

A Study of Culinary Based World Record as an Excellent Motivator for Hospitality Students

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Abstract

In order to be successful in any industry, students need to obtain some additional qualifications which underline their talent, skill and knowledge. The fact is that these additional qualifications prove that the student is exceptional in the pursuit of a sound knowledge base in their chosen field. It is highly desirable for the students to seek such additional qualifications which combine research with work experience. This becomes more challenging for hospitality students, because of the dearth of such opportunities for them to showcase not only their research but also their management and organizing talents. The solution to the dilemma was solved by the researchers in the form of Culinary based World Record which provides ample opportunity to the student in showcasing the extraordinary research work that culminates in a tangible result, and at the same time showcases the organizing capabilities of the hospitality students.

“Everything students do is underlined by some sort of motivation. This includes students and their motivation to learn. Motivation is essential to learning since it is the driving force for students' to complete tasks that build knowledge. There are many factors that play can potentially influence motivation, which makes research on this topic as it relates to learning diverse and abundant. However, motivational considerations can be summed up as being either task or ego-oriented. The purpose of this paper is to review research conducted on student motivation as it applies to learning, and in the process, identify teaching techniques that support motivating students to learn.” Chi Nguyen *United States Military Academy, West Point, NY, 2008*¹.

The benefit of creating a world class culinary based world records is derived mainly from the process – it being the motivation that gives impetus and a tangible goal to the students to focus their research and management capabilities. The experience from the industry perspective is well documented and assessed for the benefits and challenges faced by students during the attempt of a world record. The purpose of this research study was to examine the motivation factor inherent in the creation of the world record.

Keywords: Challenges, Hospitality Education, Motivation, World Record.

Introduction

In order to be successful in any industry, students need to obtain some additional qualifications which underline their talent, skill and knowledge. The fact is that these additional qualifications prove that the student is exceptional in the pursuit of a sound knowledge base in their chosen field. It is highly desirable for the students to seek such additional qualifications which combine research with work experience. Willingness to convert the desire into result is rather more important for materializing the performance. And when the attempting for world record in the question, it becomes vital that the successful conversion must happen. This becomes more challenging for hospitality students, because of the dearth of such opportunities for them to showcase not only their research but also their management and organizing talents. Desire is one of the most important factors that lead one to do world class achievement like attempting for a world record in the specialized field. This desire is recognised as motivation. To reach greater heights it is an enthusiasm and determination with a kind of exhilaration that leads one to maintain, in no matter what avenue of their life; be it – personal or professional. The desire may come

from an inner or outer source. The factors that motivate an individual keep changing

More specific techniques to engage students in learning involve taking what they know from current pop culture and using the concept in the classroom. For instance, KaunBanegaCrorepati, as an active learning alternate to lecture for knowledge based material. Although Newall (2005) uses different terms to describe the different types of motivation, the concept is the same. Students who are intrinsically motivated (task-oriented) gladly participate in the activity for the challenge of solving the next problem, students who are socially motivated worked on the problems to not let their team, students who were achievement-oriented wanted to win, and students who are instrumentally motivated wanted the bonus points from winning the game to improve their grade in the course. Even students who are voted off the tribes continue to participate by coming up with problems for the next round. As one rises the ladder of stage and mellowness.

The solution to the dilemma of lack of opportunity was solved by the researchers in the form of Culinary based World Record which provides ample opportunity to the student in showcasing the extraordinary research work that culminates in a tangible result, and at the same time showcases the organizing capabilities of the hospitality students.

The benefit of creating a world class culinary based world records is derived mainly from the process – it being the motivation that gives impetus and a tangible goal to the students to focus their research and management capabilities. Motivation is defined as an internal desire that activates behaviour and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behaviour is activated and directed. It is observed as one of the most significant spaces of study in the field of structural behaviour. There are two diverse groups of motivation philosophies such as content theories, and process theories. Even though there are diverse motivation theories, none of them are universally accepted. The experience from the industry perspective is well documented and assessed for the benefits and challenges faced by students during the attempt of a world record. The purpose of this research study was to examine the motivation factor inherent in the creation of the world record.

Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory (Herzberg's dual factors theory), and McClelland's learned needs or three-need theory are some of the major content theories. Motivation is the activation of goal-oriented behavior. Motivation is said to be fundamental or extrinsic.

Motivation is related to, but distinct from emotion. Motivation can be either Intrinsic or

Extrinsic or can be both. Intrinsic Motivation refers to motivation that is a desire or interest or enjoyment in the task itself, and exists within the individual rather than dependent on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early

1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy; and Deci and Ryan's cognitive evaluation theory.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

When we look at the students participating in creating a Culinary World record, the motivation is self-evident, even if the students are contributing in supporting capacities like administration, staging, collecting feedback, recording and other myriad activities which provide the backdrop to the staging of the World Record – successful or unsuccessful.

One of an educator's goals is to provide students with the tools they need to be successful in the classroom. Teachers of technical and vocational courses are tasked with encouraging students to not only study but also to develop key skills like independent thinking, creativity, leadership as well as train their attitudes like ethics and professionalism . Studies have found a correlation between behaviours, like competence and frequency, and accomplishments in other academic environments (Corcoran and Mamalakis 137; Wang and Guthrie 165-166; Krashen 20; National Endowment for the Arts 14).

Aim of the Study

The purpose of this study is to observe and document motivational effects on the hospitality students during the course of the creation of a Culinary based World Record, looking at the differences intrinsic motivation and extrinsic rewards (tangible or intangible) have on student developing and honing their skills in hospitality, research and management towards achieving tangible results.

Questions Guiding the Study

The following questions guided the study:

1. What is the motivational impact on hospitality student from the process of the creation of the culinary based world record?
2. How are students motivated?
3. How are extrinsic rewards derived from the process, and what are their effects?
4. How educator-trainer foster an intrinsic motivation in the student to develop key skills like independent thinking, creativity, leadership?

Limitations

Limitations to this study include the limited time to conduct research and review the plethora of literature available on this topic. There are also few current studies available that specifically and objectively support either extrinsic rewards or intrinsic motivation that also measure long-term benefits, instead of only one semester or year duration of the study.

The data presented are reflections of a variety of articles, and the conclusions have been drawn by the author.

Definition of Terms

Key terms of this study have been defined to clarify their meaning for the reader. These terms are defined by the researcher and are related to motivation in reading and education:

Extrinsic Motivation

Motivation to complete a task because of an outside force beyond oneself. Intangible rewards: Extrinsic rewards that are not in a physical form. Praise, grades, or extra time to read are examples.

Intrinsic Motivation

Motivation to complete a task because one wishes to do so for oneself.

Motivational Constructs

How students are motivated, broken into categories

Tangible Rewards

Extrinsic rewards that is physical in form. The receipt of World record certificate is the only tangible reward worth mentioning other than a portion of the World Record product to partake and share with family and friends.

Intangible Rewards

The rewards received by the hospitality students is more intangible in nature. The rewards include pride in the accomplishment, satisfaction of job well done, praise from various quarters, sense of competition with peers, learning-through-doing and increase in self-confidence.

Design of the Study

There was massive effort to create new research and to examine data that was generated through the process of the creation of a new World Record (based on culinary techniques, product designing and creation of the product).

Review of Literature

There was limited variety of literature for study as there is no extant literature on the topic. Most of the literature studied revolved around two topics: -

Recipes

All the study focussed towards shortlisting of the viable products that could be modified towards the World Record; and in-depth study of the selected products.

Motivation

Study of extant motivational theories and their applicability in the context of the research.

Research Universe and Methodology

Participants

Utilizing a cross-sectional quantitative research design, 323 participants took part in this study. Of the population, 162 were male and 161 female. They were all drawn from the visitors who came to view the World Record making at Manipal University Jaipur. Participants were randomly selected depending on their willingness to participate in the survey.

