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APPLYING THE MOTIVATION, OPPORTUNITY, ABILITY (MOA) MODEL, AND SELF-EFFICACY (S-E) TO BETTER UNDERSTAND STUDENT ENGAGEMENT ON UNDERGRADUATE EVENT MANAGEMENT PROGRAMS

ALLAN JEPSON* AND W. GERARD RYAN†

*University of Hertfordshire Business School, Tourism, Hospitality & Event Management Group, University of Hertfordshire, Hertfordshire, UK
†University of Salford Business School, University of Salford, Salford, UK

Considering the motivation, opportunity, ability (MOA) model and the self-efficacy (S-E) component of the social cognitive theory (SCT), this article aims to examine through a series of four research questions whether such models can help to determine how students engage with their program of study. Furthermore, the article will determine factors that influence student engagement in event management (EM) degree programs and seek to understand how EM students engage with their reading and interact within classroom-based environments. In doing so, the article will contribute to the existing debates on inclusive teaching and learning in higher education (HE), and provide a link towards creating more professional and employable graduates. Self-efficacy refers to beliefs in one's capabilities to learn or perform at designated levels. Much research has demonstrated that self-efficacy influences academic motivation, learning, and achievement; particularly within science, technology, English, and mathematics (STEM) subjects. With this in mind, this research aims to investigate the frame conditions mentioned that surround both self and group efficacy and seeks to reveal whether the above models can be used to better understand the engagement and subsequent performance of undergraduate EM students. This analysis will enable academics to better understand the role of MOA and S-E, how these develop over a program of study, and thereby provide a boost to student self-efficacy. By doing so, the best possible educational experience and results in higher education can be achieved.

Key words: Higher education event management students; Motivation; Ability; Opportunity; Self-efficacy; Engagement

Address correspondence to Allan Jepson, Ph.D., Senior Lecturer in Event Management, Researcher in Critical Event Studies, Room M210, University of Hertfordshire Business School, Tourism, Hospitality & Event Management Group, de Havilland Campus AL10 9EU, UK. Tel: 01707 285548; E-mail: a.s.jepson@herts.ac.uk

Introduction

Every higher education (HE) institution is able to demonstrate through a program of studies the effort put into facilitating an environment that benefits students in acquiring essential knowledge, skills, attitudes, and competencies in order to achieve gainful employment. What is far more important and less demonstrable is how students respond to these efforts. Considering the increasing contentions that self-efficacy predicts academic success in HE and is a key aspect of employability development (Lane, Lane, & Kyprianou, 2004; Turner, 2014), the central aim of this article is to utilize the already established and tested motivation opportunity and ability (MOA) model (Chai & Baudelaire, 2015; Hung, Sirakaya-Turk, & Ingram, 2011; Jepson, Clarke, & Ragsdell, 2013) and Bandura's (1986) theory of self and group efficacy to provide details on how much students choose to engage with their program of study.

This case study of student engagement with event management education (EME) set out to explore practical ways in which lecturers might help students gain greater benefit from their learning experience. The research was based around the following four research questions (RQ):

RQ1. What is the ideal level of self/group efficacy to ensure student engagement in their program of study event management (EM)?
RQ2. How does self-efficacy effect student engagement in lectures and seminars?
RQ3. What impact does keeping up with prescribed reading have on a person's self-efficacy and their ability to participate in lectures and seminars?
RQ4. Does group efficacy effect student levels of engagement in their events management program of study?

Background to the Study

Motivation, Opportunity, Ability, and Student Engagement

Hung et al. (2011) originally developed the motivation, opportunity, ability (MOA) model as a way of explaining and determining the level of local participation in tourism development. The model brings together "means-" and "ends-"orientated studies to provide a more holistic view of how people are empowered or inhibited to participate in activities and become active in the tourism planning process. Means-orientated studies include the process or conditions that affect a local community's ability to participate. Ends-orientated studies concentrate on the end results of community participation. Means-orientated studies within tourism have documented nine stages within the participation process (Drake, 1991; Garrod, 2003). The nine stages were originally utilized to examine ecotourism planning and development, but many of the stages are adaptable to measure engagement in a wider variety of settings. These included many stages but perhaps most importantly, the level of communication, knowledge, and awareness to facilitate participation. In contrast, ends-orientated studies have focused on investigating the range and levels of participation, which have been described as a typology of participation (Arnstein, 1969; Pretty, 1995; Tosun, 1999).

Other authors (Chai & Baudelaire, 2015; Jepson et al., 2013; Siemsen, Roth, & Balasubramanian, 2008) have adapted the MOA model to measure a number of uses across a variety of industries, which allows an insight into the versatility of the model. For the purpose of this study the MOA model has been adapted to measure student engagement in undergraduate EME programs.

