

The relationship between Quality of education, Academic self-efficacy & Career commitment of Tourism, Hospitality and Heritage Management Students

Nermin Morsy

Associate Professor, Tourism Studies Department
Faculty of Tourism & Hotels,
Alexandria University, Egypt

Abstract

Tourism as a labor-intensive industry dependent heavily on the quality of human resources for successful service delivery. New academic programs within universities have been introduced with the purpose of improving students' chances of employment, supplying the market with a competitive, skilled, and qualified workforce. Therefore, understanding what determines career intentions and attitudes of Tourism, Hospitality and Heritage Management (THHM) students can be significant as students may be reluctant to consider careers within the industry due to the complex and inherent problems within the sector. This study examines the relationship between quality of education, academic self-efficacy, and commitment towards profession among Tourism, Hospitality and Heritage management students in Alexandria University. Drawing on quantitatively collected data among 191 fresh-graduates, undergraduates THHM program students in Alexandria University, the study demonstrated that perceived education quality and academic self-efficacy are positively associated with THHM students' commitment towards a career within the sector. The results of this study bridge the knowledge gap identified in literature and highlight some of the future implications.

Keywords: Students' career commitment, Academic self-efficacy, Quality of education, Tourism, Hospitality and Heritage Management students.

Introduction

As the Tourism and Hospitality (hereafter, the T&H) industry continues to grow, it is important to recruit and retain well-educated students to work in the industry after graduation (Wen et al.,2018). Owing to the high turnover rates within the industry, there is a need to better understand potential employees –undergraduate students - and their career expectations. The reasons associated with this high turnover rate (poor pay, poor working conditions, long hours, ineffective training, lack of promotional opportunities, job-related stress, etc.) are mainly ascribed to unskilled workers in the industry (Richardson, 2009; Seraphin et al.,2021). The idea of positive turnover within the industry has been introduced in the literature, as skilled staff leave organisations but tend to continue within the industry. They have strategic reasons for leaving such as promotion, acquiring further experience in what they consider to be better workplace environments (Nickson, 2013; Boella & Goss-Turner, 2020). Higher education in T&H management plays an important role in preparing future industry professionals (Lee et al., 2008). Tourism education has been found to be the tool used by destinations to prepare the human resources to be able to work professionally in developing the tourism sectors (Malihah& Setiyorini,2014). Providing a diversified, global educational environment is fundamental for students in higher education to develop their potential and capacity (Lee et al., 2019). However, it has been argued that teaching programs in universities have not been entirely successful in preparing student career choices according to their needs and interests. Accordingly, investigating the impact of teaching quality and goal orientation on student career choices is a critical research area (Mahfud et al., 2019). Furthermore, understanding the role of vocational learning in shaping students' career choices needs to be extended (Mahfud et al., 2019) as the empirical findings on the antecedents of T&H students' post graduate career behavioural intentions is scarce (Kahraman & Alrawadieh,2021). The factors affecting T&H students' commitment to career choice in the hospitality sector need also to be considered (El-Dief& El-Dief, 2019) evidently.

Drawing on the above-mentioned, the study mainly examines the relationship between quality of T&H education and students' academic self-efficacy during their academic time and undergraduates'/ postgraduates' commitment to their profession. An academic program of Tourism, Hospitality, Heritage Management (THHM) has been chosen as a case study to fulfil the study objective. THHM program within Alexandria University is a new multi-disciplinary one which starts in the academic year 2018. The program's stated mission revolved around preparing qualified, committed calibers for the industry labor market. Through delivering high quality and professionally relevant teaching, the program stimulates students' experiences to ensure both personal development and employment success.

The current study extends previous research regarding the antecedents of T&H students' career behavioral intentions by drawing reliable conclusions on how quality of education and academic self-efficacy can impact students' commitment towards their profession.

The remainder of this paper is organized as follows. The next section reviews prior literature on the study variables. The subsequent section describes the research method adopted in this study. The ensuing two sections present the results and a discussion of the findings, and the final section offers concluding thoughts.