Research Instruments

The World Record Feedback Survey (WRFS), which seems to represent a useful, reliable, and valid means for assessing students' motivation

was adapted and used to establish the motivational component each using a 5-point scale anchored by "Strongly Agree". Scale scores were obtained by computing the average of the item scores within a scale. The internal consistency reliability coefficients for the whole and sub-dimensions scale range from .55 to .92. Besides, 12 widely presumed issues were punctiliously identified which could possibly indicate the students' motivation.

Research Procedure

The research was conducted stepwise in the following manner:

1. The student representatives and faculty members met to decide what to do for creating a world record, the objectives of the effort and the suitable date and time for the same
2. The students and the core faculty members embarked on a comprehensive study to shortlist, analyse and evaluate the various proposed products deemed suitable for the WR attempt.
3. Once the product was finalized, the complete process was broken down and working groups formed. Product research and Production, procurement, invitation and reception, Interview and questionnaire, record keeping and maintenance, electronic public relations, product staging and preparation and similar tasks were identified and focus groups formed to handle the allotted tasks.
4. On the day of the WR effort, all the teams contributed through their efforts to a successful WR, including collection of data through interviews and questionnaire.

The questionnaire contains clearly written questions on motivational effects on the visitors as well as the participants of the WR event. The questionnaire was pretested. Participants completed the questionnaire within 10 to 12 minutes.

Data Analysis

To analyze the data, a number of statistical techniques were employed. As it relates to the motivational beliefs and learning strategies of participants, one-way repeated-measures ANOVA was used. Independent samples -test was used to examine if gender differences existed, while correlation analysis was considered to determine the relationship between students' motivational beliefs and learning strategy use. This part of the analyses was conducted using the Statistical Package for the Social Science (SPSS), version 17.0. The motivational factors were analysed based on frequency of reports by respondents.

Results and Discussion

Motivational Outcomes

The means and standard deviations of each of the components were found. The first part of the analysis presents descriptive statistical results on the coefficient alphas, means, and standard deviations of each motivational outcome. Motivated to participate in another WR effort had the highest mean ($M = 5.81$, $SD = 1.42$) and Test Anxiety ($M = 4.21$, $SD = 1.55$) obtained the least mean.

Learning Outcome of Students

Descriptive statistics indicating the means and standard deviations were run, which showed mean differences. Overall learning have the highest mean ($M = 3.84$, $SD = .85$) and complete overview of the WR process obtained the lowest mean ($M = 3.10$, $SD = .64$). At this point, making straightforward generalized statements about these mean differences seems unrealistic.

This is because it remains unclear as to whether the differences reached statistical significance.

From the results, it must be noted that, at the point of significance level, the component with the higher mean, for instance, rehearsal strategies and effort regulation strategies, the significance was in favor of holistic inclusion and information dissemination.

The results also pointed out that organization strategies for the event by participants are the most interesting to study and learn from and they have significant mean differences with all other components, except creative thinking ($M = 3.69$, $SD = .61$), and organization strategies

($M = 3.70$, $SD = .79$), $t = -0.004$, and peer learning ($M = 3.68$, $SD = .91$)

Relationship between Students' Motivation and Learning

Results from the correlation analysis confirmed the existence of both positive relationship (i.e., as one variable increases in value, the other increases also) and negative relationship (i.e., one variable increases in value, the other decreases).

Gender Differences for Motivation

Another outcome of the analysis of the test statistical results of participants' motivation in relation to their gender. Female participants obtained higher means for extrinsic goal orientation and rehearsal, the most preferred motivational belief and strategy use in this study, respectively. However, there were slight mean differences for both genders.

The mean differences showed slight variations in various strategy use. Unlike motivations, two strategy use components showed statistically significant differences, female participants getting the higher mean for the effort regulation (mean = 3.40, $SD = .74$) than their male counterparts (mean = 3.02, $SD = .90$) $t = -4.445$, (2-tailed) = 0.001, and with male participants getting higher mean on peer learning (mean = 3.79, $SD = .95$) than their female counterparts (mean = 3.58, $SD = .86$) ($t(323) = 2.064$, (2-tailed) = 0.040.

Discussion

Previous researchers have suggested that in order to be successful in the hospitality industry, students need to obtain some extraordinary/ world class research based work experience in addition to completing their degrees.

Although the benefit of gaining such world class culinary based world records making experience from the industry viewpoint has been well documented, assessed the benefits and challenges faced by students during the attempt of a world record. The purpose of this research study was to

examine problems and challenges, motivation factor. The benefits and challenges during planning, research and attempting the world record making event. Hospitality students while completing their degrees. A questionnaires were utilized to gather the responses of hospitality students, non-hospitality students and faculties of MUJ. Study that included 107 students and faculties on the day of attempting the world record attempt. Comparisons were made between hospitality students who gained experience while in study, preparation with those who did not. Furthermore, comparisons were made between hospitality students and no hospitality students to determine the impact of making world record during the span of study. Perceptions of a professional future of hospitality students. Both benefits and challenges of making a world record during the study were well documented in this research study and statistically significant differences were found between hospitality students and non-hospitality students and those who participated while in college and those who did not. The majority of students who was the part of world record making worked hard in the planning, research for the product, implementation of the planning and team work for a successful attempt of a world record. Unique to this study was determining the motivation factor of the students to be a part of a world class culinary based world record thereby establishing an initial benchmark for future employment.

Possibly, the high extrinsic motivation of students is triggered by their conception of utilizing their formal learning in a meaningful and enjoyable manner to achieve tangible results and wide acclaim. This study posits that there is disconnection between efforts to attain formal hospitality education and the corresponding skill and knowledge and experience requirements in the industry. Consequently, students are more interested and enthusiastically participate in such events than focussing on classroom activities.

Despite high extrinsic motivation displayed, participants showed seemingly high task value and low test anxiety, which are healthy for improved learning outcomes. This means that the Hospitality education would have to shift more towards practical learning where the students can not only visualize but also apply their knowledge and skills to enhance their employability as well as earn respect and acclaim from their peers who are studying a different technical stream.

Motivation can be equated to being a bridge, and strategy use entails walking on the bridge. Therefore, motivation and strategy use relationship must be considered by teachers and trainers. Because when the motivation of students is detrimentally affected, it would have reciprocal effect on students and their learning outcomes.

Relative to gender roles, female participants reported greater extrinsic, control for learning beliefs, self-efficacy, and test anxiety, while male participants had edge when it comes to intrinsic goal orientation and task value. But these differences are infinitesimal as they failed to reach statistical significance for all motivational belief components. We can postulate that

motivational beliefs are not ultimately determined by gender.

Conclusions

The goal of hospitality educators (like other educators) is to have students become successful professionals, entrepreneurs and life-long learners. Learning through doing is one key to having deep and sustained learning? This research explores the differences between intrinsic and extrinsic motivation, how they are used in academic settings, and the effects of such practices. The issue of motivation has led to several questions that are addressed in this document: "Why?"; "How?"; "what are its effects?"

Motivating Students

There are a variety of ways researchers have categorized motivation. Motivation for learning will focus on two basic types of motivation: intrinsic and extrinsic. Researchers often separate out social motivation but, for the purposes of this research, it has been considered as an intrinsic motivation.

Extrinsic Rewards

Positive or negative reinforcements that are extrinsic rewards that may be used as motivation need to be contemplated and expanded. When evaluating the success of using extrinsic rewards, research studies conflict with one another. Even though much research leans heavily to the negative, it is of considered opinion that some certain types of rewards may work if given at the appropriate time and to the appropriate student.

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