Motivation relates to task completion and levels of participation (Anderson, Hattie, & Hamilton, 2005) and can be taken as the driving force behind an individual's decision-making process as it can affect the intensity and direction of behavior (Bettman, 1979). As yet no published work has addressed the question of what motivates students to choose event management as a pathway of study; nor what might influence their engagement in subject-specific reading for the program. However, academic studies have developed a precedent by citing the importance of motivation in decisions to participate in academic work (Kayat, 2002; Milne & Ewing, 2004) or not to participate due to academic procrastination (Hen & Goroshit, 2014; Steel, 2007). Furthermore, debate within tourism and event literature (Moscardo, 2007; Murphy & Murphy, 2004) suggests that participation or engagement is directly influenced by the level at which the activity or project will affect

them personally. Additionally, this is influenced by the perceived benefits of the activity should they decide to take part in it (Moscardo, 2007). These aspects will be tested during the collection of primary data where student attitude, understanding and career aspirations are analyzed.

Opportunity is perhaps best defined as the circumstances that facilitate public involvement in the participation process. Opportunity occurs when planners adopt a participatory approach that provides a supportive framework for community participation (Bahaire & Elliot-White, 1999). The opportunity domain of the model can also be easily adapted through questions that will measure the time allocated to student participation within lectures and seminars, the interest levels of academic staff, or if the opportunity exists for students to put forward their point of view.

Ability is seen as a complex entity that includes a combination of factors such as awareness, experience, knowledge, skills, accessibility to information, and financial resources (Bahaire & Elliot-White, 1999). In the case of HE settings, potentially all six of these domains could aid or be significant barriers to participation and progression. For example, Jamal and Getz (1999) suggested that, even though a member of a community has the right to participate and is motivated to seek out opportunity, they may lack the ability to do so, while Siemsen et al. (2008) suggested that training people how to communicate their knowledge may in turn improve their ability to share knowledge.

As explained in the introduction, the MOA model remains a reliable, tested, and valid research instrument despite concerns surrounding the relationships and connections between the model's components, which are often viewed in isolation. It is anticipated that framing the model in a social cognitive theory (SCT) context will help to reveal these deeper relationships into how and why members of a student community become engaged or disengaged with their chosen program of study.

Social Cognitive Theory and Self-Efficacy

Social cognitive theory (SCT) and self-efficacy (S-E) have been shown to have both explanatory and predictive powers and have considerable implications for improving performance (Stajkovic & Luthans, 1998). There are now a considerable number of studies on how S-E and SCT could be utilized in education and, for this reason, this article utilizes Bandura's (1986) four factors affecting self-efficacy as the basis of the research. These were: 1) Attained experience or "performance accomplishments," 2) Modeling or "vicarious experience," an experience through others, 3) Social or "verbal persuasion," direct encouragement, or discouragement, and 4) Physiological or "emotional arousal," when people tend to exude signs of distress such as shakes, aches and pains, fatigue, fear, and nausea. When a person perceives one or more of these symptoms happening, it could potentially affect self-efficacy. It is argued here that the concepts of self and group efficacy framed within the MOA model can be applied and tested to reveal much about a student's motivations, abilities, thoughts, feelings, and attitudes toward engaging with their EM program of study.

By applying the MOA model to EME, there is the potential to reveal data about engagement such as prior knowledge of the events industry, a student's attitude toward their program of study, and whether there are connections between engagement within lectures and seminars and students' ability to keep up to date with their reading. However, it may not reveal anything about a how a student feels or their level of confidence within a learning environment, which could in turn impact on their ability to engage academically during their time at University.

By integrating all four of Bandura's (1986) factors into the research, the results will provide data in regards to a person's emotional state before, during, and after participating in lectures and seminars, what influenced their participation, and whether participation has altered the person's self-efficacy. The research also seeks to discover students' likelihood to participate in future lectures, seminars, or professional situations such as meetings.

Self-efficacy is also extended within this study to include "collective efficacy" (Bandura, 1993), as this could help reveal whether a prerequisite to student engagement is related to group socialization and whether students are more likely to engage in their program of study if they continually gain positive reinforcement from class colleagues.

The importance of S-E and SCT is best expressed in the broad array of research that has been

undertaken in relation to each and aligned to every subject from infancy development to old age and every aspect in between (Bandura, 1997; Meece, 1997; Schunk & Pajares, 2005). However, the range of research becomes much less dense and underdeveloped in the subject of education and it could be argued limited when it comes to HE. Academic self-efficacy in HE is one of a number of ways of thinking about the beliefs students hold about their own competencies (Putwain, Sander, & Larkin, 2013). These beliefs influence and interact with sociocognitive processes in achievement-orientated situations including thoughts, feelings, actions, and motivations (Bandura, 1997; Meece, 1997; Schunk & Pajares, 2005). Bandura (1986) had earlier proposed that an individual possesses a "self-system" that enables them to exercise control over thoughts, feelings, and actions. The conclusion being that this system allows the ability to symbolize, learn from other people, develop contingency plans, regulate behavior, and perform self-reflection. However, Pintrich and Schunk (1996) investigated the role of schooling on S-E and found that beliefs tended to decline as students advanced. Their research found that this was due to increased competition, less individual attention from teachers, and ability groupings.

Bandura (1986) theorized that "people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performances" (p. 391) have a significant impact on the choices a person makes, how much effort they put into a task, and how long they persevere in the task to attain success. A major concept within this theory is that actions, reactions, and behaviors in almost all situations are influenced by those observed in others. Therefore, S-E represents the personal perception of external social factors. Research by Csikszentmihalyi (1998) demonstrated that the optimum level of S-E slightly exceeds ability because people are most encouraged to tackle challenging tasks and gain experience. Bandura's (1986) research also proved that motivation is a pivotal concept within S-E and that high S-E could affect a person's motivation in both positive and negative ways. S-E can also be inherently linked to destiny or a person's world views whereby people with high S-E generally believe that they are in control of their own lives, that their own actions and decisions shape their lives. At the other extreme, those with low S-E may see their lives as outside their control, and shaped by others. Linked to this is an element of attribution theory; "controllability" defines whether a person feels actively in control of the task or cause, and failing at this task leads the individual to think that they are unable to have any control. In turn, this then leads them to have feelings of humiliation, shame, anger, or a combination of feelings.

Figure 1 demonstrates the theoretical process we have applied in order to analyze student participation and levels of engagement with undergraduate EM degree programs.

Research Approach

There are numerous methodological issues associated with directly testing and analyzing self-efficacy in the field. For example, Zimmerman (1996) identified that the majority of studies are plagued with the mismeasurement of self-efficacy because they do not contain the optimal level of specificity in relation to the task. Pajares and Miller (1994) problematized this further by suggesting that multiple-scale instruments cannot be generalized as they are often composed of subjective

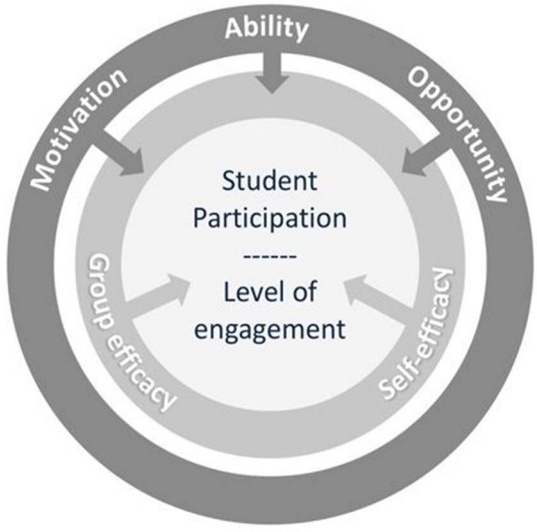

Figure 1. Demonstrating the student engagement and participation process. Source: Authors.

domains. Multon, Brown, and Lent (1991) argued that the issue with self-efficacy assessments is that students appraise and make judgements upon their academic capabilities without a clear activity or task in mind. In adapting the MOA model to include the concepts of self-efficacy, there is also an important opportunity to determine how comfortable individuals feel about engaging with their program of study through lectures and seminars; and if they did so with people in familiar or unfamiliar groups.

In order to test both self-efficacy and group efficacy (or "collective efficacy") a semistructured questionnaire with questions from both Bandura's (1993) theoretical constructs was developed for undergraduate student respondents from a HE institution based in south west UK. Further details of these questions can be seen in Table 1.

The methods used within this mixed-methods case study are exploratory and a questionnaire was designed as the main research instrument through a combination of the two well-established frameworks of the MOA model and self and group efficacy theory. The questionnaires collected mainly quantitative data, although some qualitative comments were included when students were asked to list the reasons that made keeping up with reading difficult. In order to increase the validity of the study, a convenience sampling method was employed to distribute questionnaires across all three levels of undergraduate event programs. The questionnaires were given out to students at the end of the academic year (2013/2014) across levels 4, 5 and 6. This was to ensure that students had been through a similar learning situation and had an equal opportunity to interact within it. This research can be considered cross-sectional and was constrained by a 5-day data capture period. Despite this, a sample size of 115 was distributed and a response rate of 106 usable questionnaires was achieved (30 from L4 students, 49 from L5 Students, and 27 from L6 students). Analysis within this article will be in the form of iterative analysis through SPSS (version 21) in which cross-tabulations through layers (levels of study) will be made between the three sections of the MOA model and self-efficacy to better understand how academic engagement changes depending on the undergraduate's year of study. Following this, chi square tests were carried out to reveal the significance of the statements while questions will be explored to discover the associations between the statements and questions. Qualitative data also collected through the questionnaire will be used to support and reinforce the quantitative data. Analysis of Bandura's (1986) four factors of self-efficacy along with group efficacy will take place alongside the key sections of the MOA model and the qualitative statements made by students when identifying inhibitors to keeping up to date with reading for their program of study.

Limitations

It is important to recognize that this is a cross-sectional and heavily time-constrained study within a 5-day data collection period. The study also took place at the end of term, which meant that a lower sample size was collected, meaning equal sizes of respondents from levels of study was not achieved (30 from L4 students, 49 from L5 Students, and 27 from L6 students). The data analysis in this sample could be considered limited in its approach as a result of only being able to test cross-tabulations and chi square test, as the questions were not based around a Likert scale but a straight-forward "yes/no" to ensure better accuracy through analysis.

Another limitation to this study is that a gender-specific question was not included and thus comparative analysis based on gender differences in self-efficacy could not be carried out. The decision to not separate the research sample by gender was a result of over 95% of undergraduate students being female and so analysis would not be dramatically altered by gender segregation.

A final point for reflection is that this research only focuses on a small cross-section of a university population and it concentrates solely on academic engagement. It should be recognized that student engagement is multifaceted, ethnically diverse, and changes over time. It should also be understood that a student's engagement is not based only on how they perform academically; this is shaped by their entire local environment including engagement with University services and facilities, the local environment, and personal and social arenas. Future studies should take this into account to gain a more holistic picture of a student's engagement depending on the scale of research and time period involved.

Table 1
Adapted MOA Model and Self/Group Efficacy Questions Designed to Measure Student Engagement in Event Management Degree Programs

Motivation to engage
1. Do you look forward or have a positive attitude to attending lectures?
2. Do you look forward to or have a positive attitude to attending seminars?
3. Do you think that studying events management is good for your future career prospects?
4. Do you believe that contributing to discussions in lectures helps your understanding of events?
5. Do you believe that contributing to discussions in seminars helps your understanding of events?

Opportunity to engage
6. Do you feel that you are given enough time to contribute during lectures?
7. Do you feel that you are given enough time to contribute during seminars?
8. Do you feel that tutors are interested in hearing your views on lecture subjects and on events management?
9. Do you feel that tutors represent your views or those of the learning group within lectures?
10. Do you feel that tutors represent your views or those of the learning group within seminars?
11. Do you think tutors provided enough opportunities for you to put forward your views?

Ability to engage awareness
12. Do you keep up to date with reading for your lectures and seminars?
13. Do you find it difficult to keep up to date with your reading?
14. Do you know how to keep up to date with trends in the event industry?
15. Do you receive updates from tutors on which reading you should be doing?
16. Are you aware of where to find the information about reading?
17. Do you know where to find the reading for your lectures and seminars?

If you answered "No" to questions 12 & 13, could you briefly state the reasons that make it hard for you to keep up to date with your reading (i.e., part-time job/excessive workloads?)

Participation Levels
18. I know how to contribute in lectures and seminars.
19. I share my opinions during lectures with tutor and classmates?
20. I share my opinions during seminars with my tutor and classmates?
21. I am able to contact my tutors when I need to?
22. I often meet with tutors to discuss assessment or lecture topics?
23. When I meet with my tutors I feel I can speak freely and put my views forward?
24. I feel that my views are considered during seminar/lecture discussions?

Knowledge
25. I feel I know a lot about events management as a field of study.
26. I feel I have gained knowledge about events management through my reading and attendance in lectures and seminars.

Self-efficacy
27. I would feel confident talking about my point of view amongst other students within a lecture?
28. I would feel confident talking about my point of view amongst other students within a seminar?

Attained experience or "performance accomplishments"
29. Have you previously contributed within seminars?
30. Have you previously contributed within lectures?

Modeling or "vicarious experience"
31. Have your friends contributed to seminar discussions?
32. Have your friends contributed to lecture discussions?

Social or "verbal" persuasion
33. Are your friends positive about their contributions to discussions in seminars or lectures?

Physiological factors or "emotional arousal"
34. Do you feel comfortable being a spokesperson and presenting the views of your fellow students back to the tutor?

Collective efficacy
35. Would you feel more comfortable contributing to class discussions if your friends are also contributing?

Thank you for taking the time to complete this questionnaire you are contributing to wider debate and discussion on Undergraduate teaching and learning in Event Management Education (EME)

Findings and Discussion

Our findings are presented for clarity under five themes: *Motivation to engage, opportunity to engage, ability to engage, student participation, group and self-efficacy.* These themes relate directly to the theoretical models (Bandura, 1986; Hung et al., 2011, Jepson et al., 2013; Jepson, Clark, & Ragsdell, 2014) identified for testing within the literature review and the semistructured questionnaire detailed above.

The statistical analysis presented here gives reference to percentages of the entire respondent sample ($n = 106$). Within the entire chi square statistics presented $p > 0.005$ and therefore significance is analyzed below this base level. Levels of undergraduate EM study are abbreviated to L4/L5/L6 (see Table 2).

Motivation to Engage

Students across all levels of EM degree programs within the sample of 106 held positive association towards both lectures and seminars ($p > 0.006$, L4 = 90%, L5 = 78%, L6 = 77%), although it was noted that this positive association reduced drop as EM students progressed into higher levels of study (L4–L6).

The semistructured questionnaires were designed to understand a student's future career motivation, and to ascertain whether they believed that contributing to seminar and lecture discussions helped their understanding of the events industry. Students across all levels were unanimous in that they held positive associations with their future career prospects and contributing to lectures (L4 = 83%, $p > 0.649$; L5 = 90%, $p > 0.016$; L6 = 79%, $p > 0.580$) This response corresponds with previous research where students suggested EME awards were very effective in preparing for work in the events industry (Ryan, 2016b). It can be seen from the $P >$ Value there was a greater significance within the second year (L5) students. Justification of this ratio might lie in that fact that L5 students on EM courses in the UK generally have a placement preparation module or professional skills module within their syllabus or take a full year out from learning (Ryan, 2016a).

EM students who did not hold positive associations through questions 1–3 ($n = 12$) were undecided about whether contributing in lectures helped their understanding of the industry or whether studying EM was good for their future career prospects.

The natural progression from questions 1–3 was to ascertain the impact of seminars and future career prospects. All three levels of study held positive associations toward both career prospects and their program of study and contributions were vital to their understanding of the events industry (L4 = 76%, $p > 0.575$; L5 = 89%, $p > 0.016$, L6 = 93%, $p > 0.208$). The significances in the data were more prominent at level 5 where students were undecided upon whether they felt seminar contributions were valuable to their understanding of events or their future careers. Significance was also noted in level 6 where some ($n = 9$) respondents felt that contributing within seminars helped their understanding of the industry but that studying EM was no longer good for their future career prospects. It can be seen from this analysis that the student population found seminars more useful as a learning platform as they progressed through the degree program. Therefore, it could be strongly suggested that efforts should be placed upon whether first year undergraduate students understand the significance and value of seminars to their academic journey.

Opportunity to Engage

The next section analyzes student ability to engage with their degree program. Students were asked whether they felt they had enough time to contribute during lectures and seminars; and in both learning situations they held positive perspectives (L4 = 90%, $p > 1.000$; L5 = 88%, $p > 0.001$; L6 = 75%, $p > 0.24$). The significant positive association within the data is clear at level 5 whereby students felt that insufficient time was given for them to engage within lectures ($n = 13$) although the same number of respondents did feel that there was enough time in the case of seminars. Level 6 students held the same attitudes towards lectures and seminars ($n = 6$). Therefore, this reinforces the fact that lectures need to be thought out carefully to allow students the opportunity to interact with academics

Table 2
MOA Model and Self/Group Efficacy Questionnaire to Show Positive Association Between Questions Following Analysis

Questionnaire Domain & Questions	Positive Association Between Questions	Percentage by Level of Study (*p* Value) L4	L5	L6
Motivation to engage				
Q1. Do you look forward to or have a positive attitude to attending seminars? Q2. Do you look forward or have a positive attitude to attending lectures?	yes	90% (0.006)	78% (0.006)	77% (0.006)
Q3. Do you think that studying events management is good for your future career prospects? Q4. Do you believe that contributing to discussions in lectures helps your understanding of events?	yes	83% (0.649)	90% (0.016)	79% (0.208)
Q5. Do you believe that contributing to discussions in seminars helps your understanding of events? Q3. Do you think that studying events management is good for your future career prospects?	yes	76% (0.575)	89% (0.016)	93% (0.208)
Opportunity to engage				
Q6. Do you feel that you are given enough time to contribute during lectures? Q7. Do you feel that you are given enough time to contribute during seminars?	yes	90% (1.000)	88% (0.001)	75% (0.24)
Q8. Do you feel that tutors are interested in hearing your views on lecture subjects and on events management? Q9. Do you feel that tutors represent your views or those of the learning group within lectures? Q11. Do you think tutors provided enough opportunities for you to put forward your views?	yes	80% (0.002)	80% (0.006)	64% (0.005)
Ability to engage (awareness)				
Q12. Do you keep up to date with reading for your lectures and seminars? Q17. Do you know where to find the reading for your lectures and seminars?	yes	80% (0.036)	94% (0.024)	96% (0.083)
Participation levels				
Q18. I know how to contribute in lectures and seminars Q21. I am able to contact my tutors when I need to?	yes	83% (0.207)	98% (0.043)	96% (0.083)

(*continued*)

Table 2 (Continued)

Questionnaire Domain & Questions	Positive Association Between Questions	Percentage by Level of Study (*p* Value)		
		L4	L5	L6
Q18. I know how to contribute in lectures and seminars Q23. When I meet with my tutors I feel I can speak freely and put my views forward?	yes	72% (0.376)	85% (0.289)	81% (0.006)
Q18. I know how to contribute in lectures and seminars Q22. I often meet with tutors to discuss assessment or lecture topics	yes	80% (0.680)	63% (0.004)	41% (0.337)
Q19. I share my opinions during lectures with tutor and classmates? Q20. I share my opinions during seminars with my tutor and classmates? Q24. I feel that my views are considered during seminar / lecture discussions?	yes	73% (0.015)	74% (0.054)	92% (0.021)
Knowledge Q25. I feel I know a lot about events management as a field of study Q26. I feel I have gained knowledge about events management through my reading and attendance in lectures and seminars	yes	84% (0.099)	73% (0.053)	86% (0.027)
Self-efficacy: Modeling or "vicarious experience" Q31. Have your friends contributed to seminar discussions? Q32. Have your friends contributed to lecture discussions?	yes	93% (0.002)	75% (0.093)	77% (0.086)
Participation levels Q18. I know how to contribute in lectures and seminars (Participation levels)				
Social or "verbal" persuasion Q33. Are your friend's positive about their contributions to discussions in seminars or lectures?	yes	82% (0.002)	86% (0.053)	86% (0.025)
Physiological factors or "emotional arousal" Q34. Do you feel comfortable being a spokesperson and presenting the views of your fellow students back to the tutor?				

and with fellow students to encourage dialogue and not monologue learning environments.

Within the opportunity to engage section of the questionnaire students were asked their views on whether tutors were interested in hearing student views around lecture subjects and EM, and whether students felt that tutors represented the views of the learning group within lectures. The results of which demonstrated that all levels of study felt positively toward academics representing their views and hearing their views in lectures, but it did reveal that this positivity declined quite abruptly within the final year of study with only 64% of respondents in agreement with both statements compared to 80% for both L4 and L5 students. Students were also asked whether they felt tutors provided enough opportunities to put forward their views and the majority of students from all levels felt that there were enough opportunities provided. However, his should be investigated further as figures varied across levels of study. For example, L4 had the lowest agreement with 74% ($p > 0.002$) of the student sample feeling there were enough opportunities, while L5 (88%, $p > 0.003$) and L6 (84%, $p > 0.005$) demonstrated the most agreement. This could be a case of L4 students not knowing how or when they could contribute, or reluctance to take opportunities to contribute due to low S-E or nonestablished group efficacy as this takes time to accumulate, and may not be possible within a learning situation such as a lecture, which it could be argued remain largely one-directional in nature.

Ability to Engage

The questionnaire analysis revealed that across all levels of undergraduate study in EM 80% of students found it difficult to keep up to date with their reading.

Following this the students who found that it was difficult for them to keep up to date on their reading for lectures and seminars were then asked to note down in order of importance the reasons that prevented them from keeping up to date.

The reasons that inhibited students' ability to keep up with their reading represented the lowest response rate in the survey with 71 responses from a possible 106, or 67%. Although it should be noted that students only answered this question if they were experiencing difficulty in keeping up with their reading for lectures and seminars (questions 12 & 13). Students cited their reasons for not being able to keep up with their reading in order of importance; of which there were 38 different combinations captured through the questionnaire. The average occurrence for students listing the same items was on three separate occasions; the cases mentioned here occurred on more than three occasions and so can be considered above average and important for discussion.

The highest set of explanations cited by undergraduate students (seven occurrences) for not staying up to date with reading were: having a "part-time job, excessive workloads, personal life." In regards to part-time employment, it could be argued that the majority of students have no choice but to work; either because they cannot survive without the income of a part-time job, to maintain the lifestyle they had before they became full-time students, or because it is related to their program of study and they wish to gain industry experience.

It is also important to gain a further understanding into what students felt was an excessive workload compared to their previous educational experiences and furthermore to understand whether they were prepared enough prior to enrolling onto an EM Degree Program. Excessive workload was also mentioned as a single most important reason on four separate occasions. Therefore, it could be argued that a strong argument is developing here for future research into engagement within EM programs to examine "excessive workload" in more detail; along with the balance between study and personal life and how these are prioritized.

The final reason for not staying up to date with reading cited by students on event EM degree programs was that the amount of reading was set at a similar and constant level throughout the year. Students felt strongly that reading levels should be reduced around assessment deadlines to create breathing space, enable them to cope, and concentrate on assessment submission alone.

All student-directed reading information at the sample institution is online in module guides; students at L4 felt strongly that tutors did not give them enough updates on what they should be reading (60%). This was reversed in L5 whereby 84%

felt that they did receive sufficient updates from tutors and felt that they kept up to date with reading for lectures and seminars. Additionally, respondents were also asked whether or not they knew where to find the reading and resources for their modules, and the vast majority of respondents held a positive association with this and whether or not they kept up to date with reading (L4 = 80%, $p > 0.036$; L5 = 94%, $p > 0.024$; L6 = 88%, $p > 0.083$).

Upon answering the question as to whether they knew how to keep up to date with trends in the events industry L5 and L6 held largely positive views and there was clear positive association with receiving updates from tutors in regards reading. L4 were less positive and were split with 57% of respondents feeling they were up to date with what was happening in industry and 43% stating they were not up to date. Furthermore, there was a negative association with whether or not they received updates from their tutors in regards reading.

Participation Levels

Student participation levels were measured by asking students about their contributions during lectures and seminars. A cross-tabulation was used to ascertain if there was a relationship between the levels of student contribution and the availability of academic staff. There was a positive association to these two questions across L5 and L6 (L4 = 83%, $p > 0.207$; L5 = 98%, $p > 0.043$; L6 = 96%, $P > 0.083$), demonstrating that there was a positive relationship between a member of staffs' availability, their contact with students, and their knowledge of how they could contribute during lectures and seminars.

The next set of questions determined if students knew how to contribute during seminars and lectures and also if they felt they could speak freely when meeting with tutors to put their views forward. L5 and L6 felt positively that they knew how to contribute and that they could talk freely to their tutors. L4 was still relatively positive although 35% of students did not feel confident about airing their views when they met with their tutors. Only L6 (L4 = 72%, $p > 0.376$; L5 = 85%, $p > 0.289$; L6 = 81%, $p > 0.006$) held positive association with knowing how to contribute during lectures and seminars and that their views were considered during lecture and seminar discussions. Therefore, it is argued that efforts should be concentrated upon L4 and L5 students to ensure that they know how to contribute and feel that their views are valuable to tutors and fellow students on the EM degree program.

The next section of the adapted MOA/S-E questionnaire was designed to understand student participation. We analyzed how frequently students met with their tutors (Q22) to discuss their lecture or assessment topics. The results showed that students in L4 rarely met with academics to discuss lectures or assessments (L4 = 80% stated they did not meet with their tutors compared to L5 = 48%, L6 = 42%). This should be highlighted as a key concern especially if we consider that students are in a key phase of their academic development and learning to articulate their thoughts critically and form valid academic discourse through their written and verbal assessments.

