Research Article

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Expectation differences between the tourism sector and students: A comparative analysis

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Abstract: The aim of this study is to analyse the expectations of undergraduate tourism students from the sector and the expectations of tourism sector managers from students who may be potential sector employees in the future. Data were obtained from 270 students and 102 tourism business managers with the help of a questionnaire. In the analysis, communication was found to be the highest expectation of students from the tourism industry. Their attitudes towards working in a flexible working environment was the expectation that had the least participation. As for the sector managers, while their highest expectation from the students was that they have appropriate qualifications for the sector, their lowest expectation was found to be that students have a strong family structure.

Keywords: Manager expectations; Student expectations; Tourism education; Tourism industry

1 Introduction

There is an increasing demand for trained and specialised personnel in today's tourism industry. Tourism, which is an intensive service industry, needs qualified personnel in order to provide quality service. However, it is known that there are huge differences between the literature and the education given by institutions today on the one hand and the skills the industry needs on the other. The biggest reason for this situation is that the expectations of industry and educational institutions cannot be implemented in an integrated way. In this context, the research question and purpose emerge.

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Along with the changing world conditions, there have been great changes in the expectations and needs of people. The increase in the human interactions due to social changes has resulted in service businesses emerging, proliferating and gaining importance. An important and large part of the service industry consists of tourism enterprises that provide touristic services. For tourism enterprises to provide service of good quality, managers need to be able to perform management procedures correctly. The biggest factor in the preparation of professional managers is quality university education.

The tourism industry comprises many subsectors; so the international and domestic tourist trends formed create new job opportunities by increasing the demand for professionally trained personnel in the sectors (Jugmohan, 2010). No matter how high this demand is, the supply of trained and specialised personnel has consistently been under demand. The biggest reasons for insufficient personnel supply are the factors contributing to the negative image of the tourism industry. These factors can be associated with labour-intensive work, long and anti-social hours, low wages and limited career opportunities (Horner, 2017).

Responsibility for the development of service-oriented human resources is not only related to accommodation organisations, but also to the accommodation management and education system of a country. When the tourism training provided by educational institutions meets the expectations of both the industry and the staff, it will provide the enterprises with employees who have the potential to become quality leaders (Cristou, 1999, p. 683).

This research aims to investigate the expectations of students receiving tourism education and business executives operating in the tourism industry from each other. Although student expectations are often examined, studies aimed at sector expectations are more limited in the literature (Aksu & Köksal, 2005).

Sciarini and Woods (1997) state that research related to tourism should be examined in terms of students, businesses, academics and public authorities. As this study measures the expectations of these two important stake-

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holder groups, which are closely related to each other in tourism, it is believed that this study will make significant contributions to the literature. It will be important to carry out such studies frequently in the tourism industry, which is developing faster than before.

Although it is known that studies on the expectations of tourism students are frequently carried out, unfortunately, this will not reveal all the expectations in the industry. For this reason, researching in both industry and student communities at the same time can provide common consensus. By determining their respective expectations, problems will be approached more realistically. In other words, it is thought that it will provide the opportunity to look at the expectations from a wider perspective. Therefore, the research will add value to the literature by revealing the expectations from both student and industry perspectives.

Students and industry also need to change rapidly over time. It is important to reveal these changing expectations in terms of meeting a common goal. With such studies, the industry will have the opportunity to adapt itself to the trained human resources and the student will have the opportunity to plan his/her career according to the industry expectations. In this sense, the study will fill the relevant gap in the literature.

2 Literature review

While Grobelna (2012) tried to measure tourism students' expectations of their future jobs, their views of the tourism sector were also highlighted. The issue of whether or not a student will work in the sector after graduation is not the only factor determined by an educational institution. For this reason, a study conducted in Poland aimed to understand the attitudes of young people towards their future careers in the tourism sector and to identify possible obstacles for working in the industry after graduation.

As a result of the study, students stated that they wanted to work in the tourism industry after graduation and the main barriers to working in the sector were identified. Some of the findings of the study revealed that students' career intentions were dependent on their own working experience, as well as those of their families and friends. The fact that the nature of tourism was understood was given as an important factor affecting students' intentions to work in the tourism sector.

Korukoğlu (2003), in his study on students receiving education in the first and final grades of university departments, tried to measure their expectations about different topics. He also wanted to measure the difference of 3 years of experience by collecting data from the students who were newly enrolled in the university and senior students. Some of the expectations of the students that were found in the research were as follows:

- The most important expectations of students from university education are getting a good job, which is followed by a high pay.
- There is a parallelism between their education and the practice in business life, and they will be looking for a job in line with their education.
- The lessons are taught aimed at practice and there is a bridge between the university and the industry.

In their study in South Africa, Kokt and Strydom (2014) found the opportunity to compare these expectations from both sides by investigating both the expectations of industry stakeholders and the students' expectations. Data were collected from tourism management and hospitality undergraduates and the stakeholders operating in the Bloemfontein region by questionnaire method. Findings obtained from the questionnaire showed that one among the expectations of the students who received tourism education was that they wanted to start their own businesses and then travel to exotic regions. In addition, most of the student participants stated that they wanted to work in the congress and activity sector. Considering the initial position expectations, it was found that 37.56% of the students had the intention to start working in the managerial position. The most important talent that the industry expects from the students was stated as the ability to effectively deal with customers. This is followed by the expectation of maintaining professional standards, positive attitude, adaptability, flexibility and being service oriented. The findings obtained are supported by different studies on the subject (Raybould & Wilkins, 2006; Lu & Adler, 2009; Richardson & Butler, 2012).

Üzümcü et al. (2015) identified the reasons of vocational school tourism programme students to receive tourism education and investigated their perspectives on the future of the profession. They found that expectations regarding fees and career opportunities differed according to the reasons for choosing tourism education, and they did not find any relationship between their employment and working conditions and their choice of tourism education. It was also stated that students coming from vocational high schools are more conscious and aware when choosing this department.

While the general evaluations of managers regarding their employees who have received tourism education at the undergraduate level are positive, it is understood that

they find the employees concerned to be more successful in the dimensions of 'vision and analytical thinking', 'managerial success' and 'occupational success', compared to other dimensions (Çimen & Akbaba, 2006).

Roney and Öztin (2007) found that willingness to deal with tourism, willingness to work in tourism after graduation and work experience were put forward as important factors in shaping the students' professional image in tourism. In another study, Türkay and Yağcı (2007) found that students at the undergraduate level think that their learning is at a lower level, that they believe that they have less opportunity to practice what they have learned and are less inclined to produce services. The research data was collected in four dimensions. It was concluded that these dimensions were the appropriateness of what was learned at school for the sector, the importance given by the sector authorities, learning and the inclination of the student to produce service.

Jiang and Tribe (2009) concluded a similar study in five different categories. These were ranked as personal reasons, the quality of tourism jobs, human factors, education and management factors. The jobs in the tourism sector are considered as short-lived by students, and youth years are seen as the best time to work in the sector. Almost none of the students perceive the jobs in the tourism sector as a promising job and have concluded that they do not want to have a permanent career in the sector. Another research on the career perceptions of domestic (Australia) and international tourism students studying in Australia found that there were significant differences between the two groups and that international students had a higher tendency to believe that the tourism industry offered important factors in their career choices (Richardson, 2010).

In a study conducted on the career perceptions of hotel management and tourism students studying in the USA, it was concluded that the participants were generally satisfied with their careers in the accommodation and tourism industry and that they were determined to pursue a career in the industry (Richardson & Thomas, 2012). In two other researches, most of the participants stated that they would like to continue their careers in the tourism industry in the future and that they would like to take part in top positions in tourism enterprises in the long term (Collins, 2002; Zengin et al., 2011; Dinçer et al., 2013; Kim et al., 2016). However, studies are emphasising that graduates should gain experience by gaining experience for the first 2 years instead of being placed in a management position. Otherwise, looking for a job for the executive position will cause time loss (Raybould & Wilkins, 2005).

Aymankuy and Aymankuy (2013) stated that students considered working in the sector after graduation, but for many years, the tourism sector was not thought to be ideal to work in. In addition, it was concluded that students who had not yet served their internships had a more positive approach to a career in the tourism sector as compared to students who had already served their internships.

Another research determined that the hotel managers' expectations of tourism graduates were primarily that they were willing to work, they had a basic knowledge of the hotel sector and they were able to contribute to effective teamwork. In addition, 47.3% of the hotel managers stated that the commitment of the employees to the organisation was one of the most important characteristics for an employee (Jaykumar et al., 2014).

Güzel et al. (2014) in their research, when considering students' viewpoints of their careers in tourism, perceived that students are undecided as to the positive or negative factors of a career in tourism. It was concluded that students' highest career perceptions stemmed from 'tourism providing the opportunity to work abroad' and 'the pleasure of meeting with new people' (Ulama et al., 2015) and their most negative perceptions stemmed from 'tourism being less respectable than other jobs', 'tourism leading to gender discrimination', 'leaving no time for social life' and 'the small amount of economic return'.

Demir and Demir (2014) whose study was based on the evaluation of internship by tourism managers found that the majority of the study participants believed that occupational internship and interns are important elements in the tourism sector. The participants also stated that new legal regulations relating to professional internships are needed in the tourism sector.

It was stated that attitudes towards the tourism industry were primarily those of it providing great opportunities to meet new people, to see new places and the industry having a vigorous and dynamic structure. It was also stated that the differences between the classes and the ages were similar. In general, it was found that students had a positive attitude towards the tourism industry (Ulama et al., 2015). Another study on the subject observed that at schools providing vocational tourism education that aimed at training qualified tourism employees, significant problems such as the curricula, the academic calendar, internship practices and lack of facility still persist. However, it was found that cooperation and coordination between schools that constituted the main supply to the tourism sector, and public institutions, which are both regulatory and supervisory, was not at a sufficient level (Akıncı, 2015).

A study on the attitudes of hotel managers towards tourism education suggested that practical training should be given, together with theoretical courses and that students' personal development should be ensured (Üzümcü, 2015).

Türker et al. (2016) conducted a study on students' perceptions of the tourism sector, which revealed students have negative perceptions of the sector with regards to the working conditions. A significant difference was found in the perceptions of undergraduates and associate degree tourism students regarding the sector.

Jiang and Alexakis (2017) found in their study on the attitudes of students and managers regarding entering the management levels in the sector that both parties have different perceptions. It was found that the topics of desiring to learn and of teamwork were considered more important by managers than by students. It was revealed that the level of information with regards to time management and the industry were more important to students than to managers.

However, in another research, the attitudes of students regarding hospitality education and their careers were explained. Participating students indicated that education is not sufficient in itself, and that work experience had an important role to play. It was concluded that education and employment were poorly compared (Nachmias et al., 2017). In another important study aimed at the perception of travel agency managers regarding employment in the tourism industry, it was concluded that managers defined general tourism skills as the most important employability skill, and this was followed by professional attitude, discipline and career planning. In addition, among preferences assessed at a certain level, 'communication skills' were reported to have the highest score (Tsai, 2017).

It was revealed in the literature review, that studies aimed at student expectations on different levels should be conducted frequently. Studies conducted in different countries gave different results because many parameters such as education, culture, social structure, historical background and development levels could affect students' expectations. Therefore, it was recommended that such studies should take place at similar levels in different regions.

Based on the literature review conducted and for the purposes of the research, answers to the following research questions are sought:

- What are the expectations of students receiving tourism education from the enterprises operating in the tourism industry?
- What are the expectations of the managers in the tourism industry from the students receiving tourism education?
- How are the descriptive characteristics that affect tourism student and manager expectations?

3 Methodology

Quantitative research methods were utilised in the study. The questionnaire was preferred as a data collection tool. For this purpose, two separate scales were prepared. Data were collected simultaneously from both students and managers in university and tourism enterprises located in Sakarya city. For this purpose, literature research was conducted and research that measured the expectations of both samples together was compiled. In this context, two scales were formed by utilising the scale applied by Kokt and Strydom (2014) in the Bloemfontein region of South Africa. According to the socio-economic structure of Turkey, additions and subtractions were made and the scale was given its final shape.

This study was carried out in the Sakarya region chosen as the research area. For this reason, the study can be described as a case study. The research population of the study consisted of students of Sakarya University of Applied Sciences, Faculty of Tourism and managers of tourism enterprises operating in the Sakarya region. Data were collected from undergraduate students receiving education only at the undergraduate level in the Faculty of Tourism. In this context, the 783 students who registered actively in the spring semester of the 2017–2018 academic year constituted the population of the first research group of the study. Data were collected from 270 students, based on the acceptable sample size calculated with the help of the convenience sampling method, which is among the non-probability sampling methods. For this population, approximately 250–260 is a sample size that can represent the population (Coşkun, et al., 2015, p. 137). A definite number has not been reached yet regarding the population of managers working at the tourism enterprises in the province of Sakarya. Therefore, the goal was to collect as many questionnaires as possible from the non-probability sampling methods with the help of convenience sampling method, but data could be collected from only 102 managers.

It may be asserted that the scale used in the study meets the condition of validity because it was used to find answers to the same research questions before. Regarding the expressions concerning the reliability of the scale, the

Cronbach alpha values were examined to assess reliability. This value was found to be 0.946 for the student expectation scale and 0.882 for the tourism industry manager expectation scale. In social sciences, if this value is above 0.700, it is accepted that the reliability requirement is provided (Can, 2014, p. 368). Therefore, it can be said that both scales meet the reliability requirement.

4 Analysis and Findings

SPSS program was utilised to report the data obtained within the scope of the study. In this context, frequency, difference and factor analyses were performed. The findings obtained as a result of these analyses were reported. When Table 1 that includes descriptive statistics about students is examined, it is seen that there are more males than females. In addition, participating students are generally in the 20–22 years age group.

Approximately 70% of the students have a family income of more than TL 2500. The most striking data in Table 1 is that approximately 80% of the participants' families live in the Marmara region. As a result, a significant proportion of the participants' families lives in the city. The fact that the faculty is close to the major cities of the Marmara region, Istanbul being in the first place, can be considered as one of the most important reasons for this situation.

When Table 2 that includes descriptive statistics regarding managers is examined, it is seen that 102 managers participated in the study, of which 83% are male and 17% are female managers. When the age range is examined, it is seen that 43 participants are between the ages of 21 and 30 years, 39 participants are between 31 and 40 years and 20 participants are 41 years and above. When the educational level of the participants is examined, it is seen that at approximately 70%, a significant number of the participants are university graduates.

Regarding the types of enterprises in which the participating managers work, it is seen that 50 (49%) participants work in the accommodation establishment, 32 (31%) in the food and beverage enterprise and 20 (19.6%) participants work in the travel enterprise. Of the 102 participants, 33 participants were found not to have received tourism training.

Table 3 shows the frequency values of the students' expectations from the tourism industry. While these expressions generally have a positive inclination, the only expectation having an arithmetic mean above 4 is to

Table 1: Demographic characteristics of students

Variables	Frequency	%	Variables	Frequency	%
Gender			**Father's occupation**		
Female	123	45.6	Public	36	13.3
Male	147	54.4	Private sector	131	48.5
Age (years)			Retired–other	103	38.1
Under 20	29	10.7	**Monthly income of their families**		
20–22	144	53.3	TL 2500 and less	83	30.7
23–25	81	30.0	TL 2501–3500	71	26.3
Above 25	16	5.9	TL 3501–4500	63	23.3
The class in which they received education			TL 4501 and above	53	19.6
1st grade	36	13.3	**The region where the families live**		
2nd grade	61	22.6	Marmara region	215	79.6
3rd grade	100	37.0	Aegean region	6	2.2
4th grade	73	27.0	Black Sea region	13	4.8
Participants' mothers' profession			Mediterranean region	3	1.1
Housewife	199	73.7	Central Anatolia region	11	4.1
Private sector	38	14.1	Eastern Anatolia region	3	1.1
Public	33	12.2	Southeastern Anatolia region	4	1.5
Those who have employees who work in the tourism sector in their families			**Their families' place of residence**		
Yes	42	15.6	Rural	61	22.6
No	228	84.4	City	209	77.4

TL: Turkish lira

Table 2: Demographic characteristics of managers

Variables	Frequency	%	Variables	Frequency	%
Gