

Contents lists available at [ScienceDirect](http://www.sciencedirect.com)

Journal of Hospitality, Leisure, Sport & Tourism Education

journal homepage: www.elsevier.com/locate/jhlste

Academic Papers

Awakening student creativity: Empirical evidence in a learning environment context



Chang-Yen Tsai^a, Jeou-Shyan Horng^b, Chih-Hsing Liu^{c,*}, Da-Chian Hu^b,
Yu-Chun Chung^d

^a Department of Hospitality Management, MingDao University, 369 Wen-Hua Rd., Pettow, ChangHua 52345, Taiwan

^b Department of Food & Beverage Management, Jinwen University of Science and Technology, New Taipei County, Taiwan

^c Department of Leisure & Recreation Management, Ming Chuan University, 5 De Ming Rd., Gui Shan District, Taoyuan County 333, Taiwan

^d Tamkang University, Department of Management Sciences, No. 151, Yingzhuang Rd., Tamsui District, New Taipei City 25137, Taiwan

ARTICLE INFO

Article history:

Received 14 May 2014

Received in revised form

27 February 2015

Accepted 30 July 2015

Keywords:

Learning environment

Intrinsic motivation

Knowledge sharing

Creativity

ABSTRACT

The aim of this study was to investigate how positive and negative learning environments are related to students' motivation and knowledge sharing behaviour and therefore influence creativity. Questionnaires were administered to 579 students in tourism and hospitality management departments. Because the students within Chinese society are followers with collectivist values and are influenced by other students, this is a good setting for the learning environment being discussed. The results showed that positive learning environments were related to intrinsic motivation and creativity and that negative environments were harmful to intrinsic motivation and creativity. Practical implications of the results are discussed.

© 2015 Elsevier Ltd. All rights reserved.

1. Introduction

In tourism and hospitality education departments, the importance of the learning environment has been widely discussed and recognised as strongly influencing a student's deeper learning and problem-solving skills (Haven & Botterill, 2003; Kim & Davies, 2014; Mimirinis & Bhattacharya, 2007). Especially when facing a highly competitive and dynamic environment, students need to understand creative cognition in the classroom and learn how to flexibly apply creative ideas to new product or service development while coping with new requirements and maintaining a competitive advantage (Toivanen, Komulainen, & Ruismäki, 2011). Following this logic, it is important to know how to stimulate creativity in the tourism and hospitality management learning environment in a university setting and thus develop an educational policy for training students for the future needs of these industries.

Much of the tourism and hospitality literature has addressed innovative programs that focus on the organisational level (Ottensbacher & Gnoth, 2005; Tejada & Moreno, 2013). However, especially with changing customer demand, it is difficult to influence the innovation of the entire organisation while only using a single dimension to discuss organisational innovation. We used students as the unit of analysis because they are the foundation of an organisation's innovative capability and because the investigated learning behaviour also provides an instructional strategy for enhancing students' knowledge and

* Corresponding author.

E-mail addresses: tyen1210@mdu.edu.tw (C.-Y. Tsai), t10004@ntnu.edu.tw (J.-S. Horng), phd20110909@gmail.com (C.-H. Liu), 894560241@s94.tku.edu.tw (D.-C. Hu), dolly0105@hotmail.com (Y.-C. Chung).

ability (Jung, Ineson, Hains, & Kim, 2013). All creativity begins with interaction, knowledge sharing, and motivation, thus inspiring the generation of creative ideas. Previous studies have suggested that new product and service implementation relies on the development of good ideas beyond the initial stage (Amabile Conti, Coon, Lazenby, & Herron, 1996). Therefore, it may be fruitful to concentrate on fostering creativity in the learning environment, which is in line with other researchers (Afari, Aldridge, Fraser, & Khine, 2013; Lin, Huang, & Chuang, in press). According to the literature, we defined learning environment creativity as *the tendency of a student to generate novel ideas that are useful in product or service implementation within an individual learning environment through interaction and knowledge sharing with other students*. This tendency focuses on different objective measures of creativity, which provide a better explanation for implementing new ideas (Schepers & Van den Berg, 2007; Shalley & Gilson, 2004). Prior to entering university, tourism and hospitality students come from many different backgrounds and learning environments. Thus, the learning environment and interpersonal interactions may be different from those of a specific functional department. For this reason, we regard learning environment creativity as an individual-level construct.

In this study, we focus on learning environment characteristics that may enhance the creative performance of tourism and hospitality department students through social behaviours such as intrinsic motivation and knowledge sharing. We identify positive environment characteristics that correspond to social behaviours and creativity (Cameron & Quinn, 1999; Cameron, Quinn, & Tromp, 1999; Evers, van Vliet-Mulder, & Groot, 2000) while also identifying a series of inhibiting learning environment factors that correspond to frequently investigated decreases in creativity: an unsupportive climate and aversive leadership (Choi, Anderson, & Veillette, 2009). Specifically, we expect that student creativity will be negatively affected by inhibitory learning place characteristics and positively influenced by a positive environment. Although these learning environment factors are expected to impact creative performance, we propose that tourism and hospitality students with creative ability will be buffered from the detrimental effects of social behaviour, whereas their motivation and knowledge sharing will be directly/indirectly affected by these hypothesised learning environment factors. These main effect and mediator hypotheses will be empirically tested by collecting data from multiple sources within the tourism and hospitality departments in Taiwanese universities. We developed the research model presented in Fig. 1.

2. Theory and hypotheses

2.1. Linking positive learning environment, intrinsic motivation and creativity

The most important function of tourism and hospitality education is to prepare students for a learning environment and its associated cognitive activities (Sigala, 2002). It is assumed that when a teacher provides a positive learning environment, such as providing task-related feedback, assigning achievement activities, and making relatively clear statements during the course, these learning environment practices generate a feeling of competence in students and determine a student's intrinsic motivation for each learning activity (Koka & Hein, 2005). Considerable research supports the notion that teachers are able to encourage students' level of motivation to learn by accommodating the learning styles of participants and creating a culture of perceived cooperation in the class (Clayton, Blumberg, & Auld, 2010). Cameron and Quinn (1999), and Evers et al. (2000) attributed two functions to the notion of positive learning environment—participatory culture and co-operative culture. Because the learning environment is a strong influence that enhances a student's intrinsic motivation, it can be a catalyst in the learning process. Several authors have also emphasised the significance of learning environment in the teaching–learning process (Baeten, Dochy, & Struyven, 2013; Stefanou, Stolk, Prince, Chen, & Lord, 2013).

Creativity research in recent decades has also suggested that the learning or organisational environment was historically associated with creativity (Prabhu, 2014). Reviews of empirical research on the effects of the learning environment on creativity (e.g., Hsiao, Chang, Lin, & Hu, 2014; Kangas, 2010; Wong, Chen, & Jan, 2012) have suggested that several critical elements of the learning environment can motivate student to be more creative. Examples include the presence of a co-operative culture that requires student participation in sharing and discussing ideas and assignments or homework that require creative problem solving. Dul, Ceylan, and Jaspers (2011) posit that an employee's perception of the presence of a

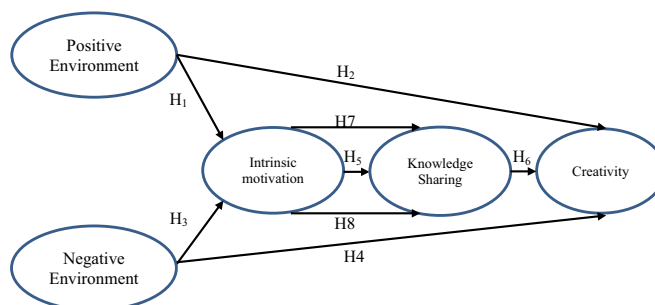


Fig. 1. Research framework for learning environment and creativity.

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات