs because of lower-level pay and less employee welfare compared to full-time staff (Stringer, 2016). International students bring employers more flexibility in allocating human resources as well. For example, student-workers might have more enthusiasm than permanent staff to try different work tasks that are not listed in their job description and may be more prepared to work during peak times (e.g. dinner hours and religious holidays) (Lucas & Ralston, 1996). Furthermore, many hospitality employers perceive international students

as young people who are well-educated, intelligent, and having good language skills, and can therefore more easily serve customers from overseas (Lammont & Lucas, 1999; Shin & Lee, 2011).

Consequently, it is to the mutual advantage of both hospitality organisations and international students for international students to have good job satisfaction and motivation to work in hospitality workplaces. Otherwise, with low work motivation, international students may leave their jobs, leave the hospitality industry, or even choose another country to gain better overseas work experience.

1.3 Research problems

According to New Zealand Ministry of Business, Innovation and Employment (2015), nearly one in ten foodservice jobs are held by international students (approximately 9000) in New Zealand. The large number of international students working in the hospitality industry may demonstrate that hospitality work might naturally appeal to international students. However, a body of literature reveals that the characteristics of hospitality work lack enough charm to motivate and retain its employees. Workers in the hospitality industry often have long work hours, poor work conditions, heavy workloads, low pay, and are also stereotyped as having low social status (e.g. Barron, Maxwell, Broadbridge, & Ogden, 2007; Choudhury & McIntosh, 2013; Brown, Arendt, & Bosselman, 2014). As a result, of all industries in New Zealand, the hospitality industry has the highest turnover rates, averaging nearly 45% in the last two years (Human Resources Institute of New Zealand, 2016).

From an academic perspective, researchers have proved that there is a positive relationship between employee motivation and staff retention (Milman & Dickson, 2014; Lam, Lo, & Chan, 2002). Logically, the high turnover rates may indicate that employees in the New Zealand hospitality industry are suffering from low job satisfaction and low

motivation. The importance of international students to the hospitality industry linked with such a high-turnover setting, suggests that hospitality employers need to pay attention to the job motivation and motivational needs of international students with the aim of increasing students' job satisfaction and retention.

However, few studies have focused on the job motivators and turnover of international students in the hospitality workplace. Shin and Lee (2011) found that to a large extent international students lacked motivation in hospitality workplaces in Australia. Nevertheless, both their study and existing research do not clearly show the specific motivational factors of international students, especially in a New Zealand hospitality context.

1.4 Research objectives

In order to fill the gap in the literature regarding the motivational factors of international students in hospitality workplaces, as an exploratory study, the first objective is to investigate international students' motivational preferences and their perceptions of motivational factors in their hospitality workplaces. The impact of demographic factors on their motivational preferences and their perceptions of motivational factors will also be explored. Furthermore, with the aim of providing hospitality practitioners with an insight into applying motivational factors to improve part-time employee retention, the correlation between motivational factors and turnover intentions will be examined, which is the second research objective.

Corresponding to the above research objectives, four research questions have been developed:

1. Which motivational factors in the hospitality workplace are most important to international students?
2. What are international students' perceptions of motivational factors in their hospitality workplaces?
3. Is there a relationship between demographic factors and international students' motivational factors?
4. Is there a relationship between international students' perceptions of motivational factors and their turnover intentions?

1.5 Synopsis of the methods

Grounded in positivism and objectivism, a quantitative research method (survey) was adopted to identify and measure the motivational factors of international students in hospitality workplaces. An online survey tool (Qualtrics) was chosen as the data collection tool, and the sampling strategy consisted of convenience, snowball, and purposive sampling methods. The eligible respondents were international students who were legally working in hospitality organisations at the time as part-time employees with a minimum of three months' work experience.

Respondents were asked to complete a self-administered questionnaire. Screening questions were located at the initial stage of the questionnaire. The responses to questions in the second part were measured using 5-point Likert scales, which asked respondents to rate the importance and their perceptions of 14 motivational factors derived from Kovach's 10-factor model and the pilot test of this study. The third section aimed to measure respondents' turnover intentions, using the scale formulated by Hom and Griffeth (1991). The last section collected demographic information.

After a four-week data collection period, 213 responses had been received, and 161 online-questionnaires fully completed. The Statistical Package for Social Science (SPSS) version 21 was used for data analysis, with frequency distributions, Importance-Performance Analysis (IPA), t-test/ANOVA, correlation, and regression analyses applied as the statistical analysis techniques. Detailed information about the methodology of this study is provided in Chapter 3.

1.6 Dissertation structure

This dissertation consists of five chapters. The introduction chapter presents the background information of this study, identifying research problems and objectives together with a summary of the methodology of this study.

With the aim of providing a better understanding of the contextual information and a rationale for this study, Chapter two reviews existing literature relevant to the research topic. First, a profile of New Zealand international students and the New Zealand hospitality industry is given. Additionally, the chapter covers a critical review of motivation theory and recent studies conducted on hospitality employees' motivational needs, especially the motivational preferences of student-workers. The technique, IPA, and its application in internal marketing research are reviewed as well.

Chapter three details the methodology of the study, including the research design, methods applied to sample respondents, collect and analyse data, and ethical considerations relating to data collection. Chapter four presents the findings of the study through a statistical analysis of the collected data. The key findings are then discussed in Chapter five. In particular, the similarities and differences between the findings of the current study and the existing literature are identified and discussed. Theoretical and practical implications are pointed out followed by an assessment of the limitations of the study and suggestions for future research.

Chapter 2. Literature review

2.1 Chapter preview

The purpose of this chapter is to provide an understanding of the contextual information and theoretical foundation of this study and identify the gap to be addressed. The chapter commences with an introduction to the topic of international students in New Zealand and the New Zealand hospitality industry to point out the importance of international students to the New Zealand hospitality industry and the necessity of caring about their job motivation. The review then discusses motivation and motivation theory. In this part, need theory and process theory will be compared with the aim of selecting a suitable motivation theory (Herzberg's motivation theory) to determine the factors that may be considered by employees as motivators. The focus then moves to motivational preferences of hospitality employees, followed by an exploration of student-workers' job motivation and their motivational needs in the hospitality workplace to indicate the gap in the literature. Finally, the technique of Importance and Performance Analysis (IPA) used to identify and measure motivational factors in this study will be briefly introduced and discussed, followed by a conclusion.

2.2 International students in New Zealand- A profile

In New Zealand, 'international student' denotes someone enrolled in an educational institution on a temporary (student) visa and who is not a New Zealand citizen (New Zealand Qualification Authority, 2013). During the past 20 years, the number of international students in New Zealand has quintupled, from 20,000 in 1997 to 106,995 in 2016, and is still increasing. Eighty percent are from Asian countries, such as China (28%), India (22%), and Korea (5%), and most can be categorised as Generation Y (born from 1981 to 2000) (Brown et al., 2015). Nearly 90% are under 30, with 50% aged 20-29 (New Zealand Ministry of Business, Innovation and Employment, 2016). Auckland is the most popular region for study among international students in New Zealand with more than 62

per cent of international students studying in Auckland in 2015 (New Zealand Ministry of Business, Innovation and Employment, 2016).

International students who work while studying are called 'student workers'. Research shows that 65 per cent of international students' tuition fees are supported by their families while nearly 15% fund their studies with part-time jobs (New Zealand Ministry of Business, Innovation and Employment, 2014). Besides paying tuition fees, statistics also reveal that another reason motivating students to have part-time jobs could be that the cost of living in New Zealand is relatively high (Education Counts, 2015). Overall, more than 70 per cent of international students have a part-time job, and most work around 10 to 25 hours a week. Retail, hospitality, and agriculture/horticulture are the most common sectors dependent on international students as a temporary labour force (NZ On Air, 2016). This study focuses on those who work in the hospitality industry in Auckland.

2.3 The New Zealand hospitality industry

In Westpac New Zealand's (2016) hospitality industry report, the New Zealand hospitality industry was divided into six components: Accommodation, food and beverage services, air travel, tour, recreation, and sports and gaming. In terms of value to the economy, food and beverage services is the largest sector ($3.4 billion), followed by sports and gaming ($2.4 billion) and accommodation ($1.5 billion). During the past five years, 38% of hospitality sales were in Auckland: it is estimated that there are over 600 hotels and motels, and more than 3000 food and beverage service outlets in Auckland (New Zealand Ministry of Business, Innovation and Employment, 2016). Therefore, Auckland is an appropriate representative region for this study.

Besides the economic contribution, hospitality is directly responsible for nearly 8% of the New Zealand labour force. A prominent feature of the hospitality industry is that it relies heavily on young people, migrants, and part-time workers (e.g. student-workers).

Specifically, over 40% are under 25 years old, with migrants making up one-third (Service IQ, 2013). In 2014, 30% of temporary migrants working in the hospitality industry held student visas (approximately 9000) (New Zealand Ministry of Business, Innovation and Employment, 2015). This figure represents nearly one-tenth of the number of total food and beverage service workers in New Zealand, which shows that international students play an important role in the New Zealand hospitality industry.

Nevertheless, according to New Zealand Ministry of Business, Innovation and Employment (2014) among all the industries in New Zealand, the hospitality industry has the lowest labour productivity [note: Labour productivity measures the amount of goods and services produced by one hour of labour (Sauermann, 2016)]. This may be inseparable from the negative images of hospitality work; as noted earlier, both in New Zealand and elsewhere, many service workers have poor pay and poor working conditions (e.g. long hours and repetitive physical work) (Poulston, 2009). Statistics also show that in 2015, the turnover rate of the New Zealand hospitality industry was more than 50% (only 19% nationally). Given that employees' job motivation/satisfaction is positively correlated with their job performance (e.g. productivity) and retention (Cetin, 2013), the issue of how to motivate hospitality employees, especially part-time employees with relatively higher turnover intention, is worthy of attention.

Hospitality work has unique advantages that motivate many young people (e.g. international students) to join this industry, such as low entry barriers, flexible work schedules, and interesting and energetic daily work (Wildes, 2008). However, both low productivity and high turnover imply that hospitality employees lack job satisfaction and motivation in New Zealand. In such a context, hospitality employers may need to pay more attention to the job motivation of international students, who are strongly valued by the industry as a prominent temporary labour force, with the aim of retaining international students and enhancing their job performance. This chapter therefore overviews motivation theory to provide a basic understanding of job motivation/motivators. It then

reviews literature on the motivational needs of hospitality employees to determine if the existing literature can provide clear answers.

2.4 Motivation

2.4.1 Definition and significance of motivation

Samanta (2015) states that motivation can be defined as "a predisposition to behave in a purposive manner to achieve specific, unmet needs; an internal drive to satisfy an unsatisfied need" (p. 288). In simple terms, motivation is humans' desire to do things. In an organisational setting, Khan (1990) defines employee motivation as the positive force that drives employees to perform in an expected manner and utilise their maximal capabilities to help organisations achieve desired goals, which, to their mutual satisfaction, will also make organisations aware of employees' needs.

The literature reveals that, on the whole, the advantages of spending efforts on increasing employee motivation outweigh the disadvantages. Although some research points out that some extrinsic incentives (e.g. financial rewards and employee-of-the-month programmes) may add extra costs to labour expenses or lead to illicit competition among employees (Oyer, 2004; Johnson & Dickinson, 2010), numerous studies show that increasing employees' motivation is essential, as it can lead to increased job satisfaction (Sledge, Miles, & Coppage, 2008) and enhanced productivity (Cetin, 2013).

Especially for the hospitality industry, which is notorious for its high turnover culture, the study of the linkage between motivation and turnover intentions enables practitioners to draw support from motivational factors in order to inhibit employee turnover intentions [Note: turnover intention is the attitude or the level where an employee is considering leaving the organisation (Pradifa & Welly, 2014)]. A significant negative association between the two constructs has been identified by several previous scholars (Flint, Haley, & McNally, 2013). For example, a study by Zopiatis, Constanti, and Theocharous (2014)

of 482 hospitality employees in Cyprus revealed increased turnover intention resulted from the absence of extrinsic job motivation (e.g. lack of people-oriented company policies and good relationships with management groups). Therefore, in order to provide hospitality practitioners with an insight into applying motivational factors to motivate and reduce turnover among part-time employees, besides the identification of the job motivational factors relevant to international students (Research objective one), this study will also examine whether there is a correlation between student-workers' perceptions of motivational factors and their turnover intentions as well as determine which factor(s) can significantly predict turnover intentions (Research objective two) based on motivation theory.

2.4.2 Motivation theory

As pointed out by Lundberg, Gudmundson, and Andersson (2009), work motivation cannot be seen with the naked eye nor it can be measured directly. Therefore, established motivation theories are needed when measuring the observable manifestations of work motivation. Research on employee motivation is mainly based on two kinds of theory: content/need theories and process theories (London, 1983). Content theories hold that people can be incentivised and motivated when their needs, interests, values, and desires are satisfied. In other words, these theories outline the necessities and requirements to motivate people. Compared to content theories, process theories focus on the psychological processes that cause motivated behaviours and influence motivational degree (Lawler, 1968). This type of theories is mainly applied by quantitative researchers to use statistics to measure the motivational degree of employees, and which more on outcomes of motivation rather than on identifying employees' needs (Chiang & Jang, 2008; Harris, Murphy, DiPietro, & Line, 2017).

Cognisant of the differences between content theories and process theories, as the main research question of this study is to identify the motivational needs of student-workers,

concentrating on content theories is more appropriate. Notable content theories include Maslow's hierarchy of needs theory (Maslow, 1943), McClelland's needs theory (McClelland, 1961), and Herzberg's two-factor theory (Herzberg, Mausner, & Snyderman, 1959). Undoubtedly, each content theory could have applicability and relevance to the present study, but a comprehensive description of all content theories is beyond the scope and purpose of the study. However, a brief discussion of some content theories is provided to show the rationale for the choice of Herzberg's theory which will be used as the theoretical framework of this study.

Maslow's theory of needs was proposed by Abraham Maslow (1943), who is recognised as the founder of modern humanistic psychology. According to his theory, human needs that every individual attempts to have met, can be separated into five levels. The needs begin with the physiological (food, water, and oxygen) and then move upward through security, social, and esteem needs to the final need of self-actualisation. One of the most well-known findings of Maslow (1943) was that although both higher and lower needs arise from human nature, lower-level needs (physiological and safety needs) play a more fundamental role in human motivation and must be met before higher-order needs can have motivational influences (Steers, Mowday, & Shapiro, 2004). Maslow's hierarchy of needs theory has a natural and intuitive appeal that allows it to be understood and applied easily (Cangemi, 2009). However, because Maslow's theory is based on clinical observations and biographical analyses, and not on scientific research using large population samples, it is argued that his theory is hard to test, and therefore, cannot be accepted as a scientific fact (Dye, Mills, & Weatherbee, 2005). In terms of this limitation, by contrast, Herzberg's theory has stronger persuasiveness as it has been widely and empirically tested and supported in different organisational settings and different cultures over the past 50 years (Lundberg et al., 2009).

McClelland's needs theory also known as the Three Needs theory, was proposed by David McClelland (1961). He argued that regardless of gender, age or ethnicity, people's

motivation in the workplace mainly originates from the need for achievement, affiliation, and power. One of the most notable findings of McClelland (1961) was that although most employee motivational factors are a combination of the three needs, many employees have an intention to be more motivated by one of these needs more than by the other two. That is, an individual's performance at work is strongly affected by the most meaningful of the three needs (Robbins, 2009).

In terms of the strength of this theory, the identification of employees' motivational preferences provides a clear picture for managers to match different motivational needs with different types of employees and different job roles (Remi, Abdul-Azeez, & Toyosi, 2011). Besides, compared to Maslow's theory, more empirical evidence can be found to support McClelland's theory (Barringer & Schermerhorn, 2000). Nevertheless, in practice, it is believed that the validity of this theory is weaker than that of other theories (Arnolds & Boshoff, 2003). This is not only because McClelland's theory limits employees' needs to only three categories but is also because the three needs are all abstract and subconscious, meaning that even employees themselves may not be aware of which type of needs they are motivated by, much less their managers or researchers (Osemeke & Adegboyega, 2007). In contrast, Herzberg's theory has a unique strength in that it enables the abstract construct (employees' needs and motivation) to be resolved to a variety of distinct elements (e.g. pay, rewards and opportunities for personal growth) that can be comprehensively applied to most jobs. This allows employees/respondents to more accurately recognise their needs (Sledge et al., 2008). In such a case, it also enables managers/researchers to measure these needs more conveniently.

2.4.3 Herzberg's motivation theory

Herzberg's motivation theory (Herzberg et al., 1959) is also called the Two-factor theory. Simply put, the theory seeks to answer the question, "What do employees desire to obtain from their jobs?" In the 1950s, in order to identify job motivators, Herzberg and his colleagues conducted semi-structured interviews with 203 professionals. The interviewees were requested to recall incidents that had made them feel extremely satisfied or dissatisfied. After analysing the results, Herzberg separated satisfiers and dissatisfiers into two groups, which he called 'motivators' and 'hygiene factors'.

One of the most prominent findings of this study was that the opposite of dissatisfaction is not satisfaction, but no dissatisfaction. In Herzberg's motivation theory, "hygiene factors", are used to explain this. Herzberg et al. (1959) argued that the satisfaction of hygiene factors only prevents employees from feeling dissatisfied but has no relationship to their motivation. However, when the factors are not met, employees become dissatisfied and tend to leave their jobs. Unlike hygiene factors, motivational factors are the real satisfiers and motivators. When these factors are satisfied, employees' satisfaction and motivation increase.

Table 2. 1- Herzberg's Two-factor theory-Hygiene factors and motivators

Hygiene factors	Motivators
■ Company polices	● The work itself
■ Pay	● Recognition of effort
■ Rewards	● Promotion opportunities
■ Job security	● Opportunities for personal growth
■ Relationships with colleagues and management groups	● Responsibility
■ Physical working conditions	
■ Quality of supervision	

(Herzberg et al., 1959)

Controversy around Herzberg's theory

Since Herzberg published his theory in the 1950s, it has stimulated many debates. The review of controversy around Herzberg's theory helps with an understanding of the validity and reliability of Two-factor theory. Firstly, many scholars accept and support Herzberg's theory. Lundberg et al. (2009) utilised a semi-structured interview approach to investigate hospitality seasonal workers' motivators among 613 employees in the northwest part of Sweden. Their findings confirmed the validity of Herzberg's theory, which showed that empowerment and recognition were highly valued by interviewees while salary and other extrinsic needs had no influence on employee motivation. Similarly, Poulston's (2009) study, analysed data from 534 respondents in the New Zealand hospitality industry who were asked to recall incidents that made them feel dissatisfied during the past 12 months. She found that poor pay, high workload, and poor work relationships with managers were common reasons for employee dissatisfaction and turnover, which was consistent with the hygiene factors defined by Herzberg.

However, due to the research method employed by Herzberg et al. (1959), which mainly relied on an interview approach (recall methodology), the reliability of their study is considered questionable. Some scholars find it difficult to replicate Herzberg's research, perhaps because it has been a long time since the study was conducted; employees' motivational factors may change with the passage of time (Dermody, Young, & Taylor, 2004), so different results may be obtained.

Parson and Broadbride (2006) argued that behaviours can be shaped by different demographic characteristics and values, but these influential factors are neglected in Herzberg's theory. Further, similar to Maslow's hierarchy of needs, Herzberg drew a distinct line between intrinsic and extrinsic factors. However, some scholars find that sometimes salary is highly valued by respondents as a motivator, which suggests that salary can be both a hygiene factor and a motivator (Wildes, 2008; Grobelna &

Marciszewska, 2016). For example, if good performance brings a promotion and more salary, salary becomes in this case, an alternative manifestation of recognition.

Critically reviewing Herzberg's motivation theory, provides a clear theoretical framework that explains the relationship between motivators and hygiene factors and job satisfaction/motivation which will help comprehend the factors that may influence international students' job motivation. However, in consideration of the constraints of Herzberg's theory (e.g. ignorance of situational variables and individual differences), the motivators derived from the theory may not be directly recognised as motivational needs of the research subjects of this study. Therefore, it is helpful to review further studies of hospitality employees' motivational needs.

2.5 Motivational preferences of hospitality employees

Research on hospitality employee motivation does not have a long history. Before 1990, very little research was conducted on the motivational needs of hospitality employees, but research methods developed for other industries, such as in Kovach's (1987) ten-factor model (for industrial employees), later offered direction to scholars researching hospitality. In his study of 1000 workers, a questionnaire was developed with ten job attributes (similar to those identified in Herzberg's theory), such as interesting work, promotion and growth, job security, wages, and working conditions. Consistent with Herzberg's theory, Kovach found that intrinsic factors (interesting work, appreciation of a job well done, and a feeling of being included on things) were the top three motivators highlighted by industrial employees.

Thereafter, Kovach's (1987) research model has been repeatedly applied by other scholars investigating the motivational preferences of employees in the hospitality industry across various geographical and demographical areas over the past 30 years (e.g. Charles & Marshall, 1992; Simon & Enz, 1995; Siu, 1997; Breiter, Tesone, Leeuwen, & Rue, 2002;

DiPietro, Kline, & Nierop, 2014). Various results were presented from different individual studies. Influenced by different locations, culture, time, some studies showed that a good wage was the most prominent driver while other studies found that intrinsic needs (e.g. promotion and growth) played a more important role in hospitality employees' job motivation. However, by comparing the ranking of ten factors among these studies, it can be seen that good wages, good working conditions, and promotion/growth were consistently ranked among the top five of these 10 items (See Table 2.2).

Table 2. 2- Motivational preferences of hospitality employees

	(Charles & Marshall, 1992)	(Simons & Enz, 1995)	(Siu, Twang & Wong, 1997)	(Breiter, Tesone, Leeuwen & Rue, 2002)	(Murray, 2007)	(DiPietro, Kline & Nierop, 2014)
Full appreciation of work done	3	6	6	6	2	1
Good wages	1	1	3	1	1	2
Good working conditions	2	4	5	3	5	3
Job security	7	2	4	2	6	4
Promotion and growth in the organisation	5	3	1	4	3	5
Interesting work	4	5	7	5	4	6
Feeling of being in on things	6	8	8	9	9	7
Personal loyalty to employers	8	7	2	7	7	8
Tactful discipline	10	9	9	8	8	9
Sympathetic help with personal problems	9	10	10	10	10	10

Wage

In hospitality employee motivation research, a body of studies has revealed that wage is the top inducement that has motivational effects on service worker recruitment and retention. In order to develop retention strategies for SMEs (Small and Medium-sized Enterprises) hospitality business, Dermody et al. (2004) surveyed 60 restaurant employees about their motivational needs in the US using an interview approach, and found that 41 out of 60 respondents mentioned that remuneration was the most influential factor when choosing their current job. This finding was supported by a quantitative study;

Wildes (2008) also found that wage was the highest ranking job attribute that front-line employees considered as the motivator that attracted them to their job and kept them staying longer. Not surprisingly, the above findings can be explained by social exchange theory, which emphasises that in commercial settings, service workers providing hospitality to strangers involves an expectation of reciprocity (e.g., exchange of work for good pay), especially for lower level service workers, since money is the essential component to sustain their physiological needs (Brotherton & Wood, 2008).

In addition, after surveying 1550 employees from 17 hotels in Palembang, Fatma, Kadir, Sariman, and Yulians (2016) found a positive relationship between employees' wage and their motivation (labour productivity). The authors therefore suggested if managers can pay employees wages higher than employees' expectations, employees will be more likely to concentrate on their job and enthusiastically pursue higher-order needs (e.g., career advancement, sense of responsibility), and then expected results could be achieved. However, in practice, this solution has its limitations. Firstly, for many SMEs hospitality businesses, higher wages mean higher labour costs and loss of profits. Secondly, not every person prefers financial incentives. Some studies found that financial incentives to some extent may decrease intrinsic motivation and bring employees more pressure (Yen, Wang, Lu, & Huang, 2010).

Work conditions (work-life balance and work environment)

The need for good working conditions mainly refers to work-life balance and a comfortable work environment. Firstly, because working time (work shifts) of hospitality work is quite different from that in a normal career (one that typically starts at 9:00 a.m. and ends at 5:00 p.m.), work-life balance is highly valued by hospitality employees, especially for dual-income parents who have the stress of family responsibilities (Wong & Ko, 2009). In their study of hospitality employees' job satisfaction in India, Namasivayam and Zhao (2007) found that there was a negative correlation between work-family conflict and job motivation. Their study also revealed that the more work

flexibility employees were given, the more organisational commitment they would have. This may be because compared to older generations, younger hospitality employees (Gen X and Gen Y) hold different work values – they work for money to live (Lub et al., 2012). Therefore, it seems that if employees are offered enough time to stay with family and friends, they will have fewer personal (family) issues to worry about during work hours and then will be more engaged with job performance (Deery, 2008).

A good working environment is also believed to be a strong motivational need since it is tightly linked with employees' physical and psychological health, protecting them from burnout. Physically, compared to other workers, hospitality workers (e.g., workers in bars, nightclubs, and casinos) are more likely to be exposed to noise, sexual harassment, drugs, and second-hand smoke in their workplaces (Tiyce, Hing, Cairncross, & Breen, 2013). Psychologically, during service encounters, service workers are required to provide emotional labour [Emotional labour: workers are expected to manage their feelings to fulfil the emotional requirements of their job (Hochschild,1983).], which means they have to please strangers and hide their personal feelings (Lo & Lamm, 2005).

Based on expectancy motivation theory, by surveying 545 restaurant and hotel employees, Dipietro and Condly (2007) demonstrated that when respondents were unsatisfied with a work environment that brought them negative emotions, they would be demotivated to perform work tasks (avoidance behaviour). To the contrary, in a supportive work environment, if employees can receive regular training and managers' feedback to help them cope with environment-related stress, their work morale and job performance will improve (Jayaweera, 2015).

Personal growth and advancement

As hospitality labour forces are composed of a high proportion of part-time and casual time employees, hospitality/service work is historically stereotyped as a non/low skill occupation with limited advancement opportunities (Bustamam, Teng, & Abdullah, 2014).

However, the literature stresses that in the hospitality industry, employees' advancement and growth is essential to both themselves and organisations (Kyriakidou & Maroudas, 2010). Firstly, the advancement and growth of employees can enhance their work capacity and confidence which will finally contribute to the quality of customer service. Costen and Salazar (2011), after surveying 641 lodging industry employees, found that opportunities for personal growth and developing new skills were positively related to employee job motivation/satisfaction and retention. This finding was consistent with that of Cho, Woods, Jang, and Erdem, (2006), which demonstrated that in the eyes of employees, the advancement opportunities offered by organisations did not only mean potential promotion in title but also implied that they were highly thought of by their organisations as important stakeholders. Logically, the more advancement opportunities employees can obtain, the stronger they feel about the organisation as a whole.

In summary, a review of the above studies provides insights that differ from Herzberg's theory, because in the contemporary hospitality industry, motivational preferences of employees are not limited to intrinsic factors (e.g., personal growth and advancement): employees also have strong desire for good pay, work-life balance, and a comfortable working environment. The fulfilment of these motivators can be beneficial to employee recruitment and contribute to the improvement of job performance and employee retention. In order to better understand the research subjects, the focus of the next section will be on the job motivation of student-workers in the hospitality workplace.

2.6 Job motivation of student-workers

2.6.1 Low motivation

As noted earlier, the hospitality industry relies heavily on young (Generation Y) and student workers (New Zealand Ministry of Business, Innovation, and Employment, 2015). However, a body of studies suggests that the impression of hospitality work left on these young people is insufficient to attract, motivate, and retain young students. A

representative study conducted by Kusluvan and Kusluvan (2000) had the aim of investigating the attitudes of hospitality students towards being employed in the hospitality industry. In their study, 396 hospitality management students were required to rate their current hospitality part-time jobs. The findings showed that more than half the respondents had negative perceptions of their hospitality working experience because of low pay (92% were unsatisfied with their wages), poor working conditions (nearly 50% believed their working conditions were unfavourable), and low social status (over 50% disagreed that working in the hospitality industry is a respected vocation).

Since Kusluvan and Kusluvan's (2000) work was published, students' working experience in the hospitality industry have not been improved, as similar research results can also be found in the recent work of Barron et al. (2007), Richardson (2008; 2009), Weaver (2009), and Jiang and Tribe (2009), who reported that a gap still existed between students' requirement for hygiene factors and the actual performance of these factors in the hospitality workplace. As Herzberg et al. (1959) discovered, employees cannot be motivated and retained in their job unless their hygiene needs are satisfied; the findings of above studies demonstrate that students in the hospitality industry might lack motivation due to their dissatisfaction with hygiene factors.

Besides the dissatisfaction with hygiene factors, based on expectancy motivation theory, Shin and Lee (2011) showed that the motivational degree of international students in Australian hospitality workplaces was low due to a lack of recognition of effort. For example, most respondents agreed that their hard work would cause an increase in work performance, but few believed their efforts would lead to their manager's recognition. To date, in terms of the job motivation of international students in the New Zealand hospitality industry, there is no literature to confirm or refute other studies' findings.

2.6.2 Motivational needs of student-workers

Since students' negative perceptions of hospitality work and low motivation in hospitality workplaces have been extensively researched, the need to identify the motivators of student-workers is gradually drawing the attention of hospitality scholars. Starting with the motivation for entering a hospitality organisation, individual studies have investigated which factors are highly esteemed by students when selecting a hospitality job. After surveying 442 hospitality and tourism students, Kim, McCleary, and Kaufman (2010) found that personal advancement was the most important job choice factor ranked by their respondents. This was supported by Richardson and Thomas (2012), and both studies emphasised that age as an influential factor should be considered when studying students' job choices, as the new generation has different expectations of hospitality jobs compared to those of older generations (Chen & Choi, 2008). For example, Anandhwanlert and Wattanasan (2016) revealed that Generation Y tended to pay more attention to managers' feedback and recognition when selecting their job. It is possible that young people desire advancement and promotion from managers' feedback to prove their work abilities and value, since they are novices to the industry.

Furthermore, in terms of motivation at work, Kovach's Ten Factor model was applied by Grobelna and Marciszewska (2016) to survey 505 hospitality and tourism undergraduates with the aim of exploring the motivators of students in Polish hospitality workplaces. The authors found that (different from Herzberg's theory) hygiene factors can also be regarded by students as motivators. Good working conditions were ranked as the most important motivational factors, followed by fair pay and interesting work. Linked with the findings of Kusluvan and Kusluvan (2000), the reason Grobelna and Marciszewska (2016) had such findings may be because the working environment and wages in respondents' hospitality workplaces did not meet respondents' expectations. In other words, it seems that only when their expectations of hygiene factors are fulfilled will they start considering higher-level motivational needs (Maslow, 1943).

Grobelna and Marciszewska's (2016) findings were supported by Choudhury and McIntosh (2013), in a qualitative study conducted in New Zealand. In order to investigate the factors that motivate students to stay in their hospitality workplaces, the authors interviewed ten managers of small hospitality businesses. Pay was recognised as the motivator by most respondents, who believed wages had an essential role in incentivising student-workers. The study also showed that work-life balance was the second important motivator for increasing retention. This could be an effect of part-time employment, as students were also suffering the stress of study which made them have a strong desire for flexible work schedules; if not satisfied, they would be more likely to sacrifice their part-time job for their studies. Other important motivational factors included comfortable working atmosphere, empowerment, and good relationships with management.

In summary, research on students' motivation in hospitality workplaces demonstrates that some characteristics of hospitality work (low pay, poor work conditions, low social status) are unappealing to student-workers and limit their job motivation and satisfaction. Shin and Lee (2011) found international students had low job motivation in the Australian hospitality industry, but literature on job motivators of international students in hospitality workplaces is nowhere to be found, which suggests that international students' motivational needs have not been given adequate attention by contemporary scholars. Therefore, cognisant of the importance of international students to New Zealand hospitality organisations, filling this gap in the literature became the main motive for conducting this study.

2.7 Importance-Performance Analysis

A review of studies on hospitality employee motivation shows that the majority focused on either the importance of motivational factors to employees (Breiter et al., 2002; DiPietro et al., 2014) or employees' perceptions of motivational factors (Shin and Lee, 2011). In other words, few took both importance and perception into consideration (Pan,

2015). However, in order to allocate business resources to improve employee motivation, managers may need to know whether a gap exists between specific motivational factors and the extent to which they are satisfied (Hsiao, Ma, & Auld, 2016). For example, sometimes employees may feel unsatisfied with a certain motivational factor. However, if this factor is unimportant to them, spending additional efforts on this factor may waste business resources. Therefore, this study intends to identify motivational preferences (importance of motivational factors) of international students as well as their perceptions (performance of motivational factors) in hospitality workplaces based on the IPA (Importance-Performance Analysis) model to help managers find such gaps.

The IPA model was developed by Matrilla and James (1977) as a cost-effective and easy-to-use tool to help a business determine the strengths and weaknesses of a product or service from the consumers' perspective. The process of IPA generally includes the following steps (Deng, 2007). Firstly, several attributes of a certain product need to be recognised through the review of existing literature or statistics. After that, the IPA model can be used to investigate two dimensions of each attribute: importance (e.g. importance to customers) and performance/perception (e.g. the extent to which consumers are satisfied with the performance of this attribute). Collected results can then be placed in a matrix called the IPA grid. As shown in Figure 2.1, the IPA grid has four quadrants, with Y-axis standing for "importance" while X-axis being on behalf of "performance/perceptions (satisfaction)".
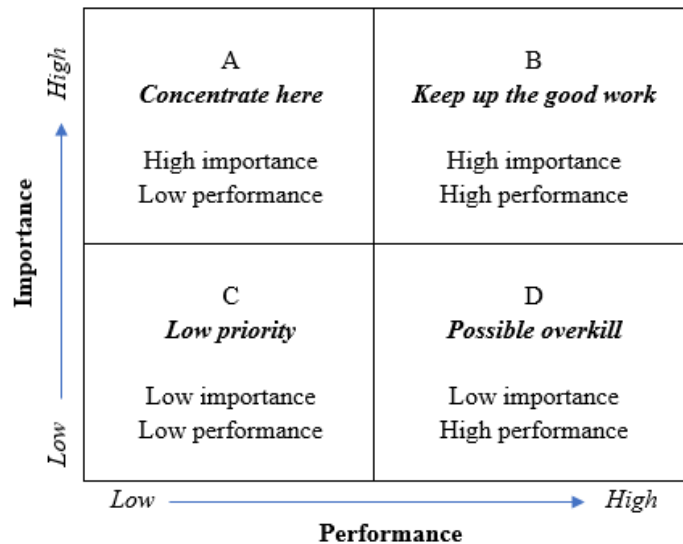
(Martilla & James, 1977)

Figure 2. 1-The Importance-performance analysis grid

According to Matrilla and James (1977), attributes falling into the "concentrate here" (quadrant A) are the major weaknesses of a product or service and require immediate improvement. Quadrant B is labelled "keep up the good work", which indicates attributes in this quadrant are the competitive advantages of a certain product or service and should be maintained. Attributes falling into the "low priority" (quadrant C) are not important, and no further efforts are needed to improve their performance. The quadrant D is called "possible overkill", which implies that customers are satisfied with the attributes in this quadrant but these attributes are not important to them. In this case, a manager could transfer resources committed to these attributes to the attributes in quadrant A.

Apart from being used to study external customers, the IPA grid is also applied by researchers interested in investigating internal marketing (e.g. employee satisfaction) (Novatorov, 1997; Chen & Lin, 2013; Hartikayanti, Bramanti, & Siregar, 2016). The concept of internal marketing was proposed by Berry (1983), who defined employees as internal customers and argued that motivating and retaining employees is similar to selling products to customers. In relationship marketing theory, it is considered that the success of both internal or external marketing is determined by how organisations

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maintain their relationships with customers – that is, whether or not they put themselves into their customers' shoes (Buttle, 2000). In other words, it seems that only when organisations understand and satisfy their employees' needs will employees have the motivation to put effort into their work.

In this study, student-workers' motivation is viewed as a product, and motivational factors, as product attributes. The use of IPA will not only assist managers and other scholars understand students' motivational preferences, but also can provide a guideline to tailor human resource management policies based on the gap identified between importance and perceived performance of a set of motivational factors. More detail about the design and application of IPA in this study will be provided in the methodology chapter.

Summary

Based on an overview of relevant statistical data, this chapter firstly notes that international students are indispensable to the New Zealand hospitality industry as an important temporary labour force. The review also demonstrates that low labour productivity and high turnover is an inevitable issue in the New Zealand hospitality industry. Considering the positive correlation between motivation and productivity and retention, this study therefore proposes that if hospitality managers want student-workers to have better job performance and higher retention, the industry will need to pay attention to the motivational needs of international students. Next, through the reviewing of Herzberg's motivation theory and studies on hospitality employee motivational needs, the review explores the motivational preferences of hospitality employees, which shows that apart from intrinsic motivators (e.g. personal growth and advancement), good wage, work-life balance, and good work environment are also highly valued by hospitality workers. Nevertheless, in terms of student-workers' motivation, the review identifies a gap in the existing literature, in that although a body of studies reveals that hospitality work is insufficient to motivate students, few clearly identified the motivational needs of

student-workers, especially for international students in hospitality workplaces. Thereafter, IPA is introduced as a technique to identify and measure the motivational needs of international students, and will be used in this study. The methodology and research methods of this study will be presented in the next chapter.

Chapter 3. Methodology

3.1 Chapter preview

This chapter describes the methodology of this exploratory study. It begins with a review of the research objectives, including a list of research questions that the study aims to answer. Next, the philosophical perspective underpinning the study is introduced by outlining the research paradigm. Then, the chapter describes the instrument (questionnaire) used for data collection. Following this is a discussion of the techniques applied to collect and analyse data, covering the methods for questionnaire distribution and collection, participant recruitment, sampling strategy, and statistical analysis. Ethical considerations for conducting the study are addressed at the end of the chapter.

3.2 Research objectives

As overviewed in the literature review, studies conducted on hospitality employee job motivators revealed no article focussing on international students' job motivation and their turnover issues in hospitality workplaces. Therefore, this study, as exploratory research, aims to fill this gap by identifying and measuring international students' motivational preferences and their perceptions of whether these motivational factors are met in their hospitality workplaces, and determining whether there is a relationship between international students' perceptions of motivational factors and their turnover intentions. According to Sarma (2012), exploratory research is suitable when the chosen research problems/subjects have not been distinctly defined or referred to by previous studies. Exploratory research is also beneficial for enhancing a researcher's familiarity with the research phenomenon, and the findings can be used to develop more precise research questions and hypotheses for future descriptive and explanatory research. However, it must also be kept in mind that it is not generally appropriate for findings from exploratory research to be directly utilised to provide conclusive solutions for an existing problem (Dermody et al., 2004).

The research questions/objectives of this exploratory study are:

1. Which motivational factors in the hospitality workplace are most important to international students?

2. What are international students' perceptions of motivational factors in their hospitality workplaces?

3. Is there a relationship between demographic factors and international students' motivational factors?

4. Is there a relationship between international students' perceptions of motivational factors and their turnover intentions?

3.3 Research paradigm/design

According to Kuhn (1962), a research paradigm, or philosophical perspective of research, is "a set of common beliefs and agreements shared between scientists about how problems should be understood and addressed" (p. 45). Simply put, a paradigm can be viewed as the lens that academics use to explore the world. Introducing the paradigm of this study presents the philosophical beliefs of the researcher, which influenced approaches to conducting this research. Guba (1990) observed that epistemology, ontology, and methodology are the three main components that should be clarified when describing a research paradigm rather than cursorily separating a research paradigm into quantitative or qualitative research.

"Epistemology refers to a branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge" (Essine, 2015, p.76). In simple terms, it is mainly concerned with the following questions: "what is valid knowledge?" and "how can researchers access knowledge?" According to Bryman (2014), positivism (an objectivist view) and interpretivism (a subjectivist view) are the two dominant epistemological ideologies. Influenced mainly by positivism, the researcher of this study

believed that valid knowledge is only discovered and verified through direct observations or measurements of phenomena based upon empiricism (see Krauss, 2005). Besides, as a positivist, the researcher also held the epistemological stance that social reality is best studied by applying natural sciences and that it can be quantitatively measured (see Walliman, 2006). Therefore, in this study, the identification of the motivational needs of international students was based on survey (quantitative data- objective statistics) rather than qualitative data interpretation. Moreover, according to Gray (2014), in the positivist paradigm, there should be a separation between the knower and the known. This requires researchers to stay emotionally neutral in order to make clear distinctions between fact and value judgement. Hence, in the present study, a self-administrated online questionnaire was applied to eliminate potential interactions between the researcher and respondents.

'Ontology' is the study of being and the nature of existence, which influences the relationship between the researcher and his or her perceived reality (Bisman, 2010). It focuses on several related questions: "what is reality?", "does reality exist independent of human consciousness?" and "does social reality need to be perceived as objective (subjective)?" (Walliman, 2006). As a positivist, the researcher of this study believed that the world is external to consciousness and that there is a single objective reality to any research phenomenon or situation regardless of the researcher's perspective or belief (see Edirisingha, 2012). That is, a positivist research paradigm in relation to an ontological position is based upon realism or objectivism (Hudson and Ozanne, 1988). Grounded in positivism and objectivism, the researcher believed that international students' motivational needs and their perceptions of these motivators independently and objectively existed in their hospitality workplaces, and is not dependent on the researcher's subjective view. Hence, a quantitative (survey) research methodology was applied to ensure the objectivity of the results.

'Methodology' is the systematic procedure through which researchers gain knowledge, and includes their paradigm, as well as research methods such as data collection and analysis methods (Tuli, 2011). Because the researcher of this study was in the same social group as the research subjects, and had already a certain amount of motivation-related knowledge and hospitality work experiences, the research findings may be affected by the researcher's personal reflexivity if the methodology is inappropriate (Caetano, 2014). Therefore, after considering the advantages and disadvantages of both quantitative and qualitative research (see Figure 3.1), grounded in positivism and objectivism, a quantitative research method (survey), was selected for this study in order to present more objective findings.

Table 3. 1- Advantages and disadvantages of qualitative and quantitative research

Quantitative research advantages	Quantitative research disadvantages
● Can obtain high-level reliability based on objectivism and cause-effect analysis	■ Numerical analysis only-difficult to explore the hidden perception and feelings of humans
● Has clear dependent and independent variables which can be used to test hypotheses	■ Lack of ability to supervise and provide support to research participants during data collection
● Findings have more generalisability	■ Large sample size required
	■ Can be time-consuming during data collection

Qualitative research advantages	Qualitative research disadvantages
● Can obtain high-level validity based on various data collection channels and rich data, e.g. contextual information and visual evidences	■ Results can be biased because of subjectivity and reflexivity
● Can be applied to solve the research questions, which include undefinable or complex variables	■ Has less replicability than quantitative research
● Gain opportunities to establish new theories	■ Low representativeness because of limited sample size
	■ Can be time-consuming during data analysis

(Rahman, 2016; Blumberg, Cooper, & Schindler, 2014)

According to Hammond and Wellington (2012), a survey is the primary data collection method for collecting quantitative data, such as the extent of agreement/disagreement with an argument, levels of satisfaction/dissatisfaction with a particular product/service, and/or the frequency of a certain behaviour, whereby a general picture (features and trends) of a large group(s) can be generated. In terms of the advantages of survey research, Blackstone (2012) stated that a large sample size makes research findings more generalisable. Furthermore, as the questions asked in a survey are typically structured and fixed, the results of a study using a survey are more replicable and objective than those obtained by the interview method. Nevertheless, the lack of flexibility and the inability to ask probing questions and get valid answers are limitations of using a survey, and should not be ignored. In the next section, the instrument used for this study will be described.

3.4 Instrument

Questionnaires, a common technique used in survey research, were adopted in this study. Following Bryman's (2014) advice to design a good self-administrated questionnaire, the questionnaire of this study had several beneficial features:

1) closed questions only − pre-coded answers meant the data could be clearly and efficiently analysed;

2) clear structure, easy for participants to follow;

3) could be completed in a short time to avoid respondent fatigue.

Each questionnaire was divided into four parts: screening questions, job motivation factors, turnover intentions, and demographic questions. Three screening questions were placed at the beginning to ensure respondents were eligible to participate. Specifically, respondents needed to be international students legally working in hospitality organisations as part-time employees during the data collection period, and had been, for three months or longer.

The second part of the questionnaire was related to motivational factors that were adapted from Herzberg's et al. (1959) Two-factor theory and Kovach's Ten-factor model (1987) and were applied to identify international students' motivational preferences and their perceptions of motivational factors in their hospitality workplaces. The reason for adopting Kovach's study was that his model had been widely and successfully used to investigate hospitality employee motivational factors in the past 20 years (DiPietro, Kline, & Nierop, 2014; Kingir & Mesci, 2010; Breiter et al., 2002; Siu, 1997) with a high level of reliability. The validity of these predetermined motivational factors was confirmed by consulting industrial experts. Specifically, this section asked respondents the extent to which they believe these motivational factors are important to them and the extent to which they agree/disagree with the performance of these motivation factors in their hospitality workplaces. Responses were measured using the five-point Likert scale: unimportant = 1, very important = 5; strongly disagree = 1, strongly agree = 5.

The third section paid attention to respondents' turnover intentions using the scale developed by Hom and Griffeth (1991). According to their study, turnover intentions can be measured using three indicators: "I often think about quitting. "; "I will probably look for a new job in the near future."; and "I have already started looking for a new job." In this section, a five-point Likert scale (strongly disagree = 1, strongly agree = 5) was used to identify the levels of agreement with these alternatives. To avoid stereotypical threats, demographic questions were located in the last section of the questionnaire, asking respondents about their age, gender, ethnicity, educational background and job position. After describing the instrument used in this survey, the next section will explain how the questionnaires were distributed and collected, and the methods for sampling.

3.5 Data collection

Qualtrics was chosen as the data-collection tool for this study for a number of reasons. Firstly, due to time and budgetary limitations, an online survey was selected as cost-effective and convenient for the analysis and subsequent storage of data. Secondly, according to recent research conducted on New Zealand's internet users, over 98% of young people use the internet, and 80% of them believe the internet is essential to them (Gibson, Miller, Smith, Bell, & Crothers, 2013). Therefore, compared to a traditional hard-copy questionnaire, an online survey is likely to hold more appeal to the subjects of this study. Moreover, an online survey could protect respondents' privacy, as there was no physical contact between the researcher and respondents (see Evans & Mathur, 2005). In such cases, respondents are more willing to provide authentic answers. However, because an online survey is typically self-administrated, it is necessary to ensure instructions for answering the questions are clear enough for participants to understand without assistance. A pilot test was therefore conducted with five AUT University international students to confirm that they could understand the content and purpose of the questionnaire, and to solicit suggestions before finalising the survey.

Data collection was conducted in Auckland, New Zealand from 31st August 2017 to 29th September 2017. During the data collection, firstly, the online survey link and a participant recruitment poster were advertised on mainstream social media platforms, such as Facebook and Twitter. Based on the researcher's personal online social network, a small population of known individuals was asked to participate in this study, and asked to recruit other eligible participants by sharing the online survey link. Two AUT lecturers were asked to help access more potential participants by posting the link and poster on Blackboard (an e-learning website used by AUT students). Once their students noticed this announcement, the potential respondents among them could decide whether they would like to participate in this research, and if so, follow the link to the questionnaire. The participant information sheet included in the online survey link and invitation poster

clearly stated the purposes, participation requirements, and ethical considerations of this study.

Non-probability sampling method

Sampling strategies can be categorised into two groups: probability and non-probability sampling. Therefore, before sampling, it is important to understand the basic concepts of both strategies. In probability sampling, all population members should be given an equal probability of being chosen to join the study (Bradley, 1999). In such cases, the representativeness of the sample can be assured. However, if a study has a large target population, probability sampling can be time-consuming and costly. For example, when conducting population-based probability sampling, researchers need to clearly identify the sample frame, which is a complete list of the target population (Bornstein, Jager, & Putnick, 2013). Thus, for this study, probability sampling (even cluster random sampling) was not suitable because the number of international students in New Zealand (especially in Auckland) is large, and it was not possible to obtain all the international students' names from New Zealand immigration for privacy reasons.

Therefore, non-probability sampling was chosen as the sampling method for this study. This includes convenience sampling, snowball sampling, and purposive sampling. Convenience sampling is used when population members who are easily accessed by the researcher are selected as samples because of their geographical closeness or time availability or their willingness to participate (Etikan, 2016). Adopting this sampling method, the international students studying at AUT as a part of target population were quickly accessed by the researcher who was also an AUT student.

During data collection, the snowball recruitment method was utilised to maximise the number of participants in a short time. Similar to convenience sampling, snowball recruitment is an efficient, affordable method which only needs minor preparation work (Abdul-Quader, Heckathorn, Sabin, & Saidel, 2006). It allows the researcher to overcome

the limitation of a personal social network to reach more potential participants. Nevertheless, Heckathorn and Cameron (2017) point out that studies using convenience or snowball methods are easy to challenge because it is hard for the researchers to prove to what extent their samples can be used to make reliable inferences to the research population.

This study also adopted a purposive sampling method. According to Oppong (2013), purposive sampling can be utilised when a research study focuses on predefined respondents who have a particular background or special, knowledge or experience. Thus, in order to ensure the participants had a basic contextual understanding of the hospitality industry and hospitality work, this study identified as the research sample, international students who had at least three months' experience working in hospitality organisations

3.6 Data analysis

This study adopted SPSS (Statistical Package for Social Sciences, version 21) as the data analysis tool. In order to comprehensively answer the research questions arising from the literature review, the techniques used in data analysis contained frequency distribution analysis (to present the demographic characteristics of respondents), IPA (to answer Research question one and two), t-test/ANOVA (to answer Research question three), and correlation and regression analysis (to answer Research question four).

3.6.1 Frequency distribution

According to Lavrakas (2008), "frequency distribution is a list of either qualitative or quantitative values that a variable takes in a data set and the associated number of times each value occurs (frequencies)" (p.293). Throughout the data analysis process of this study, frequency distribution analysis was applied to summarise and compress the data collected from each section of the questionnaire in a tabular format. For example,

frequency tables were used to present the demographic characteristics of respondents with a high level of clarity.

3.6.2 Importance-performance analysis

As discussed in Chapter two, this study aimed to identify international students' motivational preferences in their hospitality workplaces and their perceptions of the motivational factors, and measure these using Important-Performance Analysis (IPA). Firstly, based on the data collected from the second section of the questionnaire, mean scores of two dimensions (Importance and Perception) of each factor were calculated. Next, the mean scores for the importance rating were listed in descending order of numerical magnitude which identified which motivational factors were given priority by international students. Meanwhile, the same descending order was applied to the mean scores for the perception rating with the aim of determining perceptions around the actual performance of these motivational factors.

Then, each motivational factor with its mean importance score and mean perception score was inputted in an IPA matrix (see Figure 3.1) for further analysis (see Chapter 4 section 4.3.4). It is worth noting that there is still some controversy in contemporary studies relating to where the cross-point should be located in an IPA gird (Eskildsen & Kristensen, 2006). In this study, following Ford, Joseph, and Joseph's (1999) data-centred quadrant approach, the cross-point was determined by the mean scores of overall importance and perception.
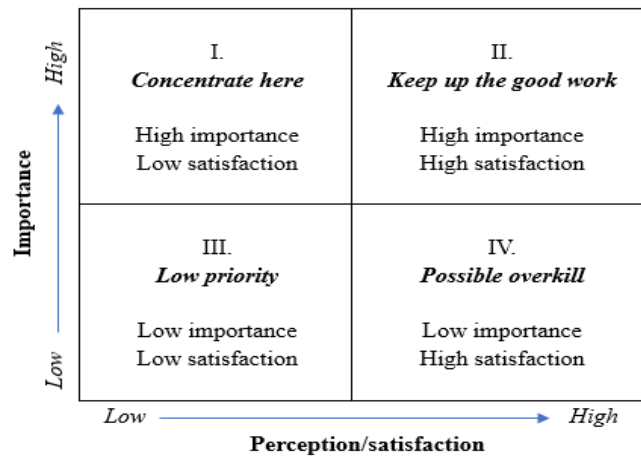
Figure 3. 1- Importance-perception analysis matrix in the present study

3.6.3 Independent t-test/ANOVA

With the aim of answering research question three, "Is there a relationship between demographic factors and international students' motivational factors?", Independent t-test and ANOVA were adopted for this study. An independent t-test is a type of t-test used with unpaired samples to explore whether there are statistical differences between [the effects of] two independent groups (the grouping variable) on the same dependent variable (the test variable) (Cressie & Whitford, 1986). For example, in order to test the relationship between gender and international students' motivational preferences, the importance of motivational factors was the test variable while genders (male and female) were chosen to be the grouping variables. A One-Way ANOVA (Analysis of Variance), was applied when comparing means of three or more groups (e.g., age groups).

3.6.4 Correlation and regression analysis

In order to examine the relationship between motivational factors and turnover intentions, data from the third section of the questionnaire (turnover intentions) were combined with responses on perceptions of motivation factors. According to Zou, Tuncali, and Silverman (2003), a correlation analysis can be used to measure the strength of the relationship between a changing variable and a predictor variable. In this study, international students'

perceptions of the performance of motivational factors in their hospitality workplaces were chosen as the changing variable (independent variable), and their turnover intentions were viewed as the predictor variable (dependent variable). Pearson's correlation coefficient, r-value, derived from the correlation analysis, was used to describe the linear association between these two variables (Gogtay & Thatte, 2017). Multiple regression analysis was also applied to learn more about the relationship between several independent variables (e.g. perceptions of motivational factors, age and gender) and a dependent variable (e.g. turnover intentions).

