

## Impacts of Education Quality Perception on Profession Change Tendency: The Mediating Role of Career Decidedness

Merve Işkın, Ümit Şengel, Koray Genç & İsmail Uzut

To cite this article: Merve Işkın, Ümit Şengel, Koray Genç & İsmail Uzut (29 Aug 2024): Impacts of Education Quality Perception on Profession Change Tendency: The Mediating Role of Career Decidedness, Journal of Hospitality & Tourism Education, DOI: [10.1080/10963758.2024.2376240](https://doi.org/10.1080/10963758.2024.2376240)

To link to this article: <https://doi.org/10.1080/10963758.2024.2376240>



Published online: 29 Aug 2024.



Submit your article to this journal [↗](#)



Article views: 29



View related articles [↗](#)



View Crossmark data [↗](#)



# Impacts of Education Quality Perception on Profession Change Tendency: The Mediating Role of Career Decidedness

Merve Işkın, PhD <sup>a</sup>, Ümit Şengel, PhD <sup>b</sup>, Koray Genç, PhD <sup>a</sup>, and İsmail Uzut, PhD <sup>c</sup>

<sup>a</sup>Social Sciences Vocational School, Ordu University; <sup>b</sup>Faculty of Tourism, Sakarya University of Applied Sciences; <sup>c</sup>Social Sciences Vocational School, Istanbul University-Cerrahpaşa

## ABSTRACT

This study aims to determine the effects of education quality perception on career process. The positive developments in tourism flows cause tourism employment to gain importance as an economic phenomenon day by day. However, negativities in matters such as working conditions and personal rights reveal an important problem such as employee turnover rates for tourism employment. It can be concluded that education quality is an important factor in both meeting the qualified personnel need of the tourism industry and decreasing the personnel turnover rate. In the study in which quantitative research methods were used, the questionnaire was preferred as the data collection tool. A total of 436 questionnaires were obtained from tourism students in Turkey. The research revealed the linear relationship between education quality perception and career decidedness. It was concluded that students who have positive perceptions about the quality of their education have low profession change tendency.

## KEYWORDS

Education quality; profession change tendency; career decidedness; employee turnover rate

## Introduction

With the effect of information and communication technologies, the world is becoming an increasingly limited and smaller region. This new world order, expressed as globalization, becomes more evident with the 21st century (Rupert, 2012). In such a process, many disciplines with an economic nature are growing day by day (Cárdenas-García et al., 2015; Tosun et al., 2003). The tourism industry is also affected by these developments as a discipline with social, economic, and environmental qualities, and tourism activities are increasing worldwide (Fahimi et al., 2018; Raymond & Brown, 2007).

The disposable income and leisure time that individuals and the increase in the welfare level of societies have positively affected the increases in tourism activities (Lickorish et al., 1997). Eadington and Redman (1991) state that this increasing trend in tourism activities started to gain momentum after the Second World War. In the postwar period, a significant increase in mass tourism started to emerge (Smith, 1998). According to international arrival, 25 million people traveled for touristic purposes in 1950. By 1990, this number increased nearly 20 times and reached the level of 459 million (Jayawardena, 2002). In 2019, 1.5 billion international tourist arrivals were recorded globally. The 4% increase over the previous year

predicted for 2020 was interrupted due to the COVID-19 pandemic (UNWTO, 2020). However, these decreases that occur in unexpected crisis situations are temporary. It is thought that the upward trend in international tourist arrivals before the pandemic will continue after the pandemic.

Developments in the tourism industry and accordingly increasing international arrivals bring different needs. Qualified personnel are at the top of these needs (Janta et al., 2012; Jonckers, 2005). Because the technological opportunities provided by the 2000s have changed the trends of tourists and increased their expectations (Şengel, 2021; Yuan et al., 2019). In addition, the labor-intensive structure of the tourism industry and the human relations and sincerity-based feature of the touristic product reveal the need for manpower and qualified personnel as a necessity (Andrades & Dimanche, 2019). Due to all these reasons, tourism enterprises attach importance to the employment of qualified personnel in order not to interrupt their services (Baum, 2015). To meet this need, the number of institutions providing tourism training throughout the world has increased in parallel with the developments in the tourism industry.

Although the tourism industry needs manpower and qualified personnel, it also has some basic problems with employment. Especially in developing and

underdeveloped countries, the lack of personal rights (wages, free time, social security, etc.) of tourism employees at the desired levels causes problems, like employee turnover (Baum & Hai, 2019). Because their expectations are not met, tourism workers seek to change their companies or professions instead of continuing their careers (Stamolampros et al., 2019). Also, apart from employee personal rights, the low quality of education in higher education institutions negatively affects the career ideas of students who are potential tourism employees even during the education process and pushes students to change professions (Anderson & Sanga, 2019). Because the education quality can prepare students for many issues and problems in working life.

In this study, it is aimed to test the effect of the education quality perception on the profession change tendency. Determining the mediating role of career decidedness in this effect is another aim of the study. The results of this study are important as career decidedness is high, and the profession change tendency is low may decrease the rate of staff turnover in tourism. There may be different factors that cause these two conditions to be met. Education quality is one of these factors. Because if the employees of the tourism industry are unhappy, they increase the personnel turnover rate by changing their professions as well as changing their companies. In this context, it is assumed that the quality of education will increase career decidedness and decrease the tendency to change profession. Because the education quality is one of the most important ways to train qualified personnel (Kırlar-Can et al., 2021). Employee turnover rate, on the other hand, expresses the tendency to change profession or tendency to change company. In addition, it is thought that career decidedness has an important role in reducing the personnel turnover rate. The fact that the relationship between these three variables has not been tested in the literature and that it provides predictions about the source of a main problem related to employment in the tourism industry makes this study important. As it is assumed that the quality of education will positively affect career decidedness and positive developments in career decidedness will reduce the tendency to change profession.