It can be seen from the figures presented that this is reduced going into L5 and L6 where students understand the level of support they can receive from tutors; so emphasis should be placed ensuring L4 students know they can ask for help and be supported by their tutors in order to improve academically.

Following analysis another positive association within the participation category was identified between students who met with tutors and felt they could speak freely and put their views forward, and the sharing of their opinions with tutors and classmates during lectures and seminars. All levels of study demonstrated a positive relationship in that lecture contributions were more likely if students felt they could speak openly to tutors. Although this was slightly lower within L4 students (64%), this substantiates the claim that greater effort should be placed on encouraging open and frequent debate in and out of classroom environments.

When the question of opinion sharing with tutors and classmates during lectures and seminars were cross tabulated with whether a student felt their views were considered a positive association was present (L4 = 73%, $p > 0.015$; L5 = 74%, $p > 0.054$; L6 = 92%, $p > 0.021$). This is significant as students were far more likely to contribute to discussions if they felt their views would be valued by others in the group. The need for positive reinforcement from tutors increased across the three levels of study with it being almost vital at L6.

One could argue that there is a need for further research to be developed beyond this study to explore the relationships between the level and type of contact between students and tutors in regards to their contributions in seminars and lectures and their academic performance across different levels.

The questionnaire tested in this article was also structured to investigate the relationship between student knowledge, reading, and participation in lectures and seminars. The response to this relationship was positive and all levels showed agreement that they knew a lot about EM as a field of study and that this was a result of their reading and participation in seminars and lectures (L4 = 84%, $p > 0.099$; L5 = 73%, $p > 0.053$; L6 = 88%, $p > 0.027$). As you can see from the figures Level 6 EM students held a positive association between industry knowledge appreciation and the value of reading in preparation for seminars or lectures.

Self and Group Efficacy

The following discussion returns to the central models of S-E and the MOA to investigate self and group efficacy and the impact it has upon student participation and engagement. Within lectures there was almost an event split between respondents across all levels in regards to whether they felt confident talking about their views within a lecture with 53% or 56 respondents stating they would be comfortable and 47% or 50 respondents finding it difficult to discuss their views with classmates in lectures. Seminars were very clear and more positive (92 or 87% of respondents) toward students in respect of their confidence to discuss their views with other students. One could then argue that this demonstrates clearly that smaller learning environments are more beneficial to student participation.

The next section of the questionnaire was designed specifically to investigate Bandura's (1986) four factors of self-efficacy (performance accomplishments, modeling experience, verbal persuasion, and physiological factors). The first of which is to test a students' attained or performance accomplishments. L4 students were very positive in that they had contributed to both lecture and seminar discussions (88%), this changed substantially in L5 (59%) and again in L6 (58%). Further qualitative studies should be undertaken to determine if failure in the contributions in seminars and lectures had lowered a student's S-E as they progressed through their program of study.

The second factor was that of modeling, or "vicarious experience," the idea that if a group member is capable of achievement then another member can replicate or advance those achievements. Out of the sample collected 101 or 95% of students had been aware of their friends contributing to seminar discussions, and 81 or 76% to lecture discussions. It is further important to note that there is a clear positive association (L4 = 93%, $p > 0.004$; L5 = 75%, $p > 0.093$; L6 = 77%, $p > 0.086$) to contributing within both lectures and seminars across all three levels of study, in which case the onus on tutors is to try to build participation in both learning situations to improve a student's overall S-E as they see others actively participating in both lectures and seminars.

Social or "verbal persuasion" was also tested through the questionnaire and analysis has demonstrated that although overall (L4, L5, and L6) 75% of respondents held positive attitudes towards their friend's contribution's in lectures and seminars they held negative attitudes towards presenting the views of fellow students as a spokesperson (49%). The lowest confidence in being a spokesperson was witnessed in the first year of study, which remained constant in the following years of study. This could be an area of future research as it is presented here that negative experiences of student contribution presentation of views impact in a negative way on other students' motivation to contribute and their view being a spokesperson for the group, which has a detrimental impact on S-E.

Positive association can clearly be seen between respondents answering "yes" to the two questions: "Are your friend's positive about their contributions to discussions in seminars or lectures?" and "Do you feel comfortable being a spokesperson and presenting the views of your fellow students back to the tutor?" (L4 = 82%, $p > 0.002$; L5 = 86%, $p > 0.053$; L6 = 86%, $p > 0.025$). Therefore, it can be concluded that in the case of event management students in Levels 4, 5, and 6 there is a clear relationship between "Social or verbal persuasion" and "Physiological factors or emotional arousal," which is connected through group or "collective" efficacy. Contributions by individual students in

seminars and lectures generally only take place if they observe others contributing. The sample revealed that 92% (L4, L5, and L6) would feel more comfortable contributing to class discussions if their friends were contributing. The likelihood of individual contributions within lectures and seminars is increased if they witness positive participation by classmates.

Conclusions

Considering the lack of similar research in this area, the conclusions presented here are centered on the four research questions that were developed from the review of literature and used to guide the study (Fig. 1). The first research question asked what the ideal level of self or group efficacy might be to ensure student engagement on EM degree programs. This study has shown that the ideal level of S-E is dependent on achieving positive participation levels within lectures and seminars in the program. The study has also demonstrated that there is a clear relationship between positive participation in lectures and seminars and the relationship students have with their tutors. In particular, it highlighted that tutors who made themselves easily contactable available would be more likely to have lectures and seminars with increased student contribution. Participation in lectures and seminars was increased dramatically when students were able to contact tutors when they needed to and felt their views were considered and valued by their tutors. Essentially, a healthy level of S-E is reached through a combination of achieving positive participation levels within lectures and seminars, which is in turn influenced by frequent contact with tutors, and by the level of collective efficacy within the learning group.

The second research question asked how self-efficacy effected engagement in lectures and seminars. A student's S-E on EME programs was found to be effected by the opportunities given to them, and their motivation to engage in lectures, seminars, and with their tutors. This study came to conclude that providing students with opportunities to engage in lectures and seminars needs to be considered carefully during curriculum planning and design to try to ensure there is more opportunity for dialogue and reduced monologue within learning situations. The study demonstrated that students who engaged more with their program of study did so as a result of increased direct contact with their tutors. Analysis also revealed that students across all levels of study in EME programs held positive associations with their future career prospects and contributing to lectures and therefore high levels of career motivation. However, it is important to note that students were more motivated by seminars than they were by lectures. It could be argued that this was because greater opportunity is given to students to increase their S-E, and thus their own personal and professional development.

The third research question sought to find out the impact keeping up with reading had on a student's S-E and their ability to participate in lectures and seminars. The ability to participate in seminars and lectures holds a reliance on a student's ability to keep up to date with the reading on their program of study. This research found that 80% of undergraduate students across three levels were finding it difficult to keep up to date with their prescribed reading. The reasons for this were multiple as discussed in the previous section and although some, such as part-time employment working hours and personal life, were out of the control of tutors, others could be addressed quite easily. Firstly, reducing the amount of reading and preparation for seminars and lectures could be investigated to ensure engagement is maintained at a time where students experience greater pressure and time constraints across their program of study. In line with this further research should take place in all levels of study to determine what might be considered as an excessive workload for students as this might need updating, bearing in mind the proportion of students working part time.

The fourth and final research question looked to ascertain the role and effect of group efficacy in an EME program. The data collected and analyzed in this article strongly suggests that group efficacy is the most important driver in participation and provides positive reinforcement of contributing in seminars and lectures. It can further be concluded in this research that students across all levels studying EM would only contribute to seminar and lecture discussions if they observed others within the group contributing. This observation of contribution within learning situations especially if

perceived as a positive experience would increase the chances of individual participation.

This study has revealed that tutors should place greater emphasis into understanding the student learning experience at L4, or first year undergraduate. Students within L4 had much lower confidence even at the end of the academic year than that of their colleagues in L5 and L6. It could be argued that this is a result of less frequent meetings with tutors and an inability to speak freely and air their views. Alternatively, they were not certain of how to take opportunities to participate in discussions in seminars and lectures as a result of lowered S-E either in further education or in the early days of joining HE. L4 students should be nurtured to ensure that they feel their views have value to tutors and to classmates, create dialogue, and reduce monologue in learning situations. Moreover, group efficacy should be understood as the key to self-efficacy, especially within smaller learning groups such as seminars. L4 students would also benefit from gaining understanding as to value of seminars as a way of increasing their S-E and the significance of them to their academic journey.

The study has found that a greater emphasis should be placed on directing students, particularly in the early stages of the semester, toward weekly reading so this can be become normalized and habitual to carry forward into future years of study. This article has also revealed some of the complexities involved with measuring self and group efficacy, and has empirically tested the domains of motivation, opportunity, and ability to inform on student engagement on EM degree programs. It has been conclusive in that it showed an almost symbiotic relationship between self and group efficacy within learning situations; and that witnessing positive participation within a group led to positive participation from an individual student. Students could not advance or build upon their S-E unless group or collective efficacy was established through learning environments and in particular within seminars. Therefore, it could be argued that those responsible for academic delivery at L4 should seek to establish group efficacy and a positive exchange of views with students to ensure students have the best possible chance of becoming autonomous learners.

This research, although exploratory in nature, has revealed much about students on an EM degree program within a UK HEI. The findings here suggest that UK Universities offering EME need to invest more time into the contact and relationships between lecturers, students, and group dynamics particularly within seminars or tutorials at L4; the higher the level of contact it is argued here will result in a higher number of positive contributions in lectures and seminars culminating in noticeably higher levels of S-E and student retention rates.

Further research within this area might seek to employ a mixed-methods approach incorporating semistructured interviews, focus groups, or environmental observations to collect qualitative data, which may provide a deeper understanding on a student's individual circumstances relating to S-E and group efficacy. It could also be argued that further research should collect and analyze data relating to gender and cultural ethnicity, which would provide a valuable insight into student engagement on event management programs especially as the majority of programs attract a higher degree of female students and an increasing amount of international students.

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