3.7 Ethical considerations

As this research used primary data collected from human participants, ethical considerations were important. These related to the minimisation of risk, informed consent, and privacy protection (see Denzin & Lincoln, 2018). Firstly, this study ensured all the questions asked in the online questionnaire were general and non-sensitive questions that would not bring any discomfort or embarrassment to participants. As mentioned earlier, the use of an online survey prevented participants from being harmed by interpersonal activities.

Following the principle of voluntary participation, the second ethical issue considered was how to make sure the respondents were fully informed about this study (see Flory & Emanuel, 2004). This was achieved by using participant information sheets located on the initial page of each online questionnaire. The information presented in the participant information sheets and invitation posters told the participants about the purposes, process, participation requirements, and time span for completing the questionnaire. Although the study utilised an online survey as a data-collection tool, which does not require formal consent forms, participants were informed that answering the questions in the questionnaire was deemed to be consent to participate in the study. In addition,

participants could email the researcher for information if they had any queries about the study.

In terms of privacy protection, only anonymous data were collected. This means that none of the data included any identifying information about the individual subjects (e.g., name, address, phone number, etc.), and the study could not link individual responses to the participants' identities (see Collis & Hussey, 2009). The digital data were saved in a password-protected external hard drive; only the researcher and the supervisors had access to the data. Finally, before distributing the online questionnaires, ethical approval was granted by Auckland University of Technology Ethics Committee on 30/08/2017, AUTEC Reference number 17/184.

Summary

This chapter reviewed the research questions and objectives of this study, which mainly focused on identifying and measuring the international students' motivational preferences and their perceptions of motivational factors in their hospitality workplaces and testing whether or not international students' perceptions motivation factors are correlated to their turnover intentions. In order to obtain more objective exploratory findings, grounded in positivism and objectivism, this study adopted a quantitative research method (survey) to reduce the researcher's reflexivity. In brief, self-administrated questionnaires were selected as the instrument to conduct this survey, covering screening questions, questions relating to job motivation factors and turnover intention measured by five-Likert scales, and demographic questions. During the data collection, the questionnaires were distributed and collected using Qualtrics. The sampling strategy contained convenience, snowball, and purposive sampling methods. After that, the collected data were input into SPSS for statistical analysis. In essence, the techniques for data analysis included frequency distribution, IPA matrix, t-test/ANOVA, and correlation/regression analysis. The results of the data analysis will be presented in the following chapter.

Chapter 4. Findings

4.1 Chapter preview

This chapter presents a statistical analysis of the collected data to help answer the four research questions of this study. Firstly, general information of respondents is summarised through the use of a frequency analysis of their age, gender, ethnicity, educational background, and working background. Then, in order to answer research questions 1 and 2, respondents' motivational preferences and their perceptions of motivational factors are explored using descriptive data analysis and IPA analysis. Next, t-test and ANOVA analyses are applied to examine the relationship between demographic factors and motivational factors, to answer research question 3. Finally, with the aim of answering the last research question, the relationship between respondents' perceptions of motivational factors and their turnover intentions is assessed utilising correlation and regression analyses.

Summary of responses

The data collection lasted for four weeks from 31st August 2017 to 29th September 2017. A total of 213 responses were received via Qualtrics anonymous links, with 161 online-questionnaires completed fully and considered valid. The rate of fully completed responses was 75.6%. The average time the respondents spent completing the survey was about nine minutes.

4.2 Respondents' profile

Gender, Age and Ethnicity

As presented in table 4.1, respondents in this study were fairly evenly distributed according to gender. Respondents' ages ranged from 17 to 37, averaging 24 years old. This is consistent with data from New Zealand Ministry of Business, Innovation and Employment (2016), which reflects that the majority of international students in New

Zealand are young adults who belong to Generation Y or even Generation Z. Therefore, when analysing their job motivational factors, the consideration of the effects of age factor (e.g. characteristics of Gen Y) is needed.

With regard to ethnicity, the majority were Asian (N=149/92.5%), with 72 Chinese (44.7%), 33 Indians (20.5%), 15 Koreans (9.3%), and the remainder from Viet Nam (N=4), Philippines (N=4), Hong Kong (N=3), Singapore (N=3), Indonesia (N=3), Saudi Arabia (N=3), Malaysia (N=2), Iran (N=2), Bangladesh (N=1), Cambodia (N=1), Japan (N=1), Sri Lanka (N=1), and Thailand (N=1). The non-Asian respondents (N=12/7.5%) were those from Oceania (Samoa-2, Fiji-1, Solomon Islands-1, Papua New Guinea-1), Africa (Nigeria-2, Ethiopia-1, South Africa-1), South America (Brazil-1), North America (Saint Lucia-1), and Europe (Finland-1).

The distribution of ethnicity of respondents in this study mirrors data from New Zealand Ministry of Business, Innovation and Employment (2016), which presents three main features of New Zealand international students:1) ethnic diversity, 2) Asian students in large proportion, and 3) Chinese, Indian and Korean students as the primary sources of international students.

Table 4. 1- Gender, age and ethnicity of respondents

Respondent profile (N=161)		
	Frequency (N)	Percentage (%)
Gender		
Male	90	55.9
Female	71	44.1
Age		
Less than or equal to 20	24	14.9
21~24	57	35.4
25~28	61	37.9
Above 28	19	11.8
Ethnicity		
Asian	149	92.5
Non-Asian	12	7.5

Educational background

Nearly half the respondents (N=78, 48.4%) had already completed a bachelor's degree and a further 29.2% (N=47) had postgraduate-level degrees. Only 36 (22.4%) had just finished high school or had an undergraduate certificate/diploma (see Table 4.2). Compared to the data from New Zealand Ministry of Education (2016), respondents in this study had a relatively high educational level. This may be influenced by sampling strategy (e.g. convenience sampling method) - online questionnaires were mainly distributed among university students at the same university as the researcher.

Table 4. 2- Educational background of respondents

Respondent profile (N=161)		
	Frequency (N)	Percentage (%)
Highest education level		
High school	9	5.6
Undergraduate Certificate/Diploma	27	16.8
Bachelor's degree	78	48.4
Postgraduate	47	29.2

Hospitality working background

Most respondents (N=149, 92.5%) had a formal employment relationship with their employers, which meant they were paid and not volunteers. Over two-thirds (N=114) worked in a foodservice business, with 45 (28%) in casual dining restaurants, 29 (18%) in fine dining restaurants, 26 (16.1%) in cafés, and the remainder in event companies, bars, and nightclubs. Only 20.5% and 8.7% were employed by lodging and tourism business respectively. This is consistent with data from Westpac New Zealand (2016) which reported that over half hospitality employees' jobs were associated with foodservices in 2016, and among foodservice business, restaurants and cafés were the largest employers and revenue generators.

In terms of job titles, the majority (N=129, 80.1%) worked in front-line (staff) positions, such as waiters/waitresses (N=49, 30.4%), kitchen hands (N=16, 9.9%), front-desk clerks

(N=11, 6.8%) and baristas (N=10, 6.2%). As respondents were all full-time students, it is not surprisingly that only a few (19.9%) were responsible for an administrative or managerial position which is less common for part-time or casual staff in the hospitality industry.

4.3 Importance and perceptions of motivational factors (For Research question one and two)

4.3.1 Data distribution

According to Hoeffding and Robbins (1948), in the central limit theorem, with the increase of the sample size, the mean of a random sample will be infinitely close to a normal distribution; psychological research variables (e.g., job satisfaction/motivation) are often normally distributed. Therefore, in order to make reliable inferences about the entire population in this study, the normality of data distribution was checked, using Skewness and Kurtosis statistics. The test results revealed that the data for each Importance and Perception variable was moderately normally distributed since the values of Skewness and Kurtosis ranged from -2 to +2 (refer to George & Mallery, 2010).

4.3.2 Importance of motivational factors

In order to answer Research Question 1, "Which motivational factors in the hospitality workplace are most important to international students?", respondents were asked to rate the importance of each of the 14 motivational factors on a Five-Likert scale, where "1-Unimportant, 5-Very important. As shown in Table 4.3, the ranking of importance mean scores presented that international students in this study ranked "good pay" (M=4.34) as being the top motivator, followed by "work-life balance" (M=4.29) and "comfortable working environment" (M=4.25). "Personal advancement" (M=4.20,) and "good relationships with colleagues and management" (M=4.19) were ranked fourth and fifth.

Table 4. 3- Importance and perceptions of motivational factors

Factors	I (Ranking)	SD	P (Ranking)	SD	P-I (Gaps)
Good pay	4.34 (1)	0.77	2.63 (13)	1.03	-1.71***
Work-life balance	4.29 (2)	0.82	3.49 (3)	0.97	-0.80***
Comfortable working environment	4.25 (3)	0.76	2.92 (12)	0.98	-1.33***
Personal advancement	4.20 (4)	0.72	3.15 (9)	0.90	-1.05***
Good relationships with colleagues and management groups	4.19 (5)	0.76	3.72 (1)	0.81	-0.47***
Job security	3.99 (6)	0.86	3.35 (5)	0.86	-0.64***
Sense of responsibility	3.98 (7)	0.84	3.55 (2)	0.82	-0.43***
Work itself	3.95 (8)	0.99	3.17 (8)	0.99	-0.78***
Promotion (in terms of job positions)	3.94 (9)	0.97	3.06 (10)	0.92	-0.88***
People-oriented policies	3.91 (10)	0.75	3.32 (6)	0.90	-0.59***
Recognition	3.91 (10)	0.91	3.24 (7)	0.86	-0.67***
Rewards	3.84 (12)	0.91	2.61 (14)	1.025	-1.23***
Management's help to solve work problems	3.80 (13)	0.89	3.41 (4)	0.83	-0.39***
Leadership development	3.48 (14)	0.99	3.05 (11)	0.91	-0.43***

Note: I-Importance means, P-Perception means, SD- Std. Deviation

*** significance level 0.0 (p<0.001)

4.3.3 Perceptions of motivational factors

Descriptive statistics were used to analyse data relating to the second research question, "What are international students' perceptions of motivational factors in their hospitality workplaces? Respondents were asked to report their perceptions of motivational factors- to what extent they agreed/satisfied with the performance of the motivational factors (1 = strongly disagree, 5 = strongly agree). The ranking of perception mean scores (see Table 4.3) showed that "good relationships with colleagues and management groups" (M=3.72), sense of responsibility" (M=3.55) and "work-life balance" (M=3.49) had the highest ratings. The rest of the top-five motivational factors (in terms of perception mean scores) were "management's help to solve work problems" (M=3.41) and "job security

(M=3.35)". Of 14 motivational factors, only three factors had ratings lower than 3.0, which were rated as "disagree/unsatisfied" related to respondents' perceptions. The three factors were "comfortable working environment" (M=2.92), "good pay" (M=2.63) and "rewards" (M=2.61).

4.3.4 Importance-performance analysis

Importance-performance analysis (IPA), was conducted to explore whether there was a gap between importance of motivational factors (in motivating international students) and perceptions of these factors (in satisfying international students' motivational needs).

The mean perception score of each factor was lower than the mean importance score and the results were significantly different (see Table 4.3). The negative scores (gaps) revealed that respondents in hospitality workplaces were not well motivated, because motivational factors failed to perform at a level that could reflect the assigned importance/expectation.

The mean scores of both Importance and Perception variables were then put into an IPA grid. In Figure 4.1, the X-axis stands for perceptions (satisfaction) of 14 factors while the Y-axis represents the importance. The four quadrants were constructed based on the crosshairs of the overall mean scores of importance and perception variables as recommended by Ford et al. (1999).
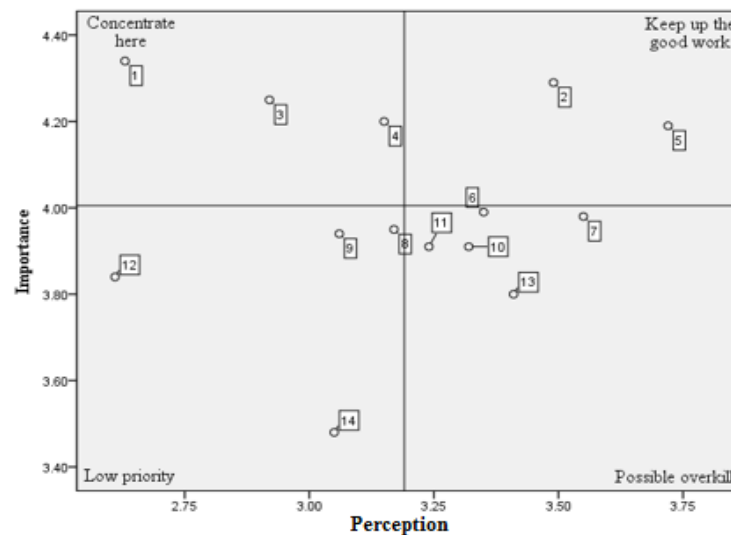
Figure 4. 1- Importance-perception analysis

Note: 1-Good pay, 2-Work-life balance, 3-Comfortable working environment, 4-Personal advancement, 5-Good relationships with colleagues and management groups, 6-Job security, 7-Sense of responsibility, 8-Work itself, 9-Promotion (in terms of job positions), 10-People-oriented policies, 11-Recognition, 12-Rewards, 13-Management's help to solve work problems, 14-Leadership development

➤ "Concentrate here"-High importance and low satisfaction

"Good pay," "comfortable working environment," and "personal advancement" were captured in this quadrant, which implied that although these three factors were considered as very important motivators to respondents, respondents' had a low satisfaction level with these factors

➤ "Keep up the good work"-High importance and high satisfaction

Two motivational factors, "work/life balance" and "good relationships with colleagues and management groups," fell into this quadrant, which showed that these factors were highly valued by respondents, and respondents had a high satisfaction level with these factors.

➢ "Possible overkill"-low importance and high satisfaction

Five factors were captured in this quadrant, including "job security," "a sense of responsibility," "recognition," "people-oriented policies" and "management's help to solve work problems." Firstly, this finding presented that respondents were relatively satisfied with these factors. However, the importance level of these factors to respondents was low.

➢ "Low priority"-low importance and low satisfaction

The factors located in this quadrant were the motivational factors respondents had a low satisfaction level with, meanwhile, the importance of these factors was not thought highly of by respondents either. This quadrant covered "rewards," "promotion" (in terms of job positions), "work itself" and "leadership development."

4.4 The relationship between demographic factors and motivational factors (For Research question three)

Findings in this section were aimed at answering the third research question, "Is there a relationship between demographic factors and international students' motivational factors?"

4.4.1 Demographic differences in motivational preferences

Gender

An independent sample t-test was applied to determine if there were any relationships between gender and motivational preferences. The analysis revealed that there were no significant differences between gender, except that females (M=4.14) cared more about their job security than did males (M=3.87); t (159) = -2.031, p=0.044 (see Table 4.4).

Table 4. 4- Means comparison of importance of motivational factors between genders (Factors with significant difference only)

Factor(s)	Gender	Mean	Std. Deviation	t	F Value (p)
Job security	Male	3.87	.914	-2.031	1.853*
	Female	4.14	.761	(159)	

Note: *significance level 0.05 (p<0.05)

Age [17-20; 21-24; 25-28; and Above 28]

To examine the differences among the age groups towards respondents' motivational preferences, an ANOVA test was utilised. The results showed no statistically significant differences when comparing respondents' age with their motivational preferences.

Ethnicity [Chinese; Indian; Korean; and Other ethnic groups]

An ANOVA Tukey post hoc analysis was used to investigate the relationship between respondents' ethnicity and their motivational preferences. One statistically significant difference was found among the ethnicity groups related to the importance of "work-life balance". The results revealed that compared to Chinese students (M=4.04), Indian students (M=4.61) paid more attention to work-life balance; F (3,157) =4.814, p=0.003 (see Table 4.5)

Table 4. 5- Means comparison of importance of motivational factors among ethnic groups (Factors with significant difference only)

Factor(s)	Ethnicity	Mean	F Value (p)
Work-life balance	Chinese	4.04	4.814**
	Indian	4.61	
	Korean	4.53	
	Other ethnic groups	4.39	

Note: ** significance level 0.01 (p<0.01)

4.4.2 Demographic differences in perceptions of motivational factors

Gender

In order to identify the differences between genders towards respondents' perceptions of motivational factors, a t-test was applied. The results showed no significant relationship between respondents' gender and their perceptions of motivational factors.

Age [17-20; 21-24; 25-28; and Above 28]

An ANOVA Tukey post hoc test was applied with the aim of determining whether there were significant differences among the different age groups. A statistically significant difference was found related to perceptions of "sense of responsibility" (see Table 4.6). In terms of sense of responsibility, the ages 17-20 (M=3.21) were less satisfied than the 25-28 (M=3.65) and the above 28 (M=4.05) groups; F (3, 157) =4.689, p=0.004.

Table 4. 6- Means comparison of perceptions of motivational factors among age groups (Factors with significant difference only)

Factor(s)	Age	Mean	F Value (p)
Sense of responsibility	17-20	3.21	4.689**
	21-24	3.44	
	25-28	3.65	
	Above 28	4.05	

Note: *significance level 0.05 (p<0.05)

      ** significance level 0.01 (p<0.01)

Ethnicity [Chinese; Indian; Korean; and Other ethnic groups]

The ANOVA Tukey post hoc test results showed that in terms of perceptions of motivational factors, there were no significant differences among different ethnicity groups, except that compared to Chinese (M=3.21) and Korean students (M=2.53), Indian students (M=3.58) were more satisfied with of "personal career advancement" (e.g. work skill development, career experience accumulation, etc); F (3, 157) =6.389, p=0.001 (see Table 4.7).

Table 4. 7- Means comparison of perceptions of motivational factors among ethnic groups (Factors with significant difference only)

Factor(s)	Ethnicity	Mean	F Value (p)
Personal advancement	Chinese	3.21	6.389***
	Indian	3.58	
	Korean	2.53	
	Other ethnic groups	2.93	

Note: *** significance level 0.0 (p<0.001)

4.5 The relationship between perceptions of motivational factors and turnover intentions (For Research question four)

In order to answer the final research question "Is there a relationship between international students' perceptions of motivational factors and their turnover intentions?", a correlation analysis was conducted. Table 4.8 illustrated the correlation between respondents' perceptions of motivational factors and their turnover intentions. It can be seen that perceptions of each motivational factor were significantly negatively correlated with turnover intentions; |r| ranged from 0.24 to 0.48, p<0.001. Among these factors, "rewards", and "comfortable working environment" had a moderately strong correlation with turnover intentions respectively. In other words, compared to other factors, if an international student has less satisfaction with "rewards" and "comfortable working environment", the student would have relatively higher turnover intentions.

Table 4. 8- The relationship between perceptions of motivational factors and turnover intentions

Factors- perceptions of motivational factors	Turnover intentions	Correlations r
Good pay	Turnover intentions	-0.40***
Work-life balance	Turnover intentions	-0.24***
Comfortable working environment	**Turnover intentions**	**-0.48***
Personal advancement	Turnover intentions	-0.28***
Good relationships with colleagues and management groups	Turnover intentions	-0.24***
Job security	Turnover intentions	-0.28***
Sense of responsibility	Turnover intentions	-0.37***
Work itself	Turnover intentions	-0.42***
Promotion (in terms of job positions)	Turnover intentions	-0.32***
People-oriented policies	Turnover intentions	-0.35***
Recognition	Turnover intentions	-0.37***
Rewards	**Turnover intentions**	**-0.45***
Management's help to solve work problems	Turnover intentions	-0.27***
Leadership development	Turnover intentions	-0.36***

Note: *** significance level 0.0 ($p<0.001$)

Multiple regression analysis

A hierarchical multiple regression analysis was applied to further explore whether perceptions of motivational factors can be used to predict turnover intentions when considering demographic factors- (criterion variable-turnover intentions, predictor variables-perceptions of motivational factors, age and gender). During the regression analysis, in order to determine the difference between hygiene factors and motivators, factors were categorised into two groups according to Herzberg's two-factor theory (see Table 4.9 and Table 4.10).

Table 4. 9- The hierarchical multiple regression of perceptions of hygiene factors on turnover intentions after controlling for demographic variables

Model		B	β	t
Step 1	(Constant)	3.200		
	Age	0.005	0.021	0.267
	Gender	-0.189	-0.109	-1.372
Step 2	(Constant)	5.617		
	Age	0.028	0.123	1.818
	Gender	-0.093	-0.054	-0.818
	People-oriented company policies	-0.124	-0.129	-1.730
	Good pay	-0.023	-0.027	-0.310
	Rewards	-0.174	-0.207*	-2.491
	Job security	-0.063	-0.063	-0.871
	Good relationships with colleagues and management groups	0.017	0.016	0.212
	Promotion (in terms of job positions)	-0.086	-0.092	-1.275
	Comfortable working environment	-0.268	-0.305***	-3.777
	Work-life balance	-0.105	-0.118	-1.660
	Management's help to solve work problems	-0.064	-0.062	-0.849

Note: $R^2 = 0.013$ for step 1, $R^2 = 0.392$ for step 2 (p=0.000)

*significance level 0.05 (p<0.05)

*** significance level 0.0 (p<0.001)

Table 4. 10- The hierarchical multiple regression of perceptions of motivators on turnover intentions after controlling for demographic variables

Model		B	β	t
Step 1	(Constant)	3.200		
	Age	0.005	0.021	0.267
	Gender	-0.189	-0.109	-1.372
Step 2	(Constant)	3.088		
	Age	0.010	0.042	0.529
	Gender	-0.152	-0.088	-1.072
	Sense of responsibility	-0.056	-0.054	-0.645
	The work itself	-0.096	-0.110	-1.289
	Recognition of effort	0.039	0.041	0.459
	Opportunity for personal career advancement	0.182	0.151	1.792
	Leadership development	-0.078	-0.090	-1.073

Note: $R^2 = 0.013$ for step 1, $R^2 = 0.053$ for step 2 (p=0.298)

On the whole, the analyses summarised in Table 4.9 and Table 4.10 revealed that considering the effects of demographic factors (age and gender), perceptions of hygiene factors made up for 39.2% of the variance in turnover intentions, $F_{(11, 149)} = 8.751$, p <0.001, while the perceptions of motivators only accounted for 5.3%, $F_{(7, 153)} = 1.214$, p>0.05. Therefore, it can be concluded that respondents' perceptions of the hygiene factors were significant predictors of their turnover intentions whereas the perceptions of motivators were not.

Moreover, on an individual level, among hygiene factors, two predictor variables had a statistically significant inverse relationship with turnover intentions, respectively: "comfortable work environment" β = −-0.305 and "rewards" β = −-0.207, which is consistent with the findings derived from the correlation analysis. That is, the dissatisfaction with "comfortable work environment" and "rewards" would cause relatively high turnover intentions.

Summary

In order to respond to the four research questions of the present study, this chapter presented statistical analyses of the collected data. The key findings are summarised as follows:

● The three hygiene factors of Herzberg et al., (1959), 1) good pay, 2) work-life balance, and 3) comfortable working environment were the most important motivational factors for international students to work in their hospitality workplaces.

● The highest-rated items related to perceptions of motivational factors were "good relationships with colleagues and management groups," "sense of responsibility" and "work-life balance," while the lowest-rated items were "comfortable working environment," "good pay" and "rewards"

● The IPA analysis showed that the mean perception score of each factor was significantly lower than the mean importance score, which means that respondents in their workplaces were not well motivated.

● According to the IPA grid, "work/life balance" and "good relationships with colleagues and management groups," fell into the "Keep up the good work" quadrant while "Good pay," "comfortable working environment," and "personal advancement" were captured in "Concentrate here" quadrant.

● In terms of the demographic differences in motivational preferences, it was found that job security was more important to female respondents than male respondents, and work-life balance was more important to Indian students than Chinese students.

- In regard to the demographic differences in perceptions of motivational factors, it was found that "sense of responsibility/empowerment" was differentiated among different age groups, where the age 17-20 were less satisfied than the 25-28 and the above 28. Also, the findings revealed Indian students were more satisfied with "personal career advancement" than Chinese and Korean students.

- The findings showed that respondents' perceptions of each motivational factor were significantly negatively correlated with turnover intentions. A hierarchical regression analysis revealed that when considering the influences from demographic factors, perceptions of hygiene factors significantly predicted turnover intentions. Among hygiene factors, on an individual level, "good work environment" and "rewards" had a statistically significant inverse relationship with turnover intentions respectively.

These key findings are discussed and analysed in the next chapter by comparing them with existing research. Following this, theoretical and practical implications derived from the interpretation of the findings are discussed as well.

Chapter 5. Discussion and conclusion

5.1 Chapter preview

Cognisant of the importance of international students (as part-time employees) to the New Zealand hospitality industry, this study aimed to explore the job motivational factors of international students in their hospitality workplaces. Specifically, based on the IPA analysis, attention was mainly focused on students' motivational preferences (i.e. the factors they wanted in their workplaces, that would act as motivators for them) and their perceptions of how well these motivational factors were being delivered at their workplaces. As an exploratory study, the results aimed to provide hospitality practitioners with some insights into motivating and retaining their part-time employees, especially student-workers.

The purpose of this chapter is to offer further discussions and interpretations to the key findings presented in Chapter 4 in relation to existing literature and current knowledge. Revolving around four research questions of this study, the chapter includes the following themes: 1) international students' motivational preferences, 2) international students' perceptions of motivational factors, 3) the relationship between demographic factors and motivational factors, and 4) the relationship between perceptions of motivational factors and turnover intentions. Then, based on the interpretations of findings, at the end of this chapter, the theoretical and practical implications of the study are discussed, followed by the limitations and recommendations for future research.

5.2 Important motivational factors

It is interesting to see that in contrast with the results of Herzberg et al. (1959), respondents in this study reported that 1) good pay, 2) work-life balance, and 3) a comfortable working environment (#3) were their most important motivational factors. The cause of difference, and interpretations of this finding are discussed in the following three subsections.

5.2.1 Good pay

The findings of this study showed that good pay was the top motivational factor, which is contrary to the results of Herzberg et al. (1959) who identified pay was associated with employees' dissatisfaction (i.e. as a hygiene factor) that would not bring employees job motivation or satisfaction. However, as mentioned in the literature review, numerous motivational theorists and studies have pointed out that pay plays a role as both a hygiene factor and a motivator (Wildes, 2008). For example, if an employee is offered a pay increase, in this case, good pay may not only help the employee meet his or her physiological needs, but can also become an alternative form of recognition as an intrinsic motivator (Grobelna & Marciszewska, 2016). From this perspective, the importance placed on good pay might be understood as young people's desire for recognition and feedback, which good pay can meet, as it tends to reflect one's work capability and job performance (Anandhwanlert & Wattanasan, 2016).

The importance of pay can also be interpreted through the lens of social exchange theory, in that in commercial settings, employees providing hospitality to strangers have a strong desire for fair financial compensation that balances their efforts (Brotherton & Wood, 2008). In addition, statistics show that 70% of international students feel dissatisfied with the high cost of living and studying in New Zealand, especially in Auckland (Education Counts, 2015). Thus, in such a setting, respondents may have considered part-time jobs a

valuable channel to relieve their financial stress, and as a result, had high expectations of pay.

5.2.2 Good work-life balance

Similar to the findings of Choudhury and McIntosh (2013), respondents' second most important motivational factor was work-life balance. However, this finding is different from the results of Herzberg et al. (1959), who considered work-life balance as a hygiene factor with no motivational effects on employees. The reason for this difference could be that respondents in Herzberg's et al. (1959) study were full-time employees, whereas the present study was of part-time employees and student-workers, who may need more work-life balance to sustain their full-time job of "study." The findings of this study therefore may reflect student-workers' concern with their studies.

As required by New Zealand immigration, the main purpose for international students staying in New Zealand must be study, so they must be enrolled in a full-time study programme, which means that international students are forced to give priority and the majority of their time to study rather than work (New Zealand Immigration, 2017). In such a case, it is not surprising that respondents had a stronger desire to obtain flexible work schedules from employers in order to avoid conflicts between study and work. This finding is consistent with the work of Gursoy et al. (2013), who found that generation Y usually has a high expectation of work-life balance. It is possible that in their work values, work is applied to pursue their dream lifestyle but should not dominate their life (see Barron et al., 2007).

5.2.3 Comfortable working environment

A comfortable working environment was ranked third as an important motivator. This finding also differs from the results of Herzberg et al. (1959), who found that work environment was a hygiene factor that could make employees feel dissatisfied but had no

motivational function. This difference may be because the two studies were conducted in different industries. Respondents to Herzberg et al's. (1959) study were mainly accountants working in the banking industry, whereas the majority of respondents to this study were staff-level foodservice workers with a comparatively inferior work environment. Bakotic and Babic (2013) observed that for employees who were exposed to a difficult working environment, the improvement of the working environment became a motivational need. Therefore, it is inferred that the comfortable working environment, as a prevalent deficiency in the hospitality workplace, induced respondents to choose this factor as an important motivational need.

It is also interesting to observe that "work environment" was ranked after "pay" and "work-life balance". This can be interpreted through Maslow's hierarchy of needs in which "pay" and "work-life balance" belong to physiological needs (1st level) while "work environment" can be classified as a safety need (2nd level). According to Maslow's (1943) theory, people will not pursue high-level needs until their low-level needs are fulfilled. This may explain why respondents placed less importance on "work environment" than "pay" and "work-life balance". However, it does not mean "work environment" should be paid less attention.

Karatepe and Uludag (2007) argued that a comfortable working environment is particularly important to hospitality front-line employees since they are at high risk of physical and mental exhaustion in their workplaces. In their study, 70 per cent of respondents were front-line foodservice staff who may have to work in a standing position, carry and deliver food and beverage products at a fast pace, and are at risk of burning and cutting injuries in their workplaces, which may harm their physical health over time (Tiyce et al., 2013). Castro, Clauvel, and Pico (2002) found that more than 70 per cent of hospitality service workers were likely to experience foot, leg, or back pain. In addition, 90 per cent of respondents in the present study were Asians. Thus, despite the mental stress from emotional labour (see Lo & Lamm, 2005), respondents may also have been

faced with culture shock from working in the hospitality industry in a Western country. Consequently, it is safe to say the findings of this study reflect the importance of a comfortable working environment to staff-level hospitality employees, which is consistent with the work of Karatepe and Uludag (2007).

5.3 Perceptions of motivational factors

In order to answer Research Question 2, "What are international students' perceptions of motivational factors in their hospitality workplaces?" based on the IPA model, this study also explored respondents' perceptions of motivational factors. The highest-rated items related to the perception of motivational factors were "good relationships with colleagues and management groups", "sense of responsibility" and "work-life balance" while the lowest-rated items were "comfortable working environment", "good pay" and "rewards".

Findings showed that compared to other motivational factors, "relationships with colleagues and management groups" had a higher perception score. This finding is line with the results of Richardson (2010) who found that nearly 80 per cent of student-workers in his study believed they had friendly relationships with their co-workers and manager groups in their Australian hospitality workplaces. In the present study, respondents' perceptions of "relationships with colleagues and management groups" can be interpreted through a cultural perspective. Wong, Wan, and Gao (2017) found that young Asians, especially those from high-power distance countries (according to Hofstede (1991), people in a high-power distance country accept a higher degree of unequally distributed power than do people in other cultures), were attracted to Western (low-power distance) work atmospheres, as they believed interpersonal relationships in Western work atmospheres embodied their work values of "respect," "fairness," and "friendliness." By comparison, nearly 90 per cent of this study's respondents were young Asians, and, according to Hofstede, New Zealand has a low-power distance culture. Thus, it could be inferred that respondents had high levels of satisfaction with interpersonal

relationships in their workplaces, possibly because of the low-power distance work atmosphere.

Respondents also had relatively high satisfaction with "work-life balance." This finding is consistent with the work of Richardson and Thomas (2012), who found that over 90 per cent of student-workers agreed that their part-time working schedules in the hospitality industry had no serious negative influences on their study. Firstly, this finding may suggest that Auckland hospitality employers have tried to help student-workers balance their work and studies. More importantly, this finding also demonstrates a strength of hospitality work compared to work that typically starts at 9:00 a.m. and ends at 5:00 p.m. Hospitality jobs offer variety and flexible hours. This would allow students to have choices in finding work hours that suit their personal circumstances (Mooney, Harris, & Ryan, 2016).

"Good pay" and "comfortable working environment" had ratings lower than 3.0, which means respondents disagreed or were unsatisfied with the performance of these two factors in their hospitality workplaces. This finding is consistent with the results of previous studies such as Kusluvan and Kusluvan (2000) and Richardson (2009). The cause of this can be attributed to the fact that "poor pay" and "difficult work conditions" are prevalent in the New Zealand hospitality industry, as revealed in recent Auckland research (Statistics NZ, 2015; Williamson, 2017). The situation seems even worse for international students. According to The Wireless (2016), the New Zealand Migrant Workers' Association admits that the abuse and exploitation of international students is widespread, with many being paid around only $10 an hour, working in high-intensity environment and lacking basic employee welfare. Poulston (2009), found that pay and work environment were the cornerstone of motivation, and deficiencies in these areas can have significant impacts on employee turnover in the hospitality industry. Therefore, with the aim of motivating and retaining talented employees, respondents' managers in this study may need to take student-workers' dissatisfaction with these hygiene factors

seriously. Further recommendations for practitioners can be found in Section 6.1 of this chapter.

5.4 The relationship between demographic factors and motivational factors

5.4.1 Demographic differences in motivational preferences

Findings of this study showed that female students valued job security more than did male students. This could be attributed to the gender inequality in the New Zealand hospitality industry. More women than men are employed in this industry, and due to vertical segregation, female employees get less pay and promotion opportunities than do male employees (Mooney & Ryan, 2009). Given that the shortage of wages and the loss of promotion opportunities are the main contributing factors of job insecurity (Campos-Soria, Marchante-Mera, & Ropero-García, 2011), it could be inferred that female students had less job security than male students in the present study, which resulted in female students thinking more highly of job security. This inference is similar to the results of previous research (Kara, Uysal, & Magnini, 2012).

Indian students placed more importance on "work-life balance" than did Chinese students. This could be attributed to the difference in working hours between Indian and Chinese students. According to the New Zealand Herald (2016), in 2012, a survey conducted by Auckland University of Technology revealed that compared to Chinese students and those of other ethnicities, Indian international students in New Zealand were the most underpaid (i.e. below the minimum legal wage), with many working around $8 an hour for up to 55 hours a week. This exploitation of Indian students may be because (according to the report) many had accrued over $10,000 in debt to pay for their study, which pushed them into poor pay and long-hour jobs, and as a result, they had to prioritise pay over working conditions.

Hence, it seems that due to the exploitation of Indian students and their financial stress, in order to earn enough money, their working hours are generally longer than those of the Chinese students. Considering Indian students also suffer from pressure to study, this may explain their stronger desire for work-life balance (e.g. flexible working hours).

5.4.2 Demographic differences in perceptions of motivational factors

Respondents' perceptions of "sense of responsibility/empowerment" differed by age, with those 17-20 (M=3.21) less satisfied than those 25-28 (M=3.65) and above 28 (M=4.05) [Note: The 21-24 group (M=3.44) was considered as an outlier since no significant difference was found between this group and other age groups]. Overall, the findings suggest that the older the age of the employees, the more positive their perceptions become. This may be linked to respondents' work experience. Typically, there is a positive relationship between age and work experience (Parry & Tyson, 2010). Hence, because of the relatively rich work experience of older employees, managers may tend to believe older employees are more credible and therefore provided them with more empowerment (see Stavrinoudis & Simos, 2016).

This finding may also suggest that managers should take actions to improve younger employees' perceptions of sense of responsibility/empowerment. Several prior studies have emphasised that compared to older employees, young people have a stronger desire for empowerment since empowerment not only provides them more opportunities to learn new things but also gives them a platform to exhibit their potential (Richardson, 2010; Richardson, 2008; DiPietro et al., 2014). Therefore, it seems that managers may need to delegate more interesting and challenging tasks to their younger staff and encourage them to share ideas to help them grow and achieve a sense of responsibility/self-esteem (Richardson, 2010).

The present study also found that Indian students were more satisfied with "personal career advancement" than were Chinese and Korean students. This finding may be related to respondents' different levels of immigration intent. A survey conducted by the University of Auckland (Stringer, 2016) showed that roughly half the international students come to New Zealand with the intention of staying here as an immigrant. The survey also noted that students from poor countries such as India and the Philippines had a higher level of immigrant intent. Therefore, it could be inferred that in the present study, Indian students' positive perceptions of "personal career advancement" may be because part-time jobs brought them valuable domestic job experience, which in the future would be beneficial for them to quickly obtain a formal job in New Zealand (Note: in order to get a Skilled Migrant Permanent Residency Visa in New Zealand, having a formal job is the necessary prerequisite). However, for Chinese and Korean students who return to their home countries after their studies, it seems that their staff-level (low-skill) hospitality part-time job experience in New Zealand may not be able to add significant value to their future career development.

5.5 The relationship between perceptions of motivational factors and turnover intentions

A correlation analysis of responses to the final research question "Is there a relationship between an international students' perceptions of motivational factors and their turnover intentions?" revealed that perceptions of each motivational factor were inversely correlated with their turnover intentions. This suggests that the more positive perceptions of the performance of the motivational factors an employee has, the less likely that employee is to leave the organisation, which is consistent with the results of previous research (Lundberg et al., 2009; Musa, Ahmed, & Bala, 2014).

Besides, and consistent with Herzberg's theory, the findings derived from regression analyses showed that when considering the effects from demographic factors (age and gender), perceptions of hygiene factors could be used to predict employee turnover

intention, while perceptions of motivators failed. This may suggest that hygiene factors are the necessary prerequisites of motivation, which could also mean intrinsic motivators will not have motivational functions in retaining employees, unless hygiene factors of employees are fulfilled (Poulston, 2009).

More specifically, among hygiene factors, on an individual level, "comfortable working environment" and "rewards" were found as two factors that had a statistically significant negative relationship with turnover intentions respectively. This demonstrates to hospitality employers that the improvement of working environment, and implementation of a fair reward programme can significantly improve employee turnover. The relationship between work environment and turnover intentions was also observed by Dipietro and Condly (2007) who found that when employees are in a poor work environment, it cannot only bring them emotional stress, but also cause avoidance behaviour, which will become turnover intentions. Moreover, in terms of rewards, the findings are consistent with those of Babakus, Yavas, and Karatepe, (2008) who suggest that considering the poor pay of hospitality jobs, the provision of rewards for front-line hospitality employees is an effective approach to decrease their negative emotions and enhance their loyalty and commitment.

5.6 Practical and theoretical implications

5.6.1 Practical implications

There are several practical implications derived from the findings and discussion of this study that may be useful to New Zealand hospitality employers.

Firstly, the study identified the most important motivational factors of international students in their hospitality workplaces. It showed that the motivational preferences of student-workers were not the same factors as identified in the motivation theory. For example, the top three job motivational factors for international students were all hygiene factors. Thus, it is suggested that when identifying the motivational needs of employees, hospitality employers should not be over-subjective or rely on motivation theory only and may need to pay more attention to employees' basic (lower-level) needs such as good pay, good work-life balance and comfortable working environment. (Maslow, 1943).

Secondly, the application of the IPA in this study could offer managers direction for adjusting their internal marketing strategy. By comparing the importance of motivational factors and respondents' perceptions of these factors, the IPA grid showed that a "comfortable working environment" and "good pay" were captured into the "concentrate here" quadrant (high importance, low satisfaction). From international student-workers' perspectives, although these motivational factors were crucial to them, their employers failed to meet their needs, which could be what caused them to have high turnover intentions. Therefore, it is recommended that managers review their current compensation packages (at least pay their student-workers with minimal pay or increase salaries) and provide international students with a healthy and safe working environment (at least hazard-free) (Pan, 2015).

Moreover, it was also found that a "good relationship with colleagues and management groups" and "work-life balance" were located in the "keep up the good work" quadrant. According to Martilla and James (1977), attributes falling into this quadrant have high importance and high performance. Thus, this finding indicates that from student-workers' perspectives, their expectations for good relationships with co-workers and good work-life balance were met in their hospitality workplaces, which may be why they kept staying in the job (low turnover intentions). Therefore, it is suggested that managers may not need to pay additional care to these factors. However, considering the high importance placed on these factors, it is still essential for managers to offer student-workers flexible work hours and treat them respectfully and fairly.

Thirdly, the study found that there were several demographic differences in both motivational preferences and perceptions of motivational factors. It is suggested that managers may need to tailor their human resources management policies to respond the requirements of different genders, generations, and ethnicities. For example, the findings of this study revealed that, compared to Chinese students, Indian students had a stronger desire for work-life balance, perhaps because of their financial stress and study stress. Therefore, it is recommended that employers need to acknowledge that some employees may have particularly strong needs for flexible work hours, and therefore, try to discover each employee's particular needs, and where possible meet these, which can be done through a two-way and open communication.

Finally, by examining the relationship between perceptions of motivational factors and turnover intentions, it was found that the hygiene factors that were applied in this study could be used to predict employee turnover intentions. These factors could be used by managers, either for preventing employee turnover or for assessing employees' turnover intentions. For example, the findings showed that student-workers' perceptions of "work environment" was significantly negatively correlated with turnover intentions. Therefore, in order to effectively reduce their turnover, managers may need to improve employees'

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perceptions of work environment. Firstly, according to Health and Safety at Work Act (2015), managers must provide student-workers with health and safety training to help them better protect themselves during daily work. Then, in order to create a fun and interesting work environment for young people, it is suggested managers equip their student-workers with digital tools and technologies (e.g. e-menu) to enhance the mobility in the workplace, which will finally increase employee work efficiency and save their energy (Wong et al., 2007).

5.6.2 Theoretical implications

From a theoretical perspective, firstly, this study fills a gap in the existing literature with respect to job motivational factors of student-workers (especially international students) in the New Zealand hospitality industry. Although the importance of student-workers/international students to the hospitality industry has been pointed out by a body of previous studies and many found the degree of motivation of student-workers in the hospitality workplace was low (Kusluvan & Kusluvan, 2000; Shin & Lee, 2011), few clearly identified student-workers' job motivators. The empirical results of this exploratory study encourage, to some extent, future research to investigate issues related to part-time hospitality employees' job motivation and satisfaction. This study may draw New Zealand scholars' attention to international students' study and working experience.

In addition, similar to previous studies conducted on hospitality employees' motivational preferences (Breiter et al., 2002; DiPietro et al., 2014), the findings of this study showed that the most important motivational factors for student workers in the hospitality industry were mostly extrinsic factors (e.g., pay, work environment, and work-life balance). However, these findings are contrary to Herzberg's motivation theory in which extrinsic factors are called hygiene factors that do not have a motivational function, unlike intrinsic factors. The cause of this difference may be attributed to the unique nature of the entry-level hospitality job, such as low pay and poor work conditions, which may induce front-

line hospitality employees to have stronger extrinsic and basic needs than workers in other industries. In other words, the findings of the study reveal that Herzberg's motivation theory may have limitations when investigating the motivational factors of hospitality employees.

Moreover, to the best of the writer's knowledge, this is the first study to use IPA to identify and measure the motivational factors of hospitality employees in New Zealand. Previous studies focused on either the importance of motivational factors or employees' perceptions of motivational factors, while this study takes both dimensions into consideration. The IPA model allows practitioners to quickly identify the gap between what employees expect from a job and the extent to which their expectations are met and, thus allocate resources to tailor their internal marketing strategy. Future researchers may find this model helpful in exploring employee job satisfaction, organisational commitment, and organisational citizenship behaviour.

5.7 Limitations and recommendations for future research

As a small exploratory study, limitations could not be avoided. Firstly, to improve the response rate, questions were close-ended, so the study lost opportunities to gather in-depth answers from respondents, such as their feelings and personal opinions about their job motivators. Therefore, the results of this study may tend to be more directional than conclusive. Future research could be conducted using a qualitative method, through the use of semi-structured interview, to assess the validity of this study.

In terms of sampling methods, this study mainly adopted convenience and snowball sampling, which means most of participants were located in Auckland, New Zealand. Therefore, geographic limitations were inevitable. Besides, as Asian respondents made up nearly 90 per cent of the total participants, this study presented a sample bias toward Asians. Furthermore, due to the restricted time and budget, the sample size of the current

study was quite small, which may result in the generalisability being invulnerable. Thus, according to these limitations, future research could be conducted outside Auckland with a probability sampling method and large sample size to examine the reliability and representativeness of this study.

5.8 Closing thoughts

Aligned with many previous studies (Richardson, 2009; Weaver 2009), respondents in the present study held, to a large extent, negative perceptions of hygiene factors (e.g. pay, work environment and rewards) in their workplaces, which led the researcher to question why hospitality jobs are still popular among international students when selecting a part-time job. The literature review revealed that this was perhaps because of the natural characteristics of the industry, such as "low entry barriers" and "flexible working hours" (Janta & Ladkin, 2009). Thus, if it is accepted that student workers are attracted to the hospitality industry mainly due to these characteristics, it is reasonable to assume that once they have sufficient skills and can work full-time after graduation, they may leave their jobs and even the industry to find better jobs and obtain better overseas work experiences, which may cause a shortage of young, high-skilled immigrants in the hospitality industry.

Therefore, although the current situation of hospitality jobs (i.e., low pay and poor work conditions) may be difficult to change in the coming decade, a strategy needs to be developed that can improve international students' part-time work experiences and help them build confidence about their future careers in hospitality. For example, a simple but necessary step would be to make it compulsory for hospitality employers to organise health/safety training and to provide relevant employee rights information in different languages. Besides, due to a deficiency in language skills and a lack of cultural knowledge compared to domestic student workers, it is highly possible that international students are

more vulnerable to employer exploitation and workplace bullying (Nyland et al., 2009).

Therefore, it would be of value for researchers to investigate this topic more deeply.

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Appendices

Appendix A: Participant information and questionnaire

AUT

Cover sheet

Identifying the motivational factors of international students in the hospitality workplace

What is the purpose of this study?

This study aims to identify the motivational factors of international students in the hospitality workplace and explore if there is a relationship between international students' motivational factors and their turnover intention.

The findings of this study could be used to help hospitality managers understand the motivational needs of international students and provide them with an insight into motivating their part-time employees and reducing employee turnover.

What will be involved?

You will be asked to fill out an online questionnaire. The questions asked in the online questionnaire are all general and non-sensitive questions, which are mainly relating to your job motivation and turnover intention. All answers will be anonymous and will not be linked to your personal details.

I want to read Participant Information Sheet for more detailed information about this survey.
I am ready to provide my responses for this survey.
I want to leave this survey.

Participant Information

Identifying the motivational factors of international students in the hospitality workplace:
An insight into motivating and retaining part-time hospitality employees

This study aims to find out why international students work in hospitality and see if there is a relationship between their motivations and intentions to leave their jobs. The results may be useful to help hospitality managers understand the needs of international students and reduce staff turnover. This study will also help me complete my master's degree.

You are being invited to join the study because:

- You are an international student and have a valid visa to work in New Zealand.
- You are currently employed by a hospitality organisation.
- You have hospitality work experience of three months or more.

If you do not meet these criteria, thank you for your interest, but your participation is not needed.

If you wish to participate, follow the link below to the online questionnaire. Your answers will be anonymous and not linked to any personal information. Completing the questionnaire will take you 10 to 15 minutes. Answering the questions in the survey is deemed as consent to participate in the study.

If you wish to see the results of the study, please send a separate email to me (Dan Zhu at ohwell@foxmail.com) and I will send you a link to them when the study has been completed.

If you have any concerns about this project, please contact the supervisors of the study:

Primary supervisor	Secondary supervisor
Associate Professor	Associate Professor
Jill Poulston	Peter B Kim
Phone: +64 9 921 9999 ext 8488	Phone: +64 9 921 9999 ext 6105
Email: jill.poulston@aut.ac.nz	Email: pkim@aut.ac.nz

If you have any concerns about the conduct of this study please notify the Executive Secretary of AUTEC, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Primary Researcher: Dan Zhu, 0211674498, ohwell@foxmail.com

Part One

If you answered 'no' to any of the first three questions, you will not be able to proceed, as you do not meet the criteria for this study. However, thank you for offering to participate.

	Yes	No
1. Are you an international student?	O	O
2. Does your visa allow you to work in New Zealand?	O	O
3. Are you currently working in a hospitality organisation?	O	O

Part Two. Job motivation factors-Importance

Part Two. Job motivation factors-Importance

How important are these job motivation factors to you?

	Unimportant	Little important	Moderately important	Important	Very important
1. Sense of responsibility/Empowerment	O	O	O	O	O
2. People-oriented company policies (e.g. paid sick leave)	O	O	O	O	O
3. The work itself (interesting work)	O	O	O	O	O
4. Recognition of effort (e.g. regular feedback, public praise, etc.)	O	O	O	O	O

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	Unimportant	Little important	Moderately important	Important	Very important
5. Good pay	O	O	O	O	O
6. Rewards (e.g. bonuses, commissions, free trips, etc.)	O	O	O	O	O
7. Job security	O	O	O	O	O
8. Good relationships with colleagues and management groups	O	O	O	O	O
9. Promotion in the organisation (in terms of job positions)	O	O	O	O	O
10. Opportunity for personal career advancement (e.g. work skill development, career experience accumulation, etc)	O	O	O	O	O

	Unimportant	Little important	Moderately important	Important	Very important
11. Comfortable working environment	O	O	O	O	O
12. Leadership development	O	O	O	O	O
13. Work-life balance (e.g. schedule flexibility)	O	O	O	O	O
14. Management's help to solve work problems	O	O	O	O	O

Part Two. Job motivation factors-Performance

Part Two. Job motivation factors-Performance

Please select the extent of your agreement in the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I feel a sense of responsibility/empowerment in my current hospitality workplace.	O	O	O	O	O
2. I believe that people-oriented company policies (e.g. paid sick leave) are available in my current hospitality workplace.	O	O	O	O	O
3. I think my current hospitality job is interesting.	O	O	O	O	O
4. I believe my efforts at work are acknowledged (e.g. praise from supervisors).	O	O	O	O	O
5. I believe my current pay is fair.	O	O	O	O	O

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6. I believe that opportunities for getting rewards (e.g. bonuses, commissions, free trips, etc.) are available in my current hospitality workplace.	O	O	O	O	O
7. I believe that I have enough job security in my current hospitality workplace.	O	O	O	O	O
8. I believe that I have good relationships with colleagues and management groups in my current hospitality workplace.	O	O	O	O	O

9. I believe that opportunities for getting promotion (in terms of the job position) are available in my current hospitality workplace.

○ ○ ○ ○ ○

10. I believe that opportunities for personal career advancement (e.g. work skill development, career experience accumulation, etc) are available in my current hospitality workplace.

○ ○ ○ ○ ○

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11. I believe that the working environment is good in my current hospitality workplace.	○	○	○	○	○
12. I believe that opportunities for leadership development are available in my current hospitality workplace.	○	○	○	○	○
13. I believe that my current hospitality job offers me enough work-life balance (e.g. schedule flexibility).	○	○	○	○	○
14. I believe that management's help to solve work problems is available in my current hospitality workplace.	○	○	○	○	○

Part Three. Intention to leave the job.

Part Three. Intention to leave the job.

Regarding your intention to leave your job, please indicate to what extent you agree/disagree with the following statements.

	Strongly disagree	disagree	Neutral	Agree	Strongly agree
I often think about quitting.	O	O	O	O	O
I will probably look for a new job in the near future.	O	O	O	O	O
I have already started looking for a new job.	O	O	O	O	O

Part Four. General information

Part Four. General information

1. What year were you born in?

[▼]

2. What is your gender?

Male

Female

Not declared

3. What country were you born in?

[▼]

4. What is your highest tertiary qualification?

None   Undergraduate   Undergraduate   Bachelor's degree   Postgraduate
              Certificate   Diploma

5. Are you currently pursuing a degree related hospitality management?

Yes

No

6. After your studies, will you seek a job in the hospitality industry?

Yes

Definitely Yes

No

Definitely Not

7. Is there an employment relationship between you and the organisation you work for?
(This means you get paid from your employer and you are not a volunteer)

Yes

No

8. How long have you worked for the current employer? _____Month(s)

9. Does your employer come from the same ethnic group as you?

Yes

No

---

10. In what type of hospitality organisation are you currently working?

Accommodation-Serviced apartment
Foodservice-Casual dining restaurant
Foodservice-Fine dining restaurant
Foodservice-Café
Foodservice-Bar
Foodservice-Nightclub
Foodservice-Event company
Travel and Entertainment-Travel agent
Travel and Entertainment-Tour operator
Travel and Entertainment-Leisure centre

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11. What is your current job title?

Front desk clerk
Concierge
Room service attendant
Housekeeper
Administrative staff
Manager

---

11. What is your current job title?

Waiter/Waitress
Bartender
Barista
Kitchen hand
Chef
Event planner
Administrative staff
Manager

---

11. What is your current job title?

Travel consultant
Tour guide
Leisure activity co-ordinator
Administrative staff
Manager

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Appendix B: Ethics Approval Letter from AUTEC

AUTEC Secretariat

Auckland University of Technology
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T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
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14 June 2017

Jill Poulston
Faculty of Culture and Society

Dear Jill

Re Ethics Application: 17/184 Identifying the motivational factors of international students in the hospitality workplace: An insight into motivating and retaining part-time hospitality employees.

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 14 June 2020.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/researchethics.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/researchethics.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: http://www.aut.ac.nz/researchethics.
4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation then you are responsible for obtaining it. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

Kate O'Connor
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