## Theoretical Background and Hypotheses

### Education Quality

The concept of quality is a difficult concept to explain in many sectors, and this is also true for the education sector. Lagrosen et al. (2004) states that it is more difficult to explain quality in higher education than

many other sectors, while Green (1994) sees trying to define quality as a waste of time. The reasons why it is so difficult to explain quality in higher education can be explained as multidimensionality and stakeholder diversity. According to Schindler et al. (2015), there are four main stakeholder groups that should be considered when describing quality in higher education. These are suppliers (financial institutions), product users (students), output users (employers) and higher education employees. As a result of the increase in private education institutions as well as public education institutions, quality research in education has always been interesting. The meaning attributed to quality has been emphasized in different studies and different interpretations have been put forward for each stakeholder. In this context, it is important to present the basic dimensions as a quality determinant in higher education. Akareem and Hossain (2016) explained four dimensions that determine quality in higher education as follows: i) qualifications and backgrounds of students, ii) qualifications of teaching staff, iii) academic factors (course contents, grading system, etc.), iv) services quality of university management systems and administrative systems.

Lee et al. (2019) focused on the quality indicators that domestic and international students who receive training in the accommodation sector attach importance to. According to the results of the research, domestic students gave importance to the indicators of scholarship availability, career service availability, financial support availability, ability to establish business relationships on and off campus, and experienced and knowledgeable academic staff, respectively. International students, on the other hand, evaluated the availability of domestic and international exchange programs among the top five indicators, rather than the indicator of being able to establish business relations on and off campus. Thanks to these educational quality elements, universities play an important role in bringing together the education and knowledge production needed by the tourism industry (Dredge et al., 2015). The development of the tourism industry causes the need for qualified personnel to increase and employers to give more importance to the productivity of their employees in the future (Kamau & Waudu, 2012). It is thought that the quality of education will be a prerequisite for meeting the need for qualified personnel and increasing employee productivity in the future. Making similar evaluations, Chigrin (2017) states that the quality of education is an important indicator in this regard and emphasizes that conditions such as improving teaching methods, personalizing the curriculum, and systematically monitoring the results of the learning process

should be fulfilled to increase the quality of education. The expressions measuring the quality of education in the study are the expressions of the “overall” dimension of the Student Evaluation of Educational Quality (SEEQ) scale used in the international literature. When the relevant literature is examined, it is seen that the SEEQ scale is used in different education fields (Grammatikopoulos et al., 2015; Rezaei et al., 2018) and tourism education (Haw, 2018; Hussain & Birol, 2011). Therefore, a valid international measurement tool was used (Coffey & Gibbs, 2001). In this context, it is thought that the quality of education will positively affect employment in the tourism industry and play an important role in providing sustainable human resources (Booyens, 2020; Ladkin, 2002; Rivaldo & Nabella, 2023). The hypotheses H1, H2 and H4 developed on the subject are given below.

**H1:** *There is a positive correlation between education quality perception and career decidedness.*

**H2:** *There is a negative correlation between the education quality perception and the profession change tendency.*

### **Career Decidedness and Profession Change Tendency**

The decisions that people make or think to make regarding their careers can affect their whole life adventure. Especially for people who are in the process of being a student, the importance of career decisions grows even more. For this reason, research on career decision has generally been conducted on students. One of the career options that come before people is to continue their current career, that is, career decidedness. Career decidedness, which is positioned against career indecision (Saka et al., 2008), which is one of the most emphasized topics in occupational psychology, was explained by Miller (2011) as an individual’s commitment and satisfaction toward a particular career choice. It has been observed that career decidedness, which was used as a mediating variable in this study, has been used as a mediating variable, albeit limited, in studies in different disciplines (Restubog et al., 2010), but has not been used in the tourism studies.

Various typologies have been developed on career stability/indecision. Larson et al. (1988) divided the students experiencing career indecision into four groups as plan avoidance, confident but uninformed, informed indecisive and uninformed. Avoiders from planned; They did not receive adequate training in career

planning and could not develop their problem-solving skills. In short, they lack the knowledge and ability to make career decisions. Confident but uninformed; It consists of individuals who are confident in themselves and their problem-solving skills but have developmental concerns due to their lack of knowledge about career planning. Knowledgeable indecisive; They are very well informed about career planning, but they have difficulty in making decisions because of their negative thoughts about themselves. Individuals in the uninformed cluster; Although he is at an intermediate level in problem solving, he is quite ignorant about career planning.

According to the literature review, the career process of the individual depends on the interaction of personal and environmental variables. Since this study focuses on the effect of education quality perception on career decidedness and the tendency to change profession, the variables that should be particularly emphasized are self-efficacy, outcome expectations and personal goals. Self-efficacy refers to the individual’s personal belief about his capacity to perform the behaviors necessary to achieve his academic and professional goals (Lent & Brown, 2006). Outcome expectations, on the other hand, are explained as the results that the individual expects to achieve when he/she performs a behavior (Lent et al., 2002) and has a direct effect on the choice of profession and the determination of the choice. Along with the outcome expectation, the perception of competence also has a direct effect on career choice and determination (Lent et al., 1994). Perception of competence was explained by Bandura (1977), one of the leading social learning theorists, as an individual’s seeing himself as sufficient to perform a task. Ultimately, based on the definitions, it can be said that the quality of education is an important variable that affects the individual’s self-efficacy and perception of competence, and therefore, the outcome expectations and personal goals. In this context, it can be determined that individuals who have a strong Career decidedness together with the perception of effectiveness will have a low tendency to change profession. The following is the H3 hypothesis developed on the subject;

**H3:** *There is a negative correlation between the career decidedness and the profession change tendency.*

**H4:** *Career decidedness has a mediating role in the effect of education quality perception on the profession change tendency.*

It is thought that the quality of education will positively affect career decidedness and positive developments in career decidedness will reduce the tendency to change

profession. In the theoretical background, there are studies that reveal the reciprocal relationship between the quality of education and career decidedness (Brooks et al., 1995), and the tendency to change profession and career decidedness (Gianakos, 1999). However, there are no studies measuring the mediating effect as in this study. For this reason, it is thought that the study will contribute to the literature.

## Methodology

### Research Design, Questionnaire and Model

The aim of the research is to measure the effect of tourism education students' perceptions of education quality perception on their profession change tendency through career decidedness as a mediator (Figure 1). As a result of the literature review conducted for this purpose, the quality of education of tourism (Lagrosen et al., 2004), intention to continue the profession (Mensah et al., 2021) and career decidedness (Miller, 2011) It can be evaluated that the fact that it has been handled by different academicians independently or in different combinations paves the way for the subject to be addressed through these three variables. In this context, the relationships between variables such as education quality, career decidedness and profession change tendency are tested in the research.

In the study, Quantitative research methods were used, as it was more suitable for the design, purpose and hypotheses of the research. A questionnaire was used as a data collection tool. The questionnaire consists of four parts in total. The first part of the questionnaire includes propositions measuring the quality of education. The expressions in this section are that make up the overall education quality dimension of the Student Evaluation of Educational Quality (SEEQ) scale (Coffey & Gibbs, 2001). In the second part of the questionnaire, there are statements about career career decidedness. These statements were taken from the scale developed by Lounsbury et al. (1999) and adapted into Turkish by Akçakanat and Uzunbacak (2019). In the third part of the questionnaire, there are statements about the tendency to change profession. Expressions about the change profession tendency were taken from the study conducted by Zengin et al. (2020). In the last part, there are questions about the descriptive characteristics of the participants.

### Sampling and Data Collection

The general population of the research consists of students who receive tourism training at associate and undergraduate level in Turkey. The research population

of the study is Sakarya University of Applied Sciences Faculty of Tourism students. One of the two universities specializing in applied education in Turkey was chosen for field research. Because it has been aimed both to have an idea about the career of the sample and to guide those who tend to give up their career before starting their career. Numerical computation of the population is difficult as not all students enroll or renew. For this reason, it is aimed to reach the desired number of 384 for more than 10,000 universe sizes in quantitative research (Coşkun et al., 2019). In addition, studies were carried out to reach the minimum sample size of 10 times ( $19 \times 10 = 190$ ) the number of statements in the questionnaire predicted by Smart-PLS (Doğan, 2019). Since students with practical experience in tourism-related sectors are preferred, more data were generally obtained from the third and fourth grade students. In this case, it brought about a numerical decrease in the sample to be collected. The questionnaire was translated into Turkish and data were obtained from the students. Since the research team collected controlled data, the participant students were informed about the questions that were not understood. Therefore, a pilot study was not needed (Coşkun et al., 2019). As a matter of fact, data were obtained from a total of 436 participants using snowball and convenience sampling methods. The data were obtained in two ways, face-to-face and electronically. Although it was aimed to collect all data face-to-face during the design phase of the study, some of the data were collected through electronic platforms due to the social distance rules applied due to the COVID-19 pandemic. The data collection process was completed during the 4-month period between 20 January-20 May 2021. All the 436 questionnaires obtained were included in the analyses, since there were no missing or incorrect questionnaires.

### Confirmatory Factor Analysis

Confirmatory factor analysis was used to test the measurement model. In the measurement model process, one statement about career decidedness and three statements about the tendency to change profession were excluded. Because four items produced results that were not within the reference value range, which could negatively affect the statistical consistency. Table 1 contains some information about measurement model analysis. As a result of the analysis, a three-dimensional structure was obtained. For factor loadings, the value of 0.70 predicted by Smart-PLS was taken as reference and it was determined that all expressions were above 0.70 except for two expressions. It is stated in the

**Table 1.** Confirmatory factor analysis.

Dimension (Structure)	Mean	Std. Dev.	VIF	t-Value	Factor load.
<b>General Education Quality</b>					
Compared with other tourism/hospitality course, the courses I take are better.	3.506	1.018	3.016	59.982	0.878
Compared with other tourism/hospitality course, our course materials and presentations are better.	3.456	1.001	3.974	82.043	0.913
Compared with other tourism/hospitality course our exams/graded materials are better.	3.438	0.995	3.181	52.014	0.877
Compared with other tourism/hospitality course, The balance of theory and practice is better.	3.438	0.993	2.507	34.018	0.823
Compared with other tourism/hospitality course, our opinions are given more importance.	3.566	0.981	2.955	31.708	0.822
Compared with other tourism/hospitality course, we are given more individual attention.	3.527	1.013	2.434	20.300	0.743
<b>Career Decidedness</b>					
I've made a firm decision about my career.	3.541	1.144	2.436	54.238	0.849
I have a hard time choosing between different professions.	3.211	1.267	2.388	42.671	0.819
I'm sure of what job I want to do to make a living.	3.513	1.177	2.337	33.868	0.834
I know that one day I will have the job I desire.	3.947	1.050	1.451	21.410	0.687
I'm having inconsistencies about which career to pursue.	3.055	1.378	2.573	40.000	0.830
<b>Profession Change Tendency</b>					
In the future, if I have the opportunity to switch from a profession related to the department I am currently studying to another profession where I can earn the same income, I will switch.	2.853	1.276	1.698	29.536	0.787
If I had the chance again, I would not choose this profession.	2.367	1.260	2.930	58.961	0.890
I am disappointed that I chose this profession.	2.110	1.121	2.831	75.549	0.897
Other professions are more vital to society than my profession.	2.589	1.138	1.395	18.891	0.686

literature that factor loadings above 0.60 are acceptable in social sciences.

T-values range from 18.891 to 82.043. Here, it is seen that the t-values are greater than the reference value of 1.96 (Doğan, 2019). The VIF (Variance Inflation Factors) value for each expression was less than 6. Although Smart-PLS accepts VIF values less than 3 as a reference, it is found that values less than 5 and 10 are also accepted in the literature (Sevinç, 2013). The VIF values of the expressions in the model measured in the study take values between 3.974 and 1.395. Table 1 also includes statistics on the arithmetic mean and standard deviation values for each expression that makes up the triple structure in the research.

## Results and Findings

### Descriptive Statistics

The rate of female students (63.5%) among the participating students whose data was collected is higher. Most of the students are under the age of 22. It can be concluded that this result is appropriate if the education processes in Turkey are completed under appropriate conditions. It is concluded that the average monthly income of families is generally low. Majority of the participating students (65%) are undergraduate students. Most of the parents of the students (53.9% of fathers, 39% of mothers) are primary school graduates. Finally, the number of participating students who entered the university in 2017 and before remained low. The University from which the sample was selected provides education at the

undergraduate level. Third- and fourth-year students are in the majority, as data is obtained from students who have practical experience in tourism-related sectors.

