



Janapriya Journal of Interdisciplinary Studies (Jjis)

[A Peer-Reviewed Open Access Journal; Indexed in NepJOL]

ISSN: 2362-1516 (Print), ISSN: 2773-8000 (Online)

Published by Janapriya Research and Consultancy Center (JRCC)

Janapriya Multiple Campus, Pokhara

Journal Homepage: www.janapriya.edu.np

Research Article

Attitudes Towards Bachelor of Mountain Tourism Management (BMTM) Program Among the Students of Janapriya Multiple Campus, Pokhara

Rishi Ram Dhakal*

Janapriya Multiple Campus, Pokhara

*Corresponding Email : Dhakal.rrd@gmail.com

Article History : Received 15 June 2023 Revised 15 Oct. 2023 Accepted 29 Nov. 2023

DOI : 10.3126/jjis.v12i1.62252

ABSTRACT

Attitude is the personal perception, beliefs and behaviour towards a particular object, person, thing or event. In psychology, an attitude refers to a set of emotion, belief, and behaviour toward a particular object, person, thing or event. The four years BMTM program is an autonomous program of JMC which is developed to serve the needs of the bright young students who have completed +2 level of education and are looking for a career education in entrepreneurship. The main objective of the study was to compare the attitude of girl and boys students toward the BMTM program of Janapriya Multiple Campus. Necessary data were collected through Likert scale questionnaire. Collected data were analyzed with mean, standard deviation, chi-square test through SPSS-20. The collected data related to students' attitudes towards BMTM program of JMC revealed that most of the students have positive attitude towards the program. There is no difference between male and female students towards the BMTM program. Majority of students had no proper knowledge about the program. Campus administration and policy makers should concentrate on the publicity of the importance of the program for its sustainability.

Keywords: Attitudes, BMTM, mountain tourism, perception, student's performance

Copyright 2023 © the Author(s) and the Publisher



Janapriya Journal of Interdisciplinary Studies (Jjis), Vol. XII, 2023 [pp. 174 - 183]

INTRODUCTION

Attitude is the personal perception, beliefs and behaviour towards a particular object, person, thing or event. In psychology, an attitude refers to a set of emotion, belief, and behaviour toward a particular object, person, thing or event. Attitudes are often the result of experience or upbringing and they can have a powerful influence over behaviour. While attitudes are enduring, they can also change (Cherry,2020).

An attitude is “a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols” (Hogg & Vaughan, 2005). Attitudes structure can be described in terms of three components: affective component (involves a person’s feelings / emotions about an attitude object), behavioral (or conative) component (the way the attitude we have influences how we act or behave) and cognitive component (involves a person’s belief/knowledge about an attitude object). This model is known as the **ABC** model or three component models of attitudes.

The behavioral aspect of attitude (BAA) deals with the way one behaves and reacts in particular situations. Kara (2009) stated that positive attitude leads to the exhibition of positive behavior toward studying, absorbing themselves in it, and striving to learn more. Such students are also observed to show more enthusiasm to solve problems, to acquire what is useful for daily life, and to engage themselves emotionally. Cognitive aspect of attitude (CAA) involves the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive attitude could be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. With respect to the emotional attitude, Feng and Chen (2009) stated that “Learning process is an emotional process. It is affected by different emotional factors.

Marks (1998) conducted a wide-ranging research, where he studied attitudes of students, teachers, parents and school administration towards the school environment, changes in attitudes over 10 years and the impact of attitudes on the sense of success. The vast majority of respondents agreed that school should provide a stimulating environment, where students feel comfortable and safe, are satisfied with their teachers and derive joy and pleasure from learning.

The four years Bachelor of Mountain Tourism management (BMTM) program is an autonomous program of JMC which is developed to serve the needs of the bright young students who have completed +2 level of education and are looking for a career education

in entrepreneurship, management profession especially in tourism sectors. This program is open to all students with diverse educational backgrounds including, humanities, science and management. However, being a program with challenging curricula and contents, it is accessible mainly to those students who have excellent academic performance and high potential for success. Janapriya Multiple Campus is a QAA certified leading community campus in the country. It is dedicated for the qualitative education in the reasonable fee. BMTM program is the successful program which attracts meritorious students. BMTM program has been launched in JMC since 2017.

The construct attitude toward school was first defined by Lewy (1986) as being subject's behaviour, their feeling, expression regarding to affection and judgments, favorable or unfavorable for the school and school experience. The affective characteristics of it may be an important explanatory element of quality education and investment of individual actors in the different dimension that make up the socio-economic factors (Santiago, 1994).

In this study, attitude was considered as an essential factor influencing for better performance in study. In other words, achievement in a target subject relies not only on intellectual capacity but also on the learner's attitudes toward learning.

It is advocated that attitude concept could enhance the process of learning, influencing the nature of student's behaviors and beliefs toward the study. This study looked into the concept of attitude as one of the major affective factors for success in learning. More specifically, it investigated attitudes of JMC students by taking the three aspects of attitude i.e. emotional, cognitive, and behavioral into consideration. Additionally, it attempts to determine the influence of students' gender on their attitudes toward BMTM (JMC).

Linnehan (2001) found difference between racial groups and parental educational background in pupil's belief and attitudes towards grades i.e. classes. Parental educational level was associated with more favorable attitudes towards college. Results of existing studies on attitudes towards school are most commonly found: a. Contents of attitudes; learning, competence and motivation b. context variable; the kind of environment, rural/ urban, instruction level; c. personal and developmental variables; gender and age has helped the students to realize their career goals and dreams.

The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning a language (Fakeye, 2010). Attitude is opinion and feeling that everyone has about something. Maheswari and Haridas (2013) studied on the topic of 'A study on determinants of students' attitudes towards Higher education' and concluded that attitudes of

students is determined by the family background, friends, curriculum, college, government policy, job opportunities, placement opportunity and promotion.

Viet (2017) studied students' attitude towards learning English and concluded that students were aware of importance of English in their studies and in future career development. Students Viet (2017) studied students' attitude towards learning English and concluded that students were aware of importance of English in their studies and in future career development. have positive attitude towards learning English.

Dagnew (2017) studied that the relationship between students' attitudes towards school, values of education, achievement motivation and academic achievement in Gondar secondary schools, Ethiopiya and concluded that students' have positive and significant attitudes towards school, values of education and achievement motivation. He had suggested that principals, supervisors, teachers, parents and educational practitioners should give attention to students' attitudes towards schools, value of education and achievement motivation. Mirahmadizadeh, Ranjbar et al. (2020) studied student's attitude and emotions towards the sudden closure of school during the COVID-19 pandemic and concluded that student's emotion regarding closure of schools and education institutions was at satisfactory level. Students showed positive enthusiasm towards learning and schools in the imposed situation. The general objective of the study is to analyze the attitude of students towards the BMTM program of JMC.

DATA AND METHODS

The present study was related with the attitude of plus two (management) students towards the Bachelor of Mountain Tourism Management of Janapriya multiple campus. The study area was the Janapriya Multiple Campus, Pokhara. There was no study about the program since its operation. So that, it was felt to study the attitude of students towards the new autonomous program of JMC.

The design of this study was quantitative in nature i.e. descriptive and analytical. Structured questionnaire of attitudes of +2(management) students towards BMTM program of JMC was employed to collect data for the study. The present study was related with the attitude of +2 students of JMC towards the BMTM program of JMC. The source of data was primary survey and campus administration. Therefore, the data of study were primary as well as secondary. The population of study was the total students of +2 levels (management) who were studying in JMC. There were 240 students in +2 management and 151 students were taken as sample for the data collection to facilitate the study at 95% confidence level. The

sample was determined by the help of sampling calculator given by the Google.

The structured Likert scale questionnaire was used to collect the necessary data for the study. The questionnaire was concluded after the pilot survey. The data was collected by distributing the questionnaire to students by the researcher own self. The researcher took the verbal consent from all students for the collection of necessary data.

The data was collected through structured questionnaire. Likert scale questionnaire was employed for data collection. The scale was given as 1-strongly agree, 2 –agree, 3- neutral, 4-disagree and 5-strongly disagree.

The collected data were analyzed and compared qualitatively as well as quantitatively, with respect to the participants’ attitudes by the help of SPSS-20 software. Descriptive statistics was conducted to determine frequency, mean and standard deviation of demographic and attitudinal data. Chi-square test was taken as the basis of relation between the dependent variable attitudes of students and selected independent variables.

RESULT AND DISCUSSION

The present study was related with the attitudes +2(management) students of JMC towards the BMTM program of JMC. Out of 151 respondents, 40.7% were male students and 59.3% were female students. The study focused on the evaluation of student’s attitude towards the BMTM program of JMC,

Table 1

Background Characteristics of Respondents

Characteristics of respondents			
		Number	Percentage
Gender of respondents	Male	61	40.7
	Female	89	59.3
Religion of respondents	Hindu	102	69.9
	Buddhist	34	23.3
	others	10	6.8
Age of respondents	Below 16	4	2.7
	16 to 18	123	83.1
	Above 18	21	14.2

More than 40.0 percent of respondents were male and 59.3 percent were female respondents. So that, female respondents are more than male respondents. There were 69.9

percent Hindus, 23.3 percent Buddhist, Muslims, Christians and others were 6.8% among the respondents. The age of respondents was 83.1% for 16 to 18, 2.7% below 16 and 14.2% above 18.

Table 2

Mean and Standard Deviation of Student's Attitude Towards JMC and BMTM Program

Statement	N	Mean	Std. Deviation
Janapriya campus is reputed campus	150	1.53	.72968
I would like to join JMC for my study after +2	150	2.27	.96861
I would join JMC as its teaching learning environment is favorable	151	1.93	.89517
I know about the bachelor of mountain tourism management of JMC	148	2.6689	.97163
I like BMTM in JMC as uniqueness of program	147	2.0612	.99467
I would like to join BMTM of JMC due to reputation of college	149	2.4027	.97204
I would like to join BMTM of JMC as the influence of superior	149	2.7785	1.07078
I would like to join BMTM of JMC as the reference of lecture and staff of JMC	151	2.1192	.89388
BMTM programme of JMC is nice program for making good future	151	1.9536	1.16812
BMTM program of JMC provides qualitative education	149	2.0805	.88162
BMTM program of JMC support me for self-employment	150	2.0800	1.01347
Cost of BMTM is satisfactory	149	2.2215	.99217
Tourism industry is the main income source of Nepal	151	1.5629	.80479
I will join MBA in Hospitality management after completing BMTM	149	2.6107	.98442
BMTM program provides me to be independent entrepreneur	151	2.0331	.83600
Mountain tourism is the major source of income for Pokhara	151	1.5099	.71056
Mountain tourism has great possibility in Pokhara	149	1.6107	.81133
BMTM program provides me the required skill to generate income for my livelihood	149	2.0537	.81195
All faculty members are qualified in BMTM program of JMC	150	2.0667	.85661

BMTM program provides me enough knowledge and skill to satisfy the expectation of tourists	151	1.8278	.80632
BMTM program is recognized program of T.U. which is run by JMC as autonomous program	151	1.6755	.84498
BMTM program of JMC provides a strong base for my future	149	1.9799	.80093

The mean score for the reputation of JMC is 1.53 which means students perceive JMC as the reputed campus along with the standard deviation of 0.7296. The mean score is 2.2733 and standard deviation of 0.9686 for the selection of JMC for the further study after the completion of plus two (+2) program. The mean score is 1.93 and standard deviation of 0.8951 for the teaching learning environment of JMC. It shows that almost students agree that JMC has favorable environment for the teaching and learning. The mean score of 2.6689 and standard deviation of 0.9716 for the knowledge about the BMTM program of JMC denotes that almost all students of JMC studying management in grade XII had aware about the BMTM program of JMC. There is positive attitude of students about the uniqueness of program of BMTM as the mean score was given 2.0612 along with the standard deviation of 0.9946. Students mostly agree to join BMTM program of JMC as the reputation of the campus which got the mean score of 2.4027 and standard deviation of 0.9720. Students wants to join BMTM program of JMC by the influence of superior which get 2.7785 mean score and standard deviation of 1.0707 from the students. Most of the students are influenced from lecturer and staff of JMC by which they like to join BMTM in JMC as the mean score was 2.1192 and standard deviation of 0.8938. Students feel the BMTM program nice as it will provide goodness for their future life.

Students feel that BMTM program of JMC will provide strong base for their future career by giving the mean score of 1.9799 along with the standard deviation of 0.800. Students had agreed that BMTM program provides qualitative education by assigning the mean score of 2.0805 and standard deviation of 0.8816. BMTM program provides the foundation for the self employment after completing the tourism related program of JMC by giving the mean score of 2.0800 and standard deviation of 1.0134

Almost students satisfied with the cost of BMTM program in JMC with the mean score of 2.2215 and standard deviation of 0.9921. Plus, two (+2) studying students of JMC perceived that tourism industry is the main source of national income of Nepal by assigning the mean score of 1.5629 and standard deviation of 0.8048.

Most of students expect that to join the MBA in Hospitality management after

completing the BMTM program in the JMC to boost up their skill in the field of tourism with the mean score of 2.6107 and standard deviation of 0.9844. BMTM program enables students to be independent entrepreneur as it provides sufficient knowledge and skills to become entrepreneur as the mean score was 2.0331 and standard deviation of 0.836. Mountain tourism is the major source income of Pokhara which is agreed by the respondents with the mean score of 1.6107 and standard deviation of 0.813. Mountain tourism has the greatest potentiality in Pokhara and nearby area which is accepted by students of JMC studying plus two (+2) in management. With the score of 2.0537 and standard deviation of 0.8119, students had positive attitude about the importance of BMTM program of JMC which is expected to give necessary skill for the successful livelihood in the future. Students had positive attitude towards the skill, knowledge and experience of faculty members of JMC with the mean score of 2.0667 and standard deviation of 0.8566. BMTM program of JMC is recognized program of T.U. which is run by JMC as the autonomous program for which students assign the mean score of 1.6755 and standard deviation of 0.8449. Students felt that BMTM program provides necessary skills and knowledge to students to satisfy the expectation of tourists by giving mean score of 1.8278 and standard deviation of 0.8063. Chi-Square test was used to test the significance relationship between gender of respondents and various independent variables. The result in terms of p-value is listed as follows:

Table 3

Chi Square Test Showing the Association Between Selected Background Characteristics and Attitudes

Statement	df	p-value
I would like to join JMC for further study	3	0.13
JMC as reputed campus	4	0.02
Teaching –learning environment of JMC is favorable	4	0.14
Students knowledge about BMTM program	4	0.29
Uniqueness of BMTM program	4	0.07
Like to join BMTM as influence of superior	4	0.06
Like to join BMTM as reference of lecturer & staff	4	0.56
BMTM program as nice program for good future	4	0.59
BMTM program provides qualitative education	4	0.25
`BMTM support for self-employment	4	0.03
Cost of BMTM is satisfactory	4	0.37
BMTM provides skills for independent entrepreneur	4	0.61
Mountain tourism is the major source of income of Pokhara	3	0.18
Mountain has greater possibility in Pokhara	4	0.222
BMTM provides enough knowledge to satisfy expectation of tourist	3	0.28

There is significant relationship between male and female students about the teaching-learning environment of JMC, Knowledge about BMTM program of JMC, uniqueness of program, qualitative education, cost of BMTM program, mountain tourism as the major source of income of Pokhara. Male and female students have positive relation about the self-employment, BMTM support to be independent entrepreneur, great possibility of mountain tourism in Pokhara. Students agreed that the program provides enough knowledge and skill to satisfy the expectation of tourists. There is no significant relationship between male and female students for about the reference of lecturer & staff to join JMC, BMTM as nice program and it support for the independent entrepreneur as the p-value exceeds the level of significance.

CONCLUSIONS

The study of attitude of students is very important to impart knowledge to students. The present study was related with attitude of +2 (management) students of JMC towards the BMTM program. Majority of students had no knowledge about the program. Only five male students out of fifty-nine and ten female students out of eighty-eight had strong knowledge about the program. Seventy students had knowledge about the BMTM program out of 147 respondents which is less than 50%. Superior students influence is also not significant. Seventy-three students were influenced from superior out of 148 respondents which less than 50%. Almost students agreed that BMTM program is useful for their future to be independent entrepreneurs. Male and female students had significant relationship about attitude towards the BMTM program. it is recommended to intensify the publicity of the program for its sustainable development of the program.

REFERENCES

- Cherry, K. (2020). Attitudes and behavior in psychology. Web.
- Dagneu, A. (2015). The relationship between students' attitudes towards school, values of education, achievement motivation and academic achievement in Gondar secondary schools, Ethiopia. *College of Education and Behavioral Science, Bahir Dar University*. DOI: 10.17810/2015.46.
- Fakeye, D. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*, 22, 205-211. Doi: <https://doi.org/10.1080/09718923.2010.11892803>

- Feng, R., & Chen, H. (2009). An analysis on the importance of motivation and strategy in postgraduates english acquisition. *English Lang. Teach.*, 2(3), 93–97. Doi: <https://doi.org/10.5539/elt.v2n3p93>.
- Hogg, M., & Vaughan, G. (2005). *Social psychology (4th edition)*. Prentice-Hall.
- Kara, A. (2009). The effect of a learning theories unit on students' attitudes toward learning. *Australian Journal of Teacher Education*, 34(3).
- Lewy, A. (1986). School Attitudes: General. In H. Husén, & T. Postlethwaite (Eds.), *The International Encyclopedia of Education* (4408-4411). Pergamon Press.
- Linnehan, F. (2001). Examining racial and family educational background differences in high school student beliefs and attitudes toward academic performance. *Social Psychology of Education*, 5, 31-48. Doi: <https://doi.org/10.1023/A:1012723816735>
- Marks, G. (1998). Attitudes to school life: Their influence and their effects on achievement and leaving school. *LSAY Research Report Number 5*. Melbourne: ACER.
- Mirahmadizadeh, A., Ranjbar, K., Shahriarirad, R., et al. (2020). Evaluation of students' attitude and emotions towards the sudden closure of schools during the COVID-19 pandemic: A cross-sectional study. *BMC Psychology*, 8(1), 134. DOI: <https://doi.org/10.1186/s40359-020-00500-7>
- Palikhe, & Adhikari. (2013). *A study on students' attitude towards BBA program at Janapriya Multiple Campus*. [Report submitted to Janapriya Research and Consultancy Centre (JRCC), Pokhara].
- Viet, V. (2017). A study on determinants of student's attitude towards higher education. *VNU Journal of Science Education Research*, 33(4), DOI:10.25073/2588-1159/vnuer.4119