Quality of Education

As a labor-intensive industry, the Tourism and hospitality(T&H) industry requires many employees with professional knowledge and skills (Richardson, 2009). On the long-term recruiting and retaining well-educated and qualified employees can provide a competitive advantage for T&H organizations (Kusluvan & Kusluvan, 2000).

Initially, tourism education started as vocational one (Airey & Tribe, 2006). Vocational education plays a key role in preparing skilled and better personnel. It helps individuals to identify their suitability, readiness, and capacity for work. More importantly, it contributed to enhance the students' maturity in their career choices. Mahfud et al. (2019) revealed that within vocational education, the quality of teaching influenced students' career choice. In addition, learning goal orientation, and performance goal orientation are collaborative and interactive predictors of the career choice of vocational students.

Tourism education then evolved to be taught as a study in more academic degrees. This indicates that tourism education has been developed to balance the tourism development demand for fulfilling the broader perception of managing tourism with academic perspective (Malihah & Setiyorini, 2014). Additionally, for occupational knowledge, the tourism education was also dealing with internship or on-the job training program for the students. Based on this situation, Busby (2003) has stated that "internships and apprenticeships in the industry, as well as academic subjects closely related to specific needs in the field such as: marketing; finance; management; and human resources; improve student development and competence."

The hospitality management higher education programs as learner-centered practices programs aim also to promote skilled people who can face a variety of situations in hotels, restaurants, or tourism-related companies (Lee et al., 2019) In other words, Hospitality management academic programs play a critical role in teaching students' industry-related knowledge and providing the industry with qualified employees (Kuo et al., 2011; Eurico et al., 2015).

Within a competitive education market among T&H institutions for potential T&H students, students' study motivations must be taken into consideration in curriculum development. With student-oriented curricula, T&H management programs can generate quality learning outcomes and student satisfaction (Lee et al., 2008). Innovative curriculum has also become integral to educational programs success (Lee et al., 2019). Updated curriculum shapes the undergraduate perceptions of career selection in T&H (Bandara & Gangananda, 2021).

Including innovative curriculum, Lee et al., (2019) explored other quality dimensions for hospitality education, namely, student support, industry networking, learning environment and faculty and program credentials. Earlier, Horng et al., (2009) identified six standards for educational quality which are curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources.

Lastly, Bandara & Gangananda (2021) have established that there was a significant impact of educational factors on career selection in tourism and hospitality industry. Hospitality teachers' knowledge, perception and expectation of the industry motivate students to join the tourism and hospitality industry.

Academic Self-efficacy

In recent decades, the most trustworthy predictor of university student achievement is self-efficacy (Bartimote-Aufflick et al., 2016). Within academic domains, the term is used as academic self-efficacy (Honicke & Broadbent, 2016). It has been defined as "a student's belief in their capability to 'successfully attain educational goals'" (Elias & McDonald, 2007, p. 2520).

The positive relationship between self-efficacy and achievement cited across the education literature more broadly holds in university education settings. Bui et al. (2017) found that self-efficacy was significant in predicting the performance of students. The recent results obtained by Musai (2020) affirmed that there is a statistically significant relationship between academic self-efficacy and academic performance among university undergraduate students. Academic performance has earlier proved to have a positive correlation with commitment in the accounting profession (Handoyo, 2018)

Efficacy can influence students' career decision-making due to certain factors, such as the growth and development of their potential and talents, followed by performance and learning outcomes (Skipor & Vorobieva, 2021). It has been reported that self-efficacy plays a leading role in determining career choices in graduates (Xin et al., 2020). Sofyan et al., (2022) also proved the important role of self-efficacy in influencing the level of career decision-making in vocational education students. By using a chi-square test, Niu (2010) found that high self-efficacy degrees indicate a higher level of career commitment.