### Measurement Model

The AVE coefficient of each structure (dimension) formed because of confirmatory factor analysis is above the 0.50 value, which is accepted as a reference for social sciences (Hair et al., 2010). The square roots of the AVE values related to ensuring convergent validity were examined. It is seen that these values are larger than the correlation value for each dimension. In this case, it can be determined that the research meets the convergent validity condition (Fornell & Larcker, 1981). The fact that the values in the rows and columns are lower than the diagonal values in bold in the Fornell and Larcker Criterion evaluation, and that each of the values in the Heterotrait-Monotrait Ratio evaluation is between 0 and 1 indicates that the discriminant validity condition in the study is met. Besides, it is expected that the values of the Heterotrait-Monotrait Ratio are less than 0.90 (Hair et al., 2017).

Cronbach's Alpha, Reliability Coefficient (Rho\_A) and Composite Reliability tests were applied to determine the reliability of the three measurement tools within the scope of the research. Table 2 shows that the values for these three different reliability tests vary between 0.937 and 0.833. It is stated in many sources that these test intervals can take different values for their minimum values. In this direction, it can be evaluated

**Table 2.** Reliability, validity and correlation.

Variables	Fornell-Larcker Criterion			Heterotrait-Monotrait Ratio		
	1	2	3	1	2	3
Career Decidedness (1)	<b>0.806</b>					
General Education Quality (2)	0.288	<b>0.845</b>		0.316		
Profession Change Tendency (3)	-0.562	-0.346	<b>0.820</b>	0.661	0.383	
Cronbach's Alpha	0.863	0.919	0.833			
Reliability Coefficient (Rho_A)	0.865	0.935	0.852			
Composite Reliability	0.902	0.937	0.890			
AVE	0.650	0.713	0.672			

that all values above 0.80 in the study are values with a high reliability ratio.

### Structural Model

Table 3 shows the suitability of the structural model and the acceptance status of the hypothesis tests. The SRMR value is expected to be below 0.08 in studies. However, the NFI value is required to be above 0.80 (Karagöz, 2017). For the NFI value, the statistically desired value is a value above 0.90. For SmartPLS, an SRMR value of less than 0.10 is also described as an acceptable situation (Domínguez-Quintero et al., 2020). Considering the model fit values of the study, the SRMR value is 0.072 and the NFI value is 0.861. According to these values, it

can be concluded that the model fit index is at an acceptable level.

In Table 3, it is seen that all four hypotheses in which the effects between variables were tested were supported. General education quality perception affects students' career decidedness ( $\beta$ : 0.288. t: 6.148. p: 0.000). Similarly, the general education quality perception affects the tendency of students to change profession ( $\beta$ : -0.200. t: 4.386. p: 0.000). In addition, career decidedness of students affects the tendency to change profession ( $\beta$ : -0.505. t: 11.964. p: 0.000). Therefore, the H1, H2 and H3 hypotheses are supported. According to Table 3, the general education quality perception affects the students' profession change tendency with the mediator variable of

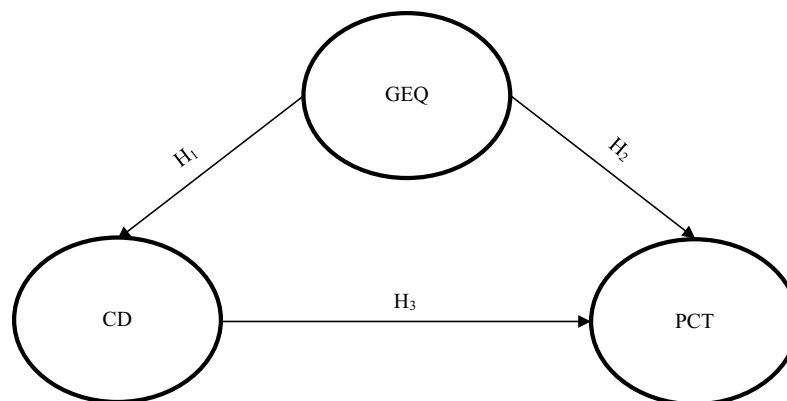
**Table 3.** Path coefficients and hypothesizes.

Hypothesis	Path Coefficients	t-stat.	p-value	Supported	SRMR	NFI
Direct Effects					0.072	0.861
H1: GEQ ->> CD	0.288	6.148	.000**	Yes		
H2: GEQ ->> PCT	-0.200	4.386	.000**	Yes		
H3: CD ->> PCT	-0.505	11.964	.000**	Yes		
Mediator Effects						
H4: GEQ ->> CD ->> PCT	-0.145	5.284	.000**	Yes		

\*\*Significant at  $p < 0,01$  level.

t > 1.96.

GEQ: General Education Quality. CD: Career Determination. PCT: Professional Change Tendency.



H4: GEQ->>TI->>DVI

GEQ: General Education Quality, CD: Career Decidedness, PCT: Profession Change Tendency

**Figure 1.** Research model.

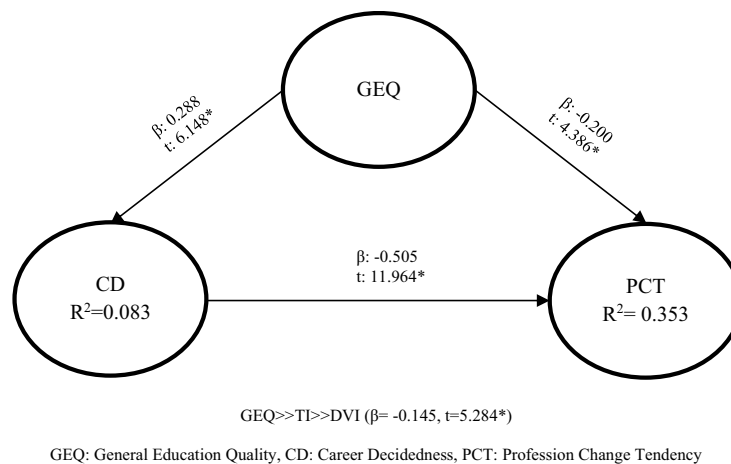


Figure 2. PLS results.

career decidedness ( $\beta: -0.145$ ,  $t: 5.284$ ,  $p: 0.000$ ). In other words, it has been determined that students' career decidedness has a mediating role in the model. Therefore, the  $H_4$  hypothesis is also supported.

The PLS results of the model showing the relationships between the variables of the study are shown in Figure 2. In the model, there are levels of explanation of the variance of the dependent variables by the independent variables. The  $R^2$  value for students' tendency to change profession is 0.353. So, students' tendency to change profession (35.3%) is explained by the independent variables in the model. In the study of Nikbin and Hyun (2017), explanatory information between dependent and independent variables is given. Chin (1998) states that an explanatory level of 50% is moderate. It can be determined that the tendency of students to change profession has a close to medium level explanatory by independent variables. The tendency of students to change profession varies depending on the general education quality perception and career decidedness.

## Discussion

In this study, the effect of the quality of education received by the students studying at universities, which is the most important educational institution that will provide human resources in tourism training, on career decidedness and the tendency to change profession has been examined bilaterally. As a result of the analyzes made in this direction, it was determined that all hypotheses formed were accepted. Moreover, similar to the results of the study, Hjalager and Andersen (2001) stated that curricula to be created about qualified tourism training and current issues needed by the sector can have a positive effect on students' career decidedness. Robinson et al. (2008) similarly reveals that there is

a positive interaction between education quality perception and career decidedness.

Therefore, it has been found that the quality of education has a direct and indirect effect on career decidedness and the tendency to change profession. On the other hand, it has been determined that the increase in the quality of education will cause a decrease in the tendency to change profession. In addition, it has been determined that the quality of education will cause a decrease in the tendency to change profession with the role of career decidedness mediator variable. From this point of view, Türkay and Yağcı (2007) also state that the quality of theoretical and practical tourism training given at universities negatively affects the tendency to change professions. It is expected that there will be a logically negative relationship between career decidedness and the tendency to change profession, and because of the study, a negative relationship was found between these two variables. It can be determined that the negative and moderate relationship in question also increases the reliability of the results of the study.

## Theoretical Implications

It is known that studies have been carried out in different periods and countries on the interaction between tourism training and professional career. The studies discussed are examined with different dimensions of these two main topics (Tavitiyaman et al., 2021). In this study, while tourism training is handled with the dimension of quality, professional career is handled with the dimensions of career decidedness and career change tendency. The quality of education is largely a matter of educating students according to the needs of the sector. In this sense, it can be said that internships, applied education, graduate employment, and



university-industry collaborations on issues such as skill development tax and tourism development tax by the industry are an important criterion (Anderson & Sanga, 2019). Effective cooperation between educational institutions and the private sector will increase the quality of education and employ qualified personnel that meet the needs of the tourism industry. These results have produced results that support the stakeholder theory in terms of revealing the critical importance of education in terms of tourism career (Anderson, 2015).

Employee turnover and the problem of qualified personnel are among the most concentrated career-related issues of theoretical studies on tourism. The high employee turnover rate indicates that, theoretically, employees who make careers in tourism-related jobs have a high tendency to change profession. As a matter of fact, Ross (1997) states that according to a result of HRM policies, employee turnover gradually jeopardizes the professionalization of the tourism industry. However, it can conclude that performance indicators have a decisive role on the careers of individuals in the tourism sector. In this context, it can be determined that qualified personnel who make a career in the tourism industry are more advantageous than others to make a better career. The results of this study also reveal the importance of education quality in the career process and organizational structure by comparing the high autonomy and learning levels predicted by the management theories related to HRM (Baum, 2015).

It can be evaluated that meeting the needs of qualified personnel in the tourism industry is an important factor for individuals receiving tourism training. The increase in tourism training institutions has revealed the importance of the difference in the quality of education between institutions. In this context, it can be said that the quality of education has a significant positive effect on the careers of individuals. Qualified personnel who have received tourism training are determined to continue their careers in the field of tourism, as they are advantageous in career opportunities in the sector. In the design of the study, no theory was taken into consideration, and it was aimed to reveal the relationship between education and career process in tourism with a model created on three variables that could be related to each other. However, to determine the contribution of the results to the literature on the theoretical ground, it is necessary to compare them with the theories put forward on similar subjects. In this context, comparisons were made with theories with similar results. Since this study determined education (perception of educational quality) as an important factor in the career process with empirical findings, Career Theory (Swanson & Fouad, 2014), Systems Theory (Patton &

McMahon, 2006) and Social Cognitive Career It provides supporting arguments for his theory (Brown & Lent, 2019). This situation may mediate the decrease in employee turnover rate, which is one of the most important problems of the tourism industry. Hjalager and Andersen (2001) revealed that the rate of employee turnover, which is one of the most important problems for Danish Tourism, is quite low compared to those who are unskilled in professional or vocational tourism training. These results support Olalla's (1999) assessments of resource-based theory and human resources. Because the career decidedness of the employees, who are the important resources of the enterprises, causes the enterprises to benefit from their own resources in their human resources promotion or different applications. This is a strategic practice that positively affects the success of businesses. In this way, it is thought that Sustainable Human Resources Management (HRM) will be provided as a requirement of the Sustainable Development Goals (SDG) (Robinson et al., 2019). On the other hand, Madera et al. (2017) states that these practices are suitable for the models within the scope of Strategic HRM. Finally, the mediating effect of career decidedness between the education quality and the profession change tendency can be expressed as one of the important theoretical contributions of this study to the literature.

### Practical Implications

To increase the role of education quality in students' career decidedness, university-industry collaborations should be increased through issues such as establishing collaborations with national or internationally recognized accreditation bodies for departments or programs of universities, obtaining stakeholder opinions in creating or updating curricula (Richardson, 2009; Şengel et al., 2020). Because the two strong stakeholders, education, and the industry, have mutual expectations from each other. Collaborating for common purposes positively affects the quality of education and career decidedness, while reducing the tendency to change professions. In this context, Zaitseva et al. (2016) states that using an approach that combines the interests of universities and employers will allow the development of integrated solutions that meet the needs of the modern labor market. In addition, students should act carefully during university enrollment processes and prefer educational institutions with low education quality in order not to change the professions they will want to do in the future. Zengin and Şengel (2020) make similar evaluations in their study.

In countries, public authorities need to plan department and quota increases in accordance with sectoral

needs (Hjalager & Andersen, 2001). This situation can both pave the way for the quality of education and prevent businesses from giving bad working conditions and unsatisfactory personal rights to their employees due to the high number of graduates. As a matter of fact, Gurban and Tarasyev (2016) state that excess quotas and disproportions in the number and structure of graduates can negatively affect the quality of education and affect vocational attendance tendencies. In addition, the career decidedness provided by the quality of education should be supported by professional laws (Kılıç, 2021). Public authorities have important duties in this regard. The first of these is to carry out active reforms in vocational education in accordance with the rapidly progressing industrial changes (Zaitseva et al., 2016). The second is to protect the rights of employees by providing a strong control mechanism. It is not very likely that these practices will occur in a similar way in every country. The ideal practice expressed here is generally easier to implement in countries with a high socio-economic level. Countries with low socio-economic level, on the other hand, must provide the necessary infrastructure and superstructure to provide the basic education needs of students at a quality level.

### Limitations and Future Studies

The literature review conducted within the scope of the study revealed that there is a need to reexamine the scientific studies on the need for qualified personnel and personnel turnover rate of tourism enterprises from a different perspective. Because technological developments and future expectations require a reinterpretation of these issues. In addition, in accordance with this new need, empirical studies can be carried out on the effect of technology-based dimensions of education quality on the career process. Also, in future, the moderator roles of variables such as education level, gender, income status, grade of education, which may affect the level of influence of the variables whose relationships are tested, can be tested.

### Disclosure Statement

No potential conflict of interest was reported by the author(s).

### ORCID

Merve Işkın, PhD  <http://orcid.org/0000-0002-4748-0422>  
 Ümit Şengel, PhD  <http://orcid.org/0000-0003-1284-836X>  
 Koray Genç, PhD  <http://orcid.org/0000-0001-5477-4683>  
 İsmail Uzut, PhD  <http://orcid.org/0000-0001-6227-7249>

### References

- Akareem, H. S., & Hossain, S. S. (2016). Determinants of education quality: What makes students' perception different? *Open Review of Educational Research*, 3(1), 52–67. <https://doi.org/10.1080/23265507.2016.1155167>
- Akçakanat, T., & Uzunbacak, H. H. (2019). Kariyer kararlılığı ölçeği: türkçeye uyarlama, geçerlik ve güvenilirlik çalışması. *İktisadi İdari ve Siyasal Araştırmalar Dergisi*, 4(9), 159–170. <https://doi.org/10.25204/iktisad.576572>
- Anderson, W. (2015). Cultural tourism and poverty alleviation in the rural Kilimanjaro, Tanzania. *Journal of Tourism and Cultural Change*, 12(2), 1–17.
- Anderson, W., & Sanga, J. J. (2019). Academia–industry partnerships for hospitality and tourism education in Tanzania. *Journal of Hospitality & Tourism Education*, 31(1), 34–48. <https://doi.org/10.1080/10963758.2018.1480959>
- Andrades, L., & Dimanche, F. (2019). Destination competitiveness in Russia: Tourism professionals' skills and competences. *International Journal of Contemporary Hospitality Management*, 31(2), 910–930. <https://doi.org/10.1108/IJCHM-11-2017-0769>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychology Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Baum, T. (2015). Human resources in tourism: Still waiting for change?—A 2015 reprise. *Tourism Management*, 50, 204–212. <https://doi.org/10.1016/j.tourman.2015.02.001>
- Baum, T., & Hai, N. T. T. (2019). Applying sustainable employment principles in the tourism industry: Righting human rights wrongs? *Tourism Recreation Research*, 44(3), 371–381. <https://doi.org/10.1080/02508281.2019.1624407>
- Booyens, I. (2020). Education and skills in tourism: Implications for youth employment in South Africa. *Development Southern Africa*, 37(5), 825–839. <https://doi.org/10.1080/0376835X.2020.1725447>
- Brooks, L., Cornelius, A., Greenfield, E., & Joseph, R. (1995). The relation of career-related work or internship experiences to the career development of college seniors. *Journal of Vocational Behavior*, 46(3), 332–349. <https://doi.org/10.1006/jvbe.1995.1024>
- Brown, S. D., & Lent, R. W. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. *Journal of Career Assessment*, 27(4), 563–578. <https://doi.org/10.1177/1069072719852736>
- Cárdenas-García, P. J., Sánchez-Rivero, M., & Pulido-Fernández, J. I. (2015). Does tourism growth influence economic development? *Journal of Travel Research*, 54(2), 206–221. <https://doi.org/10.1177/0047287513514297>
- Chigrin, S. V. (2017). Problems and prospects of computer testing. *International Journal of Applied and Fundamental Research*, 4(1), 274–277.
- Chin, W. W. (1998). The partial least squares approach to structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295–336). Lawrence Erlbaum Associates Publisher.
- Coffey, G., & Gibbs, M. (2001). The evaluation of the Student Evaluation of Educational Quality Questionnaire (SEEQ) in UK higher education. *Assessment & Evaluation in Higher Education*, 26(1), 89–93. <https://doi.org/10.1080/02602930020022318>

- Coşkun, R., Altunışık, R., & Yıldırım, E. (2019). *Sosyal bilimlerde araştırma yöntemleri SPSS uygulamalı*. Sakarya Yayıncılık.
- Doğan, D. (2019). *SmartPLS ile veri analizi* [Data analysis with SmartPLS]. Zet Press.
- Domínguez-Quintero, A. M., González-Rodríguez, M. R., & Paddison, B. (2020). The mediating role of experience quality on authenticity and satisfaction in the context of cultural-heritage tourism. *Current Issues in Tourism*, 23(2), 248–260. <https://doi.org/10.1080/13683500.2018.1502261>
- Dredge, D., Airey, D., & Gross, M. J. (2015). *The Routledge handbook of tourism and hospitality education*. Routledge Publishing.
- Eadington, W. R., & Redman, M. (1991). Economics and tourism. *Annals of Tourism Research*, 18(1), 41–56. [https://doi.org/10.1016/0160-7383\(91\)90038-D](https://doi.org/10.1016/0160-7383(91)90038-D)
- Fahimi, A., Saint Akadiri, S., Seraj, M., & Akadiri, A. C. (2018). Testing the role of tourism and human capital development in economic growth. A panel causality study of micro states. *Tourism Management Perspectives*, 28, 62–70. <https://doi.org/10.1016/j.tmp.2018.08.004>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Gianakos, I. (1999). Patterns of career choice and career decision-making self-efficacy. *Journal of Vocational Behavior*, 54(2), 244–258. <https://doi.org/10.1006/jvbe.1998.1668>
- Grammatikopoulos, V., Linardakis, M., Gregoriadis, A., & Oikonomidis, V. (2015). Assessing the students' evaluations of educational quality (SEEQ) questionnaire in Greek higher education. *Higher Education*, 70(3), 395–408. <https://doi.org/10.1007/s10734-014-9837-7>
- Green, D. (1994). What is quality in higher education? Concepts, policy and practice. In D. Green (Ed.), *What is quality in higher education?* (pp. 3–20). Taylor & Francis.
- Gurban, I. A., & Tarasyev, A. A. (2016). Global trends in education. *IFAC-Papers Online*, 49(6), 186–193. <https://doi.org/10.1016/j.ifacol.2016.07.175>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*. Prentice Hall.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- Haw, J. (2018). Service quality improves students' evaluation of good teaching. *Journal of Hospitality & Tourism Education*, 30(3), 135–143. <https://doi.org/10.1080/10963758.2018.1444492>
- Hjalager, A. M., & Andersen, S. (2001). Tourism employment: Contingent work or professional career? *Employee Relations*, 23(2), 115–129. <https://doi.org/10.1108/01425450110384165>
- Hussain, K., & Birol, C. (2011). The assessment of non-academic and academic service quality in higher education. *Eurasian Journal of Educational Research*, 11(42), 95–116. <https://ejer.com.tr/the-assessment-of-non-academic-and-academic-service-quality-in-higher-education/>
- Janta, H., Lugosi, P., Brown, L., & Ladkin, A. (2012). Migrant networks, language learning and tourism employment. *Tourism Management*, 33(2), 431–439. <https://doi.org/10.1016/j.tourman.2011.05.004>
- Jayawardena, C. (2002). Mastering Caribbean tourism. *International Journal of Contemporary Hospitality Management*, 14(2), 88–93. <https://doi.org/10.1108/09596110210419273>
- Jonckers, P. (2005). General trends and skill needs in the tourism sector in Europe. In O. Strietska-Ilina & M. Tessaring (Eds.), *Trends and skill needs in tourism* (pp. 7–12), Cedefop Panorama series; 115, Office for Official Publications of the European Communities.
- Kamau, S. W., & Waudu, J. (2012). Hospitality industry employer's expectation of employees' competences in Nairobi Hotels. *Journal of Hospitality Management and Tourism*, 3(4), 55–63. <https://doi.org/10.5897/JHMT.11.022>
- Karagöz, Y. (2017). *SPSS ve AMOS uygulamalı nitel-nicel karma bilimsel araştırma yöntemleri [Qualitative-quantitative mixed scientific research methods with SPSS and AMOS applied]*. Nobel Publishing.
- Kılıç, B. (2021). Türkiye'de Turizm Mesleğine Yönelik Yasal Düzenlemelerin Değerlendirilmesi ve Çözüm Önerileri. *Sosyal, Beşeri ve İdari Bilimler Dergisi*, 4(2), 149–162. <https://doi.org/10.26677/TR1010.2021.646>
- Kırlar-Can, B., Ertaş, M., & Kozak, M. (2021). Understanding the philosophy of tourism education: A perspective study in Turkey. *International Journal of Tourism Research*, 23(6), 1112–1125. <https://doi.org/10.1002/jtr.2472>
- Ladkin, A. (2002). The relationship between employment and tourism education: Issues for debate. In B. Vukonic & N. Cavlek (Eds.), *Rethinking of education and training for tourism* (pp. 45–56). Published by: Graduate School of Economics & Business, University of Zagreb.
- Lagrosen, S., Hashemi, R. S., & Leitner, M. (2004). Examination of the dimensions of quality in higher education. *Quality Assurance in Education*, 12(2), 61–69. <https://doi.org/10.1108/09684880410536431>
- Larson, M. L., Heppner, P. P., Ham, T., & Dugan, K. (1988). Investigating multiple subtypes of career indecision through cluster analysis. *Journal of Counseling Psychology*, 35(4), 439–446. <https://doi.org/10.1037/0022-0167.35.4.439>
- Lee, M. J., Kang, H., Choi, H., Lee, J. W., & Olds, D. (2019). Students' perceptions of hospitality education quality in the United States higher education: Domestic versus international students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 25, 100212. <https://doi.org/10.1016/j.jhlste.2019.100212>
- Lent, R. W., & Brown, S. D. (2006). Integrating person and situation perspectives on work satisfaction: A social-cognitive view. *Journal of Vocational Behavior*, 69(2), 236–247. <https://doi.org/10.1016/j.jvb.2006.02.006>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 34(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown & Associates (Eds.), *Career choice and development* (4th ed., pp. 255–311). Jossey-Bass.
- Lickorish, L., Carson, J., & Jenkins, L. (1997). *An introduction to tourism*. Heinemann.
- Lounsbury, J. W., Tatum, H. E., Chambers, W., Owens, K., & Gibson, L. W. (1999). An investigation of career

- decidedness in relation to “Big Five” personality constructs and life satisfaction. *College Student Journal*, 33(4), 646–652.
- Madera, J. M., Dawson, M., Guchait, P., & Belarmino, A. M. (2017). Strategic human resources management research in hospitality and tourism. *International Journal of Contemporary Hospitality Management*, 29(1), 48–67. <https://doi.org/10.1108/IJCHM-02-2016-0051>
- Mensah, C., Azila-Gbetteor, E. M., Appietu, M. E., & Agbodza, J. S. (2021). Internship work related stress: A comparative study between hospitality and marketing students. *Journal of Hospitality & Tourism Education*, 33(1), 29–42. <https://doi.org/10.1080/10963758.2020.1726769>
- Miller, A. D. (2011). *Career decidedness, meaning in life, and anxiety: A mediation/moderation model* [Master of Arts Thesis]. Southern Illinois University Carbondale.
- Nikbin, D., & Hyun, S. S. (2017). Does travellers’ casual attribution affect pre-recovery emotions and behavioural intentions? A field study of airline travellers in Malaysia. *Current Issues in Tourism*, 20(1), 80–93. <https://doi.org/10.1080/13683500.2014.898618>
- Olalla, M. F. (1999). The resource-based theory and human resources. *International Advances in Economic Research*, 5(1), 84–92. <https://doi.org/10.1007/BF02295034>
- Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling*, 28(2), 153–166. <https://doi.org/10.1007/s10447-005-9010-1>
- Raymond, C., & Brown, G. (2007). A spatial method for assessing resident and visitor attitudes towards tourism growth and development. *Journal of Sustainable Tourism*, 15(5), 520–540. <https://doi.org/10.2167/jost681.0>
- Restubog, S. L. D., Florentino, A. R., & Garcia, P. R. J. M. (2010). The mediating roles of career self-efficacy and career decidedness in the relationship between contextual support and persistence. *Journal of Vocational Behavior*, 77(2), 186–195. <https://doi.org/10.1016/j.jvb.2010.06.005>
- Rezaei, M., Ghartappeh, A., Kajbaf, M. B., Safari, Y., Mohammadi, M., & Sharafi, K. (2018). Validating “Students’ Opinion Questionnaire” and “Student’s Evaluation of Educational Quality Questionnaire” in relation to teacher evaluation using criterion method. *Educational Research in Medical Sciences*, 7(1), 1–5. <https://doi.org/10.5812/erms.81406>
- Richardson, S. (2009). Undergraduates’ perceptions of tourism and hospitality as a career choice. *International Journal of Hospitality Management*, 28(3), 382–388. <https://doi.org/10.1016/j.ijhm.2008.10.006>
- Rivaldo, Y., & Nabella, S. D. (2023). Employee performance: Education, training, experience and work discipline. *Calitatea*, 24(193), 182–188.
- Robinson, R., Barron, P., & Solnet, D. (2008). Innovative approaches to event management education in career development: A study of student experiences. *Journal of Hospitality, Leisure and Sport & Tourism Education*, 7(1), 4–17. <https://doi.org/10.3794/johlste.71.170>
- Robinson, R. N., Martins, A., Solnet, D., & Baum, T. (2019). Sustaining precarity: Critically examining tourism and employment. *Journal of Sustainable Tourism*, 27(7), 1008–1025. <https://doi.org/10.1080/09669582.2018.1538230>
- Ross, G. F. (1997). Career stress responses among hospitality employees. *Annals of Tourism Research*, 24(1), 41–51. [https://doi.org/10.1016/S0160-7383\(96\)00032-1](https://doi.org/10.1016/S0160-7383(96)00032-1)
- Rupert, M. (2012). *Ideologies of globalization: Contending visions of a new world order*. Routledge.
- Saka, N., Gati, I., & Kelly, K. R. (2008). Emotional and personality-related aspects of career-decision-making difficulties. *Journal of Career Assessment*, 16(4), 403–424. <https://doi.org/10.1177/1069072708318900>
- Schindler, L., Puls-Elvidge, S., Welzant, H., & Crawford, L. (2015). Definitions of quality in higher education: A synthesis of the literature. *Higher Learning Research Communications*, 5(3), 3–13. <https://doi.org/10.18870/hlrc.v5i3.244>
- Şengel, Ü. (2021). Chronology of the interaction between the industrial revolution and modern tourism flows. *Journal of Tourism Intelligence and Smartness*, 4(1), 19–30.
- Şengel, Ü., Genç, G., & Zengin, B. (2020). Expectation differences between the tourism sector and students: A comparative analysis. *European Journal of Tourism, Hospitality & Recreation*, 10(2), 177–189. <https://doi.org/10.2478/ejthr-2020-0015>
- Sevinç, E. (2013). *Çoklu Regresyon Korelasyon Analizinde Varsayımdan Sapmalar ve Çimento Sektörü Üzerine Uygulama* [Deviations from assumption in multiple regression correlation analysis and application on the cement sector]. Retrieved May 2, 2021, from <http://serpam.org/wp-content/uploads/Sevinc2013.pdf>
- Smith, V. L. (1998). War and tourism: An American ethnography. *Annals of Tourism Research*, 25(1), 202–227. [https://doi.org/10.1016/S0160-7383\(97\)00086-8](https://doi.org/10.1016/S0160-7383(97)00086-8)
- Stamolampros, P., Korfiatis, N., Chalvatzis, K., & Buhalis, D. (2019). Job satisfaction and employee turnover determinants in high contact services: Insights from employees’ online reviews. *Tourism Management*, 75, 130–147. <https://doi.org/10.1016/j.tourman.2019.04.030>
- Swanson, J. L., & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies*. Sage publications.
- Tavitiyaman, P., Ren, R., & Fung, C. (2021). Hospitality students at the online classes during COVID-19 – How personality affects experience? *Journal of Hospitality, Leisure and Sport & Tourism Education*, 28, 100304. <https://doi.org/10.1016/j.jhlste.2021.100304>
- Tosun, C., Timothy, D. J., & Öztürk, Y. (2003). Tourism growth, national development and regional inequality in Turkey. *Journal of Sustainable Tourism*, 11(2–3), 133–161. <https://doi.org/10.1080/09669580308667200>
- Türkay, O., & Yağcı, K. (2007). Turizm Eğitimi Alan Öğrencilerin Okulda ve Turizm Sektöründe “Öğrenme”lerinin Sektörden Ayrılma Eğilimlerine Etkisi. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(4), 219–246.
- UNWTO. (2020). *International tourism growth continues to outpace the global economy*. Retrieved March 1, 2021, from <https://www.unwto.org/international-tourism-growth-continues-to-outpace-the-economy>
- Yuan, Y., Tseng, Y. H., & Ho, C. I. (2019). Tourism information technology research trends: 1990–2016. *Tourism Review*, 74(1), 5–19. <https://doi.org/10.1108/TR-08-2017-0128>

Zaitseva, N. A., Ilina, E. L., Nikolskaya, E. Y., Romanova, M. M., & Larionova, A. A. (2016). The main strategic directions of the education system development (on the example of higher education institutions on personnel education for the hospitality industry). *International Journal of Environmental & Science Education*, 11(16), 9155–9168.

Zengin, B., Işkın, M., & Şengel, Ü. (2020). Turizm öğrencilerinin mesleki beklenti, mesleki bağlılık ve meslek

değiştirme eğilimleri üzerine bir araştırma. *Kocaeli Üniversitesi Sosyal Bilimler Dergisi*, 1(39), 79–90. <https://doi.org/10.35343/kosbed.524192>

Zengin, B., & Şengel, Ü. (2020). Üniversite öğrencilerinin gelecekle ilgili kaygı ve beklentilerinin belirlenmesi. *Optimum Ekonomi ve Yönetim Bilimleri Dergisi*, 7(2), 435–454. <https://doi.org/10.17541/optimum.684605>