

The Effect of Career Adaptability on Academic Outcomes among Hospitality Undergraduate Students

Yasser Abdel-Aty

Amr Deraz

Hotel Studies Department, Faculty of Tourism and Hotels, Sadat City University

Abstract

Career adaptability (CA) is a critical psychosocial resource for students because it gives them a high resilience that enables them to face the challenges and changes that arise at unpredictable times in uncertain work climates. In addition, CA has many positive consequences in the educational context, for example, increased academic participation. Thus, this research assesses students' CA and explores the extent to which their academic outcomes (i.e., engagement; satisfaction; performance; persistence) are achieved. This study also examines the impact of CA on these four types of academic outcomes. For achieving these objectives, data were collected using questionnaires from a convenience sample of 400 undergraduate students of the hotel studies department in five tourism and hotels (T&H) colleges. However, valid questionnaire forms received from students were 371, with a response rate of 92.3 percent. To analyze these forms, descriptive analysis, correlation analysis, Mann-Whitney and Kruskal-Wallis tests, and multiple regression analysis were used. A key finding is related to confirming the positive relations of students' CA with all four academic outcomes. Therefore, it is recommended that T&H colleges should increase the level of academic outcomes by enhancing students' CA by offering motivational seminars and educational workshops on career planning and career exploration. Additionally, colleges and students should increase positive factors that improve students' CA (e.g., perceived social support).

Keywords: Career adaptability; academic engagement; academic satisfaction; academic performance; academic persistence.

Introduction

This research includes five variables; one of them (i.e., CA) is an independent variable, while the other four are dependent variables. First, CA is a concept useful for assessing an individual's strength (Chan *et al.*, 2016). It is a critical resource to help people plan for their ambiguous future, cope with unfavorable job conditions, adjust to changes in the labor market and working conditions (Jiang, 2017), and solve unfamiliar, complicated, or indefinite problems arising from developmental career tasks (Guan *et al.*, 2018), thus improving their well-being (Ginevra *et al.*, 2018).

Second, academic engagement is accepted as a significant outcome in the academic context (Datu and King, 2018) because it achieves self-esteem,

a superior psychological adjustment in the university setting (Datu *et al.*, 2018; Wang *et al.*, 2019), and high levels of academic learning and performance (Xie *et al.*, 2020).

Third, academic performance is also an important outcome as it is associated with many important consequences, such as academic adaptation, social integration, training performance at the workplace, job performance, life satisfaction, and general well-being (Paloş *et al.*, 2019).

Fourth, academic satisfaction is one of the main determinants of the quality of education and services that higher education institutions can provide (Griffioen *et al.*, 2018; Cornillez Jr., 2019). It is a crucial factor that positively affects students' success in their professional context and their quality of life (Mirhosseini *et al.*, 2021).

Fifth, academic persistence is an indicator of learners' motivations, emotions, cognition, and behaviors (Jung and Lee, 2018). It also plays an important role in academic achievement and educational attainment in higher education (Schmerse and Zitzmann 2021).

CA results outside of the workplace have not been well scrutinized. Few studies (e.g., Ma *et al.*, 2020) have investigated the relationship between CA and academic outcomes and recommended that more research across different contexts is needed to investigate the generalization of the CA construct and its relationships with relevant outcomes (Pajic *et al.*, 2018). This research responds to Wilkins-Yel *et al.* (2018) call for further research into the impact of CA on the outcomes outside of the workplace. However, previous research primarily focused on revealing the predictors of CA (Pan *et al.*, 2018; Safavi and Bouzari, 2019; AlKhemeiri *et al.*, 2020). Besides, most of the existing literature has focused on the relationship between CA and outcomes in the workplace context. For example, CA was found to increase skill development (Yang and Chen, 2020), work engagement (Ma *et al.*, 2020), and career commitment (Lee *et al.*, 2021).

Specifically, in the T&H context, many researchers have investigated students' occupational barriers and choice goals (e.g., Tsaur *et al.*, 2016; Chan, 2018) or career intentions and career indecision (e.g., Wen *et al.*, 2018; Chuang *et al.*, 2020). However, little research has examined students' CA and its outcomes (Boo *et al.*, 2021). In addition, studies on academic outcomes have traditionally been developed in the fields of health, management, and nutritional knowledge. There is still a lack of research on academic outcomes in the field of hospitality, where related research is likely to focus on employability abilities (Stefanini *et al.*, 2020; Boo *et al.*, 2021).

Hence, the purpose of this study is threefold: (1) to explore the extent to which undergraduate students of the hotel studies department in Egyptian T&H colleges have CA; (2) to assess the students' level of academic outcomes (i.e., engagement; satisfaction; performance; persistence); and (3) to determine the effect of the CA on these outcomes.

Literature review

Career adaptability (CA)

CA is defined as a multi-dimensional psychosocial construct that emerges as a set of four self-regulatory, transactional, and flexible resources (i.e., concern, control, curiosity, and confidence). These resources enable individuals to engage in professional development tasks (Ocampo *et al.*, 2018), current and anticipated changes in the career context (Udayar *et al.*, 2018), occupational transitions, and personal traumas across the career lifespan (Obschonka *et al.*, 2018). In addition, CA can help people see the possibilities in unexpected changes, take advantage of these changes, and overcome unpredictable results (Stead *et al.*, 2021).

Previous research has shown that CA could increase positive psychological experiences and reduce negative ones that individuals encounter in occupational settings (Jiang *et al.*, 2018). In addition, CA has a positive impact on many career outcomes, such as career optimism, career planning, career motivation (Fang *et al.*, 2018), job performance, career success (Pan *et al.*, 2018), career satisfaction (Guan *et al.*, 2018), professional well-being (Ramos and Lopez, 2018), job self-efficacy, person-job fit, professional competence, successful career transitions, and career counseling (Lee *et al.*, 2021).

Moreover, CA was found to be positively associated with significant consequences, such as job search self-efficacy pre-graduation, employment status post-graduation (Ocampo *et al.*, 2020), successful career development (AlKhemeiri *et al.*, 2020), career decision self-efficacy (Stead *et al.*, 2021), successful school-to-work transition, students' vocational achievement, and academic satisfaction (Parmentier *et al.*, 2021).

On the contrary, CA was found to be negatively related to fear of failing in one's academic or professional career (Ginevra *et al.*, 2018), turnover intention (Zhu *et al.*, 2019), psychological distress (Waldeck *et al.*, 2021), career anxiety, job stress, and job content plateaus (Lee *et al.*, 2021).

Moreover, the importance of the CA construct has been well demonstrated among undergraduate students. If they have high levels of CA, they will be more likely to manage job stress (Ramos and Lopez, 2018) and achieve optimal adaptations across various career transitions (Pan *et al.*, 2018). Besides, CA enables students to land high-quality jobs (Yang and Chen, 2020), and to be more competent and optimistic concerning their careers (Parmentier *et al.*, 2021).

Career adaptability dimensions

CA is broken down into four dimensions (the 4Cs): (1) concern, (2) control, (3) curiosity, and (4) confidence (Obschonka *et al.*, 2018; Udayar *et al.*, 2018; Stead *et al.*, 2021). These four dimensions can work together to manage work-related tasks and unexpected changes through an individual's career development journey (Jiang, 2017). CA was created to express the variance in these psychological dimensions between individuals (Jiang *et al.*, 2018).

(1) Concern

The concern is a future-focused dimension of CA (Rudolph *et al.*, 2017). It refers to individuals' future orientation and plan for the professional future. It involves the perception of future career possibilities and how to achieve their career-related goals. The concern is of great significance since it is one of the most important impetuses for career success (Pan *et al.*, 2018). It raises individuals' appreciation of the importance of career networks and enables them to invest in expanding these networks (Yang and Chen, 2020).

(2) Control

Control indicates the degree to which people reinforce personal control and take responsibility for their professional future (Fang *et al.*, 2018). Control enables individuals to feel responsible for self-governing, shaping themselves and their environments, and being self-determined, extremely cautious, organized, and persistent in carrying out career and developmental tasks (Ocampo *et al.*, 2018). Control empowers people to make assertive career decisions, e.g., taking or refusing a promotion, leaving an organization, or changing a career (Wehrle *et al.*, 2019).

(3) Curiosity

The role of curiosity is to search for, explore, and involve oneself in situations with the possibility of obtaining new information and/or experiences (Rudolph *et al.*, 2017). Continuous action based on curious feelings broadens knowledge, builds intellectual and creative capacities, and strengthens social relationships in the long term (Kashdan *et al.*, 2020). Career curiosity is defined as the exploration of one's opportunities and thinking about the fit between the self and different environments, occupational roles, and future options (Chukwuedo and Ogbuanya, 2020).

(4) Confidence

Career confidence is defined as individuals' belief in themselves and their capacities to pursue their vocational goals and aspirations despite risks and challenges (Ginevra *et al.*, 2018). In addition, confident individuals are characterized by higher abilities to solve career-related problems and overcome potential career barriers (Wehrle *et al.*, 2019; Ocampo *et al.*, 2020).

Academic outcomes

This study offers four academic outcomes:

1) Academic engagement

Academic engagement is a personal resource that can arise from experiencing repeated positive emotions (King *et al.*, 2015). It refers to the degree of students' involvement in academic endeavors, such as learning, understanding, and mastering knowledge, skills, or crafts (Reeve *et al.*, 2020). It is characterized by

states of vigor, dedication, and absorption that emerge when completing it (Robayo-Tamayo *et al.*, 2020).

Engaged students are more motivated, immersed in academic work while time passes, and concentrate on the task (González *et al.*, 2020). They also efficiently undertake their duties along with the unspecified tasks. In addition, they are less likely to abandon school (Stefanini *et al.*, 2020). Furthermore, students' academic success is significantly impacted by academic engagement (Burns *et al.*, 2021). On the other hand, academic disengagement leads to frequent absenteeism, lateness, and losses in learning time (Malczyk and Lawson, 2017). Students with low levels of academic engagement exhibit behavior problems and break university rules, often bringing about disciplinary consequences, e.g., suspension (Larson *et al.*, 2019).

To engage in the academic tasks assigned to them, students must be physically, cognitively, and emotionally prepared to carry out their duties competently (Stefanini *et al.*, 2020). Academic engagement is a multidimensional construct encompassing three dimensions: emotional, cognitive, and behavioral engagement (Xie *et al.*, 2020; Burns *et al.*, 2021).

Behavioral engagement denotes the degree to which students actively carry out academic tasks, such as attendance, positive conduct (e.g., doing assignments and being ready for classes), and participation in extracurricular activities (Wang *et al.*, 2019; Reeve *et al.*, 2020).

Emotional engagement is defined as the extent to which students experience positive or negative reactions to academic staff, colleagues, and course subjects when performing academic activities, including a sense of belonging and identification with university and subject domains (Deng *et al.*, 2019; Liu *et al.*, 2020). Cognitive engagement concerns the extent to which students psychologically make the effort to understand complicated ideas, master challenging skills, and enhance learning and performance. Cognitive engagement includes observable aspects, such as time-on-task and class participation (Pöysä *et al.*, 2020; Reeve *et al.*, 2020).

2) Academic performance

Academic performance indicates the students' ability to do the following: (1) attain their learning and career development objectives; (2) achieve the minimum academic prerequisites specified by the university to complete a module or year of study (Whelan *et al.*, 2020; Mthimunye and Daniels, 2020); and (3) carry out classroom assignments, problem-solving activities, and academic affairs (Mehrvarz *et al.*, 2021). On the other hand, low academic performance refers to a failure to learn the specific skills and capacities for each stage of education (Cid-Sillero *et al.*, 2020)

Students' academic performance is associated with various important outcomes, such as higher educational attainment (Moreira *et al.*, 2020). Moreover, it is one of the most important indicators of success in universities (Mehrvarz *et al.*, 2021). In

contrast, poor academic performance leads to significant losses in students' self-esteem (Cid-Sillero *et al.*, 2020), behavior problems, and increased externalizing behaviors (Zhang and Slesnick, 2020).

3) Academic satisfaction

Academic satisfaction refers to the extent to which students enjoy and are satisfied with their roles or different aspects of their academic experience, such as the enjoyment of intellectual stimulation in their courses (Wilkins-Yel *et al.*, 2018). An extensive literature on career development has shown that academic satisfaction is considered an important outcome that is positively influenced by students' CA (Ma *et al.*, 2020). Academic satisfaction is positively related to several important academic outcomes, such as undergraduate student retention and academic gain (Jamshidi *et al.*, 2017). Students who possess and maintain satisfaction may be more likely to persist in their academic endeavors (Truong and Miller, 2018). Academic satisfaction fosters students' proactive participation, adherence to university policies, and academic performance (Cornillez Jr., 2019).

4) Academic persistence

Academic persistence, which is a behavioral aspect, refers to students' willingness to remain in their educational programs and pursue their courses and degrees to achieve their educational objectives despite the presence of obstacles (Okpych *et al.*, 2020; Nicholes and Reimer, 2020).

Career adaptability and academic outcomes

Previous research confirmed that the four types of academic outcomes explained in the preceding section were positively associated with students' ability to adapt to their careers. First, academic engagement was found to be positively correlated with all four dimensions of CA (Merino-Tejedor *et al.*, 2016; Merino-Tejedor *et al.*, 2018). In the workplace, CA resources were also found to significantly affect work engagement (Rossier *et al.*, 2012; Ohme and Zacher, 2015; Nilforooshan and Salimi, 2016; Maggiori *et al.*, 2017; Haenggli and Hirschi, 2020). Second, academic performance is related to students' CA (Savickas, 2013). In addition, the results of Negru-Subtirica and Pop (2016) indicated positive reciprocal associations between CA and educational performance. Moreover, students with high levels of CA tend to perform well academically (Wilkins-Yel *et al.*, 2018). Third, CA was found to be significantly associated with various aspects of satisfaction, e.g., students' academic satisfaction (Wilkins *et al.*, 2014). In the same way, the four dimensions of CA were found to significantly affect academic satisfaction (Duffy *et al.*, 2015). Additionally, these findings confirm the firm belief that individuals initiate the professional development process long before they engage in actual work behaviors (Negru-Subtirica and Pop, 2016). Furthermore, students with high levels of CA are more likely to exhibit academic satisfaction (Parmentier *et al.*, 2021). Fourth, students with higher levels of CA can solve their academic problems, thus promoting academic persistence (Wilkins-

Yel *et al.*, 2018). Similarly, in the workplace, CA was found to be negatively related to employees' turnover intention (Rasheed *et al.*, 2020). From a career construction perspective, possessing a higher CA enables individuals to deal with tasks, transitions, and challenges (Ma *et al.*, 2020). Based on the prior research, students' CA is believed to be positively associated with all four academic outcomes. Thus, the following hypotheses have been developed.

Hypothesis 1: Students' CA positively influences academic engagement

Hypothesis 2: Students' CA positively influences academic performance

Hypothesis 3: Students' CA positively influences academic satisfaction

Hypothesis 4: Students' CA positively influences academic persistence

Based on the literature review and the hypotheses proposed, a model has been developed as shown in Figure (1).

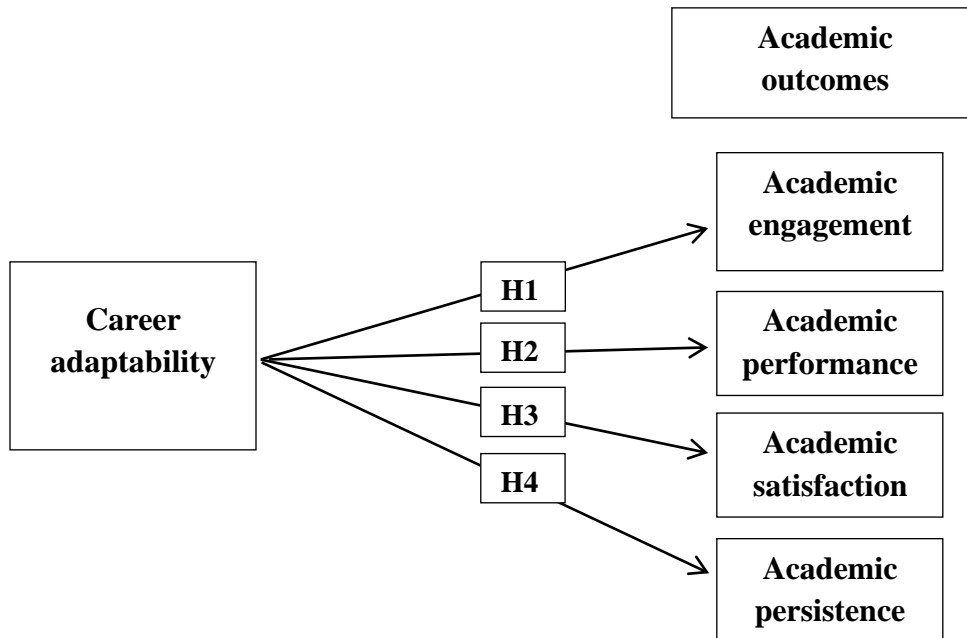


Figure (1): Hypothesized model

Methodology

Based on the literature review, this research was designed to measure five variables which are four dependent variables (i.e., academic engagement, academic performance, academic satisfaction, and academic persistence) and one independent variable (CA).

Measurement and instrument

Questionnaire items were previously validated in previous studies. These items were slightly adjusted to be suitable for this research. The questionnaire is composed of three sections: respondents' characteristics, CA, and academic outcomes. The section of respondents' characteristics consisted of two items. The

second section (CA) comprised four parts: concern (6 items), control (6 items), curiosity (6 items), and confidence (6 items) (Boo *et al.*, 2021). Concerning the third section (academic outcomes), there are four parts: academic engagement (13 items; Shaari *et al.*, 2014; Metzger *et al.*, 2020), academic performance (4 items; Han and Yi, 2019; El Ansari *et al.*, 2020; Mehrvarz *et al.*, 2021), academic satisfaction (6 items; Lent *et al.*, 2003; Gazo *et al.*, 2020; Nerona, 2021), and academic persistence (5 items; Lent *et al.*, 2003; Navarro *et al.*, 2014; Lee *et al.*, 2015). The respondents were asked to respond to a five-point Likert scale (1 = strongly disagree and 5 = strongly agree) in all parts of the questionnaire.

Population and sample

The population of interest for this research was undergraduate students of the hotel studies department enrolled in T&H colleges in Egyptian governmental universities (9 universities; Ministry of Higher Education & Scientific Research, 2021). However, only five T&H colleges in Alexandria, Mansoura, Helwan, Fayoum, and Sadat City universities were selected due to time and cost constraints. The accurate numbers for undergraduate hotel studies students in the five selected colleges could not be obtained. Where the population is unknown, the sample size of students can be computed according to the formula described by Freund and Wilson (1997) as follows:

$$n = \frac{(Z_{\alpha/2})^2 p (1-p)}{(d)^2}$$

Where n is the required sample size; z is the value of standardized normal variant corresponding to the level of the significance; α is a probability of type 1 error; p is estimated prevalence, and d is the rate of errors in population.

Through the previous equation, it was possible to distribute the questionnaire forms to a sample of 400 students selected from the five colleges. A sum of 371 usable forms was returned, representing a response rate of 92.3 percent. A convenience sampling approach was adopted as a method of finding respondents. This approach is a specific type of non-probability sampling method that depends on collecting data from easily accessible individuals (Kowalczyk, 2015). The probability sampling technique was not adopted in this research as the study population could not be accurately identified. The quota sampling as a non-probability sampling method was not also adopted in this research because of the same reason.

Despite the different numbers of students in the five colleges, questionnaire forms were distributed equally in the five colleges (80 per college). This is because a quota sampling technique was not adopted where the weighting of subgroups (faculties) is figured out. Another reason is to ensure that students were representing each college in the study sample.

Regarding the distribution mechanism, three steps were taken by the researchers:

1) visiting the college website to obtain the phone numbers of academic staff; 2) calling academic staff to obtain permission and set the date for distribution of the questionnaire forms, and 3) distributing the questionnaire forms to the students inside the class after taking the permission of the professors who were running the courses during the distribution period. After translation into Arabic, all questionnaire forms were distributed to students during the first term of the academic year 2020-2021.

Validity and reliability of the study instrument

Concerning the validity of the survey scales, content validity was established by seeking the perceptions of 10 undergraduate students of the hotel studies department toward the suitability of the tool and whether it rang true for them or not. The questionnaire was also reviewed with 5 professors specialized in hotel studies in terms of content, measurement, wording, and layout. The instrument was then modified based on their comments and suggestions. Besides, the validation of a scale involves the collection of empirical evidence regarding its use (Creswell, 2008). All the scales in this study were employed and tested by prior scholars. For example, the CA scale was utilized by previous researchers (e.g., Savickas, 2013; Boo *et al.*, 2021).

Concerning the reliability of the instrument, this study used the coefficient of Cronbach's alpha to determine the reliability of the scales employed in the research. Values, which exceed 0.7, indicate high credibility (Nunnally and Bernstein, 1994). The research tests showed high internal consistency (coefficient > 0.7), which indicated that the instrument was reliable.

Statistical analysis

Data analysis depended on using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics were employed to identify the students' perceptions of CA and academic outcomes in the investigated colleges. Additionally, Mann-Whitney and Kruskal-Wallis tests were used at a significance level of 5% to examine the differences among respondents' demographics (gender; academic level) concerning the variables of CA and academic outcomes. Furthermore, the Pearson correlation coefficient was used to find the relationships among variables. Besides, the hierarchal multiple regression was used to investigate the influence of CA on the four types of academic outcomes.

Results and discussion

Respondents' characteristics

This section provides information on the gender and academic level of the investigated students. Among the 371 undergraduate students, 65.5% were male and about 34.5% were female. Concerning the academic level, 40% of the respondents were in the first year, while 25% of them were in the second year, 20% of them were in the third year, and 15% of them were in the fourth year.

Differences among respondents’ characteristics in terms of CA and academic outcomes

In investigating the variance among the students’ characteristics regarding the variables of CA and academic outcomes, they were significantly affected by the academic level, as shown in table (1). The results indicated that the 3rd year and 4th year students had high levels of CA and academic outcomes than the 1st year and 2nd year students. However, CA and academic outcomes were not significantly affected by gender.

Table 1: The differences among respondents’ regarding CA and academic outcomes

Respondents’ characteristics			CA		Academic outcomes	
			Mean rank	Sig.	Mean rank	Sig.
Gender	Male	65.5%	87	0.1	97	0.1
	Female	34.5%	75		82	
Academic level	4 th year	15%	98	.000	93	.000
	3 rd year	20%	75		82	
	2 nd year	25%	55		65	
	1 st year	40%	32		22	

The findings in Table (1) are congruent with previous studies (e.g., Lent *et al.*, 2013; Flores *et al.*, 2014; Navarro *et al.*, 2014) which found no significant differences between male and female students concerning academic persistence in the field of engineering. On the other hand, the results are inconsistent with the study of Lee *et al.* (2015) which found significant differences between women and men and found that female engineering students were more likely to remain in engineering than male students.

Furthermore, the results are consistent with those of previous studies (e.g., Gerosa *et al.*, 2021; Wong and Wong, 2021) which indicated that differences in academic performance were non-significant between gender groups. On contrary, the results are inconsistent with those of the study of Mateus *et al.* (2021) which indicated that gender affects academic performance and female students tend to have a much better academic performance than male students.

A descriptive analysis of CA and academic outcomes

Table 2 illustrates the descriptive analysis regarding the variables of CA and academic outcomes. The results showed that the total mean score of CA was 2.50. In addition, it could be noticed that all dimensions of students’ CA (i.e., concern, control, curiosity, and confidence) had average scores below four. These results showed that students have low levels of CA, which means that students will not be able to deal with work-related development tasks (Ocampo *et al.*, 2018) and present and predictable changes in the work circumstances (Udayar *et al.*, 2018). These findings are inconsistent with previous research (e.g., Merino-Tejedor *et al.*, 2016; Ocampo *et al.*, 2020; Lee *et al.*, 2021).

Table 2: A descriptive analysis of CA and academic outcomes

	Mean	Cronbach's alpha
Career adaptability	2.50	
Concern	2.58	0.84
Preparing for the future	3.1	0.87
Planning how to achieve my goals	2.6	0.85
Realizing that today's choices shape my future	2.6	0.78
Thinking about what my future will be like	2.4	0.86
Awareness of the educational and career choices that I must make	2.4	0.88
Concerned about my career	2.4	0.86
Control	2.55	
Sticking up for my beliefs	3.1	0.83
Making decisions by myself	2.7	0.88
Keeping upbeat	2.5	0.87
Taking responsibility for my actions	2.3	0.84
Counting on myself	2.2	0.86
Doing what's right for me	2.5	0.84
Curiosity	2.50	
Investigating options before making a choice	2.7	0.78
Exploring my surroundings	2.6	0.78
Looking for opportunities to grow as a person	2.5	0.86
Becoming curious about new opportunities	2.5	0.72
Observing different ways of doing things	2.4	0.73
Probing deeply into questions I have	2.3	0.75
Confidence	2.38	
Working up to my ability	2.7	0.89
Solving problems	2.6	0.83
Performing tasks efficiently	2.4	0.86
Overcoming obstacles	2.3	0.89
Learning new skills	2.2	0.85
Taking care to do things well	2.1	0.88
Academic outcomes		
A. Academic engagement	2.65	
I completed my work to obtain good results	3.5	0.87
I studied to have more knowledge in all subjects	2.9	0.75
I will study hard if my ability is recognized by lecturers	2.8	0.87
I always cooperated with other students to complete tasks assigned	2.8	0.85
I can improve my performance in a course	2.7	0.86
I enjoy doing challenging work	2.7	0.75
I like to ask questions to gain knowledge	2.7	0.86
I always give my full attention to getting the job done	2.5	0.86
I continue learning even if all tasks have been completed	2.5	0.89

I take immediate action when a task is assigned	2.4	0.81
I work with high concentrations	2.4	0.78
I was able to learn and complete the work assigned	2.3	0.85
I always give an opinion in class	2.2	0.81
B. Academic performance	2.73	
I am confident about the adequacy of my academic skills and abilities	2.5	0.87
I feel competent conducting my course assignments	2.9	0.88
I have learned how to perform my coursework efficiently and successfully	2.8	0.87
I have performed academically as I anticipated I would	2.7	0.83
C. Academic satisfaction	2.68	
I feel satisfied with the decision to major in my intended field	2.9	0.88
I am comfortable with the educational atmosphere in my major field	2.8	0.78
For the most part, I am enjoying my coursework	2.8	0.89
I am generally satisfied with my academic life	2.7	0.85
I enjoy the level of intellectual stimulation in my courses	2.5	0.86
I feel enthusiastic about the subject matter in my intended major	2.4	0.89
D. Academic persistence	2.74	
I don't give up trying easily	3.2	0.73
I actively try to manage even the difficult academic tasks	3.1	0.88
I show activeness or endurance when doing academic tasks	2.7	0.72
I begin to busy myself with this and that if academic tasks don't go well	2.4	0.78
I easily start doing something else if difficulty arises in doing academic tasks	2.3	0.78

In addition, the results in table 2 showed that the total mean score of the academic outcomes was 2.65. Moreover, it is clear from these results that all four types of these outcomes had average scores below four, indicating that they were not achieved well. Furthermore, the results clearly stated that the total mean score of academic engagement was 2.65. These results are inconsistent with prior studies (e.g., Metzger *et al.*, 2020; Robayo-Tamayo *et al.*, 2020; Ma *et al.*, 2021; Wang *et al.*, 2021). Besides, the results showed that the total mean score of academic performance was 2.73. These results coincide with prior studies (e.g., Chang *et al.*, 2019). In contrast, the results disagree with prior studies (e.g., Mehrvarz *et al.*, 2021; Escalante Mateos *et al.*, 2021).

Regarding academic satisfaction, the results showed that its total mean score was 2.68. These results disagree with prior studies (e.g., Navarro *et al.*, 2014; Gazo, *et al.*, 2020; Ma *et al.*, 2021; Nerona, 2021). Regarding academic persistence, the results indicated that its total mean score was 2.74. These results disagree with

prior studies (e.g., Navarro *et al.*, 2014; Gazo *et al.*, 2020; Ma *et al.*, 2021; Nerona, 2021).

Relationship between CA and academic outcomes

To indicate the relationship between CA and academic outcomes, a correlation was measured. The results exposed that, there were significant relationships among all these variables. These results are presented in Table 3.

Table 3: Correlation between CA and academic outcomes

		Academic engagement
CA	Pearson correlation Sig. (2-tailed) N	.87 .000 371
		Academic performance
CA	Pearson correlation Sig. (2-tailed) N	.85 .000 371
		Academic satisfaction
CA	Pearson correlation Sig. (2-tailed) N	.82 .000 371
		Academic persistence
CA	Pearson correlation Sig. (2-tailed) N	.79 .000 371

**Correlation is significant at the 0.05 level (2-tailed).

As shown in table 3, the findings clearly revealed that there are strong positive relationships between CA and all four academic outcomes: academic engagement ($r= 0.87$, Sig. <0.000), academic performance ($r= 0.85$, Sig. <0.000), academic satisfaction ($r= 0.82$, Sig. <0.000), and academic persistence ($r= 0.79$, Sig. <0.000). This means that if students’ CA increases, these four outcomes will increase. These findings are consistent with previous research which found that CA is positively related to student’s academic engagement (Merino-Tejedor *et al.*, 2016; Merino-Tejedor *et al.*, 2018), academic satisfaction (Wilkins *et al.*, 2014), academic performance (e.g., Savickas, 2013; Negru-Subtirica and Pop, 2016), and academic persistence (Wilkins-Yel *et al.*, 2018).

Regression results of CA with academic outcomes

A regression analysis was conducted to identify the effect of CA on the four academic outcomes based on the previously mentioned correlation, as shown in table (4). In terms of academic engagement, it was found to be positively influenced by CA (R-square =.86, P-value=.000). This finding is consistent with the literature (e.g., Merino-Tejedor *et al.*, 2016; Merino-Tejedor *et al.*, 2018).

Concerning academic performance, it was also found to be positively affected by CA (R-square =.87, P-value=.000). In this regard, several researchers (e.g., Savickas, 2013; Negru-Subtirica and Pop, 2016) found a positive relationship between CA and academic performance. Similarly, in the workplace context, this finding concurs with other studies (e.g., Garcia *et al.*, 2019) which found that employees' CA have a positive impact on their performance.

Table 4: CA influencing academic outcomes

Variables	Un-standardized coefficients		R-square	Sig.	Model statistics
	B	Std. Error		.000	
Constant	.003	.003		.000	F: 16.0142
Academic engagement	.008	.0001	.86	.000	
Academic performance	.0010	.004	.87	.000	
Academic satisfaction	.0012	.0011	.83	.000	
Academic persistence	.0001	.0012	.80	.000	

*Regression equation can be formed as $CA = .003 + .008 \text{ academic engagement} + .0010 \text{ academic performance} + .0012 \text{ academic satisfaction} + .0001 \text{ academic persistence}$

As regards academic satisfaction, it was also found to be positively influenced by CA (R-square =.83, P-value=.000). This finding is consistent with those of Duffy *et al.* (2015) who found that all CA dimensions positively influence academic satisfaction. Moreover, this result agrees with Negru-Subtirica and Pop (2016) who believed that persons start their career development journey long before they work. Besides, students who possess high levels of CA tend to show academic satisfaction (e.g., Parmentier *et al.*, 2021). Similarly, in the workplace context, this finding concurs with other studies (e.g., Rossier *et al.*, 2012; Tolentino *et al.*, 2013; Zacher, 2014; Ohme and Zacher, 2015; Garcia *et al.*, 2019) which found that individuals with high levels of CA reported greater levels of satisfaction. Concerning academic persistence, it was also found to be positively influenced by CA (R-square =.80, P-value=.000). This finding is consistent with the results of previous research (e.g., Savickas, 2013; Ma *et al.*, 2020). Similarly, in the workplace context, employees' turnover intention was found to be negatively affected by CA (Rasheed *et al.*, 2020).

Table 5: Hypotheses results

Hypothesis (H)	Relationships	Decision
H1	CA & Academic engagement	Supported
H2	CA & Academic performance	Supported
H3	CA & Academic satisfaction	Supported
H4	CA & Academic persistence	Supported

Hypotheses 1, 2, 3, and 4 predicted that CA would have a positive effect on the four types of academic outcomes. Based on the previous regression results, these four hypotheses are supported and the third objective of this study was attained (see table 5). The findings showed that highly adaptable students have higher levels of academic outcomes.

Conclusion and implications

The research aimed at assessing the hotel studies students' level of CA and academic outcomes. In addition, the study focused on examining the impact of CA on academic outcomes. The findings indicated that the students have low levels of CA and academic outcomes. Besides, the results have confirmed that there are positive effects of CA and one element of the respondents' characteristics (i.e., academic level) on the four types of academic outcomes. However, the results have certified that there is no relationship between student gender and all four academic outcomes.

These results also enhance the understanding of CA and academic outcomes concepts in the field of tourism and hospitality. In addition, this study is the first work to examine the relationship between the students' CA and different four academic outcomes among undergraduate hotel studies students. Furthermore, the research was also extended to take account of Egyptian hotel studies students. This extension is critical for gaining a broader understanding of CA and academic outcomes. Besides, based on the related literature review and the results obtained, this study could be useful for T&H colleges in the following:

- (1) T&H colleges need to keep in mind the existing theoretical and practical relationship between CA and the academic outcomes of the students. It is suggested that the student's level of academic outcomes could be increased by strengthening hotel studies student's CA. This will be achieved by providing motivational seminars and educational workshops on career planning and career exploration that focus on how to obtain and enhance CA resources.
- (2) Furthermore, T&H colleges should carry out other career-related workshops (e.g., how to create a curriculum vitae) to provide students with the knowledge and capacities required to obtain a job. They should also give information regarding current job opportunities and social policies. Besides, academic staff could develop programs that improve CA resources, e.g., control skills and confidence.
- (3) Both T&H colleges and students should play a role in increasing positive factors that contribute to enhancing students' CA (e.g., perceived social support, optimism, and self-efficacy). Students can perceive social support from their family as well as friends. Additionally, professors and lecturers should encourage students to take part in all courses and show them how to apply their learning.

- (4) To develop all CA resources (such as curiosity and confidence) for undergraduate students in the department of hotel studies (particularly first and second-year students), T&H colleges should improve their career development programs, such as summer internships, and provide career exploration opportunities. T&H colleges should assess students' CA dimensions before and during internships to design internship plans that can deal with students' insufficiency in these dimensions.

Limitations and avenues for future research

Although the results discussed above provided meaningful implications for hotel department students and T&H colleges, this study has three main limitations that also pave the way for further research. First, this research identified the students' point of view only concerning the variables of CA and academic outcomes and did not explore the viewpoints of the academic staff in the T&H faculties. Future research could try to consider the opinions of the academic staff. Second, the research sample was taken only from T&H colleges in Egyptian governmental universities. Further research could extend the sample to include private universities and compare governmental and private universities concerning the study variables. Third, this study focused only on the outcomes of students' CA, but it did not explore the factors that may affect it, such as social support, optimism, and self-efficacy. Therefore, these factors need to be examined by further research.

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تأثير القدرة على التكيف الوظيفي على النتائج الأكاديمية بين طلاب قسم الضيافة بالمرحلة الجامعية الأولى

عمرو دراز

ياسر عبد العاطي

قسم الدراسات الفندقية - كلية السياحة والفنادق - جامعة مدينة السادات

تعد القدرة على التكيف الوظيفي مورداً نفسياً اجتماعياً مهماً للطلاب لأنها تمنحهم مرونة عالية تمكنهم من مواجهة التحديات والتغيرات التي تنشأ في أوقات غير متوقعة. بالإضافة إلى ذلك، ينتج عن التكيف الوظيفي العديد من النتائج الإيجابية في السياق التعليمي، على سبيل المثال المشاركة الأكاديمية. وبالرغم من أهمية القدرة على التكيف الوظيفي، فإن عدد قليل من الدراسات في مجال الضيافة قد درست تأثيرها على النتائج الأكاديمية للطلاب. وبالتالي، يقيم هذا البحث القدرة على التكيف الوظيفي لطلاب البكالوريوس في قسم الضيافة وقيس مدى تحقيق نتائجهم الأكاديمية وهي (المشاركة، والرضا، والأداء، والمثابرة). وتبحث هذه الدراسة أيضاً في تأثير القدرة على التكيف الوظيفي على هذه النتائج الأكاديمية الأربعة. ولتحقيق هذه الأهداف، تم جمع البيانات باستخدام استبيانات من عينة ملائمة من 400 طالب في قسم الدراسات الفندقية من 5 كليات السياحة والفنادق في جامعات حكومية مصرية. ومع ذلك، كانت استمارات الاستقصاء الصالحة عددها 371، بمعدل استجابة 92.3 في المئة. ولتحليل هذه الاستمارات، تم استخدام التحليل الوصفي، وتحليل الارتباط، واختبارات مان ويتي وكروسكال واليس (Mann-Whitney and Kruskal-Wallis)، وتحليل الانحدار المتعدد. وأشارت النتائج إلى أن القدرة على التكيف الوظيفي تؤثر بشكل إيجابي على جميع النتائج الأكاديمية. لذلك، أوصت الدراسة بأن تحسن الجامعات من النتائج الأكاديمية لطلاب الضيافة من خلال تعزيز القدرة على التكيف الوظيفي للطلاب، وذلك من خلال توفير ورش عمل تعليمية تركز على كيفية الحصول على مصادر القدرة على التكيف الوظيفي وتعزيزها. بالإضافة إلى ذلك، أوصت الدراسة كليات السياحة والفنادق وكذلك الطلاب بزيادة العوامل الإيجابية التي تعمل على تحسين القدرة على التكيف الوظيفي للطلاب (مثل الدعم الاجتماعي المدرك).

الكلمات الدالة: القدرة على التكيف الوظيفي، المشاركة الأكاديمية، الرضا الأكاديمي، الأداء الأكاديمي، المثابرة الأكاديمية، طلاب قسم الضيافة مرحلة البكالوريوس.