Student engagement during their study is positively linked to academic performance (Bui et al., 2017) and this increases their self-efficacy. The experiences that students have in their university tourism program are likely to influence their expectations of careers in tourism, especially since so many of them had little to no information to base their choice of studying tourism on. Koyuncu et al., (2008) formerly explored the effect of the levels of student engagement during their program of study, and their burnout level during their university studies and its relation to commitment to a career in hospitality and tourism. According to their results, students reporting higher levels of engagement, and those reporting lower levels of burnout, were more committed to careers in tourism.

Career Commitment

Within the recent T&H research, students' career indecision is believed to be one of the key contributors to labor shortages (Boo & Kim, 2020). Career indecision results in either students' reluctance to pursue a career within the industry or imposes them to switch to a different industry shortly after they enter the T&H workforce. Hence, students' career indecision contributes to labor shortages (Ramaprasad et al., 2022). It has been argued that it is essential that tourism and hospitality graduates have a positive attitude towards working in the industry, if the industry organizations will approach competitive advantage through their staff (Kusluvan and Kusluvan, 2000), as even employee's commitment to any industry will be determined by their perceptions and attitudes towards working in the industry.

Some indicators of career commitment have been cited throughout the literature. Hospitality students' compatible competence skills and relevant work experiences according to Chuang et al., (2007) indicated to raise their commitment to their career choices.

Courses featuring academic involvement could also significantly increase Indian students' intentions to seek HTM employment (Shreelatha & Heggde, 2019). Zhong et al. (2021) showed that college students' hope and loyalty toward the industry increased by campuses environmental support improvement and the quality of student–teacher interaction, instead of teaching quality.

Work experience usually increases students' career intentions in the T&H industry (Gong & Jia, 2022). Internships' outcomes likewise have been discovered to have significant relationships and career commitment in hospitality college students (Wang et al., 2014). Empirical results from Ramaprasad et al., (2022) suggested that student satisfaction with internship enhances students' career adaptability and significantly affects career decision self-efficacy among students, conditional to the levels of students' core self-evaluation.

Research Methodology

The study employed the survey method (a quantitative approach) to fulfil its objective. The target population comprised 365 students undertaking bachelors' degree in Tourism & Hospitality and Heritage management (THHM) at Faculty of Tourism and Hotels, Alexandria University. The sample size was 191 students who were stratiform due to their year of study that is second, third fourth years and freshly graduates. First-year students were deliberately excluded for their assumed limited experience. Random sampling was used to select the participants for the study. The Data has been collected from August 2023 till the end of September 2023.

Data was collected using structured questionnaire that consists of questions on a five-point Likert scale with the end poles labelled as 'strongly disagree' and 'strongly agree. It has been developed by adapting the measurement from the literature with some modifications to fit the context of THHM case. The data collection instrument consisted of two sections; the first section aimed to collect data about THHM students (e.g., gender, year of study, grades). The second section aimed to measure the constructs employed in the study.

Though the questionnaire was anonymous, ethical approval has been obtained by Alexandria University before conducting the field research.

Descriptive statistics were used to analyze and describe data which was presented using frequency tables. Pearson correlation, regression analysis and Chi-square were used as well to analyze the relationship among the study's variables.

Results & Discussion

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The applied statistics comprised descriptive statistics, reliability analysis, ANOVA analysis, Pearson correlation analysis, Regression analysis to examine the associations among study variables. The Chi-Square test has similarly been utilized to examine the relationship between the qualitative variables and career commitment. The next section displays the data analysis and its discussion as well.

Table (1) The Research Sample Description

		Frequency	Percent			Frequency	Percent
Gender	Female	132	69.1	Educational Background	Private (Language education)	164	85.9
	Male	59	30.9		Public education	27	14.1
	Total	191	100.0		Total	191	100.0

		Frequency	Percent			Frequency	Percent
Faculty Level	Graduates	55	28.8	Grades	<2	7	3.7
	Level2	52	27.2		2 ≤ 3	59	30.9
	Level 3	37	19.4		3 and above	125	65.4
	Level 4	47	24.6		Total	191	100.0
	Total	191	100.0				

Table (1) presents a description of the study sample, 69.1% of the respondents were females, while 30.1% were males. As for the educational background, 85.9% of the study's respondents came from English education background. The respondents represent the different faculty levels; from level 2 to freshly graduated students (two classes 2021/2022& 2022/2023). Most of the respondents' grades were 3 and above (65.4%) followed by grades between 2 and less than 3 (30.9%) while the least were less than 2 (3.7%).

Table (2) Reliability of Research Instrument

Measures	N of Items	Cronbach's Alpha
Quality of education	14	.997
Academic self-efficacy	10	.964
Career commitment	6	.953

The Cronbach alpha test has been used to examine the instrument reliability as shown in Table (2), and the results reveal that all instruments used to measure each construct are reliable (.953 ~ .997). These results indicate that the tool is considered suitable for measuring student perceptions of the study variables as for scales employed in fundamental research, Nunnally (1978) suggests a minimum level of 0.7 the lowest acceptable standard of dependability by default.

Table (3) The measurements of the study variables

The items of each variable	Mean	Std. Deviation	Rank
Quality of education	3.684		
Our department has sufficient academic staff	3.83	1.113	1
Academic staff is responsive and accessible	3.74	1.215	4
Academic staff follow good teaching practices	3.71	1.221	6
Academic staff follow curriculum strictly	3.70	1.096	7
Academic staff treats all students in equal manner (fairly)	3.68	1.252	8
Academic staff supports all students	3.74	1.225	4
Courses contents develop students' knowledge (in THHM Field)	3.79	1.244	2
There is continuously evaluation to the student's performance	3.78	1.241	3
Our department Collects feedback to provide better services	3.71	1.263	6
Classrooms are equipped with teaching aids	3.65	1.132	9
Library has adequate academic resources	3.35	1.181	12
Faculty environment is convenient to study well	3.54	1.191	11
Our department offers good internship opportunities.	3.64	1.223	10
Our department offers good career opportunities.	3.72	1.198	5
Academic self-efficacy	3.602		
I get myself to study when there are other interesting things to do	3.52	1.155	5
I plan and organize my faculty work on daily bases.	3.46	1.118	6
I get myself to do faculty work (assignments& study) on time	3.80	1.241	2
I always concentrate on subjects during lectures	3.66	1.154	3
I take good notes during lectures	3.45	1.181	7
I remember well all the information presented in lectures	3.52	1.080	5
I always ask questions/ talking to my professor if I need to understand something	3.66	1.212	3
I Participate in class discussions	3.65	1.200	4
I cooperate with my peers (helping each other) in academic stuff	3.87	1.207	1
I always get the marks I want	3.43	1.203	8
Career Commitment	3.532		
I will certainly join the industry (THHM) upon graduation	3.53	1.234	4
I like the careers available in THHM field & I will never give them up	3.62	1.207	1
The available THHM-related jobs are ideal for my career goals.	3.59	1.170	2
The available THHM-related internship makes me more willing to join the industry	3.50	1.218	5
I intended to start up my project within the industry	3.42	1.158	6
I intent to enroll into one of THHM (Tourism, Hospitality or Heritage) postgraduate program	3.55	1.259	3

Table (3) displays the descriptive statistics of the components and constructs of the study variables. All the mean scores of the perceived education quality (mean = 3.684), students' academic self-efficacy (mean = 3.602) as well as the students' commitment to join the T&H industry (mean = 3.532) were above 3 on the 5-point Likert scales.

Table (4) Pearson correlation for study variables

		Quality of Education	Academic Self-efficacy	Career Commitment
Quality of Education	Pearson Correlation		.881**	.772**
	Sig. (2-tailed)		.000	.000
Academic Self-efficacy	Pearson Correlation	.881**		.817**
	Sig. (2-tailed)	.000		.000
Career Commitment	Pearson Correlation	.772**	.817**	
	Sig. (2-tailed)	.000	.000	
**Correlation is significant at the 0.01 level (2-tailed).				

As shown in Table (4) the correlation coefficient had been calculated to test if there is significant correlation between the study variables. The relationship between the quality of education, Academic self-efficacy and career commitment were studied using Pearson correlation analysis, results indicated that there is a significant positive correlation between the three variables. As for quality of education and Academic self-efficacy (Pearson correlation coefficient= .881, sig. (2 tailed) =.000), for quality of education and career commitment (Pearson correlation coefficients= .772, sig. (2 tailed) = 0.000). As for Academic self-efficacy and career commitment (Pearson correlation coefficient= .817, sig. (2 tailed) =.000). Concerning the effect of quality of education on the career commitment, these results are in line with the results of (Kahraman & Alrawadieh,2021) as their results showed that students' perceived education quality has a significant impact on intention to join industry and not a postgraduate degree. Their scope and approach differ compared with the current study. Other Quality of education researches within T&H education was focusing on measuring the quality of T&H education itself (Horng et al.,2009; Shen et al., 2015; Lee et al., 2019). The impact of academic self-efficacy on career commitment has been affirmed within employees by (Niu, 2010), other previous studies has been reported that self-efficacy plays a leading role in determining career choices in graduates (Xin et al., 2020; Sofyan et al., 2022).

Table (5) Multiple-Regression analysis of Career Commitment / Academic self-efficacy& Quality of Education

	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.825 ^a	.680	.677	.61820
a. Predictors:(Constant), Academic self-efficacy& Quality of Education				

Table (5) of multiple regression analysis also indicates the significant correlation among all research variables. Academic self-efficacy and quality of education correlate and influence career commitment (R²= .680) as the variance between the independent variables (quality of Education and Academic self- efficacy) and the dependent variable (career commitment) could be estimated by (68%).

Table (6) Coefficients^a of dependent variable “Career commitment”

Predictor	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	.311	.168		1.851	.066
Quality of Education	.243	.090	.236	2.705	.007
Academic self-efficacy	.647	.093	.609	6.991	.000
a. Dependent Variable: Career Commitment					

The results of the coefficient analysis of the dependent variable (the career commitment) have been highlighted in table (6). The explanatory variables are presented with their standard errors and statistical significance. The p- values of all the explanatory variables; quality of Education and academic self-efficacy (less than 0.05) indicate that these variables (Quality of education and academic self-efficacy) significantly affect Students' career commitment.

Table (7) ANOVA^a Test of Career Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.633	2	76.316	199.690	.000 ^b
	Residual	71.849	188	.382		
	Total	224.481	190			
a. Dependent Variable: Career Commitment						
b. Predictors: (Constant), Academic self-efficacy, Quality of education						

The analysis of variance (ANOVA) has been used to determine differences between research results from three or more unrelated samples or groups. If there are different levels of Quality of education, and academic self-efficacy as independent variables that significantly affect career commitment as the dependent variable (F ratio =199.690, sig. (2 tailed) = 0.000). as presented in table (7).

Table (8) Pearson correlation between quality of Education items & Career Commitment

Quality of Education		Career Commitment
Academic staff is responsive and accessible	Pearson Correlation	.663**
	Sig. (2-tailed)	.000
Academic staff supports all students	Pearson Correlation	.630**
	Sig. (2-tailed)	.000
Courses contents develop students' knowledge (in THHM Field)	Pearson Correlation	.701**
	Sig. (2-tailed)	.000
Our department offers good internship opportunities.	Pearson Correlation	.689**
	Sig. (2-tailed)	.000
Our department offers good career opportunities	Pearson Correlation	.704**
	Sig. (2-tailed)	.000
Career Commitment	Pearson Correlation	1
	Sig. (2-tailed)	
	N	191
** Correlation is significant at the 0.01 level (2-tailed).		

As shown in Table (8), Pearson correlation reveals a significant correlation between the quality of education items and students' commitment to their profession. Staff academic quality regarding their responsiveness to students (Pearson correlation= .663, Sig. (2-tailed) =.000) and their support to students (Person correlation= .630, Sig. (2-tailed) =.000). The courses contents as knowledge developer within the study field (Pearson correlation= .701, Sig. (2-tailed) =.000). This comes along with Mahfud et al. (2019) in relation to the teaching quality; with Zhong et al. (2021) in relation to student–teacher interaction and with (Lee et al., 2019; Bandara &Gangananda, 2021) with relation to the innovative and updated curriculum. The internship opportunities that have been offered to students (Pearson correlation= .689, Sig. (2-tailed) =.000). This confirms the outcomes of Ramaprasad et al., (2022). Internships offer opportunities for students to integrate their education through practical exposure by developing their desired skill sets, expanding their social networks, and by advancing deeper insights/information within the industry's processes. Ultimately, the career opportunities that have been proposed to students (Pearson correlation= .704, Sig. (2-tailed) =.000). This is the same as the one of (Gong& Jia, 2022) that Work experience usually increases students' career intentions. Students too indicated the importance of practical learning or interest in employment over intellectual

interest (Kim et al., 2016). However, this contradicts these of Akış Roney& Öztin (2007) and Richardson (2009) that students’ progress in their studies and their work experience as trainees in the industry, develop a negative perception of tourism related jobs.

Table (9) Pearson correlation between quality of Education items & Career Commitment

Academic self- efficacy		Career Commitment
I Participate in class discussions	Pearson Correlation	.675**
	Sig. (2-tailed)	.000
I cooperate with my peers (helping each other) in academic stuff	Pearson Correlation	.756**
	Sig. (2-tailed)	.000
I always get the marks I want	Pearson Correlation	.600**
	Sig. (2-tailed)	.000
Career Commitment	Pearson Correlation	1
	Sig. (2-tailed)	
	N	191
** Correlation is significant at the 0.01 level (2-tailed).		

As shown in Table (9), Pearson correlation reveals a significant correlation between the students’ academic self- items and students’ commitment to their career. Academic self-efficacy regarding engagement in the learning process (Pearson correlation= .675, Sig. (2-tailed) =.000) and their collaboration with their peers (Pearson correlation= .756, Sig. (2-tailed) =.000). This verifies the results of Koyuncu et al., (2008) and Bui et al., (2017) on the student engagement role in shaping career commitment. Their achievements during their study (Pearson correlation= .600, Sig. (2-tailed) =.000). This outcome validates the one of Matovu (2020) about students’ achievements and career intentions.

Table (10) Faculty level, educational background, students’ gender, Students’ grades &Career commitment Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Faculty Level			
Pearson Chi-Square	22.424	12	.033
Educational background			
Pearson Chi-Square	11.659	4	.020
Gender			
Pearson Chi-Square	2.198	4	.699
Grades			
Pearson Chi-Square	13.449	8	.097
N of Valid Cases	191		

As shown within table (10) chi-square test has been deployed to measure the association between the students’ faculty level as qualitative variable and their career commitment. For

faculty Level Chi squared $\chi^2 = 22.242$, P value = .033 and for educational background Chi squared $\chi^2 = 11.659$, p value = .020, this indicates that there is positive association between students' faculty level, educational background, and career commitment respectively. This could be explained through the work of (Skipor & Vorobieva, 2021) on the growth and development of the students and their role in influencing the career-decision. By contrast, for students' gender, Chi squared $\chi^2 = 2.198$, p value = .699, for students' also grades Chi squared $\chi^2 = 13.449$, p value = .097, this indicates no association between students' gender, grades, and career commitment. The latter result could assert the one of Korir (2012) that grades attained do not influence students to take a career in hospitality. This could be because almost all careers have a similar entry level.

Conclusions

The main purpose of this study was to examine the relationship between quality of T&H education and students' academic self-efficacy during their academic time and undergraduates'/ postgraduates' commitment to their profession among Tourism, Hospitality and Heritage management students in Alexandria University.

Fewer research has been imposed to investigate the predominance of the relationship between perceived education quality, academic self- efficacy, and the career commitment of T&H students apart from the work of (Kahraman & Alrawadieh, 2021) though, their goal and approach were different. Existing studies' core was on developing scales, measuring perceived education quality of students (Lee et al., 2009). Furthermore, investigating academic self-efficacy of T&H students in relation to their career choice remains rare in the existing literature. Hence, our findings extend existing theoretical assessments into the outcomes of education quality and students' academic self-efficacy in relation to pursuit of career within T&H industry. Particularly, this study advocates that perceived education quality and academic self-efficacy are positively associated with THHM students' commitment towards a career within the industry.

The Study's outcomes will help in recognizing different variables affecting behavioral intentions of students towards career- decision making. This will have vital importance for educators to improve the education quality of the academic programs in the tourism field. According to the results, Universities must enhance the practical exposure, arrange training with industry experts, notify the real nature of industry (working hours, restitution, career development, etc.), engage Memorandum of Understandings (MOU) with T&H&H organizations for career opportunities and further practical educations of Undergraduates. Upgrading curriculums with the contemporary requirements of industry will help to shape the knowledge of students.

Although the research objectives were satisfactorily addressed, this study still has its limitations. Initially, it uses specific institution and group sample in Alexandria University, which may limit the generalizability of the results. However, both the approach and the results provide a good starting point for understanding the antecedents of T&H students career commitment, which could be transferable beyond the research case. Future research may extend to a range of samples from different universities to investigate the research phenomenon

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العلاقة بين جودة التعليم، الكفاءة الأكاديمية الذاتية، والتزام طلبة إدارة السياحة والضيافة والتراث بالعمل في مجال دراستهم

نرمين مرسي

أستاذ مساعد، قسم الدراسات السياحية
كلية السياحة والفنادق - جامعة الإسكندرية

الملخص

السياحة كصناعة كثيفة العمالة تعتمد بشكل كبير على جودة الموارد البشرية لتقديم الخدمات بنجاح. وقد تم تقديم برامج أكاديمية جديدة داخل الجامعات بهدف تحسين فرص الطلاب في العمل، وتزويد سوق العمل بقوى عاملة تنافسية وماهرة ومؤهلة. لذلك، فإن فهم ما يحدد النوايا والمواقف المهنية لطلاب إدارة السياحة والضيافة والتراث (THHM) يمكن أن يكون مهماً حيث قد يتردد الطلاب في التفكير في وظائف داخل صناعة السياحة والضيافة بسبب المشكلات المعقدة والمتأصلة داخل هذا القطاع.

تتناول هذه الدراسة العلاقة بين جودة التعليم والكفاءة الذاتية الأكاديمية والالتزام نحو العمل في مجال الدراسة لدى طلاب إدارة السياحة والضيافة والتراث بجامعة الإسكندرية. وبالاعتماد على البيانات التي تم جمعها كمياً بين 191 من الخريجين الجدد وطلاب برنامج (THHM) في جامعة الإسكندرية، أظهرت الدراسة أن جودة التعليم المدركة لدى الطلاب والكفاءة الذاتية الأكاديمية ترتبط بشكل إيجابي بالتزام طلاب إدارة السياحة والضيافة والتراث (THHM) تجاه الحياة المهنية داخل هذا القطاع. نتائج هذه الدراسة تسد الفجوة المعرفية المذكورة في الدراسات السابقة وتسلط الضوء على بعض التطبيقات المستقبلية الهامة في مجال التعليم السياحي. الكلمات الدالة: الالتزام الوظيفي للطلاب، الكفاءة الذاتية الأكاديمية، جودة التعليم، طلاب إدارة السياحة والضيافة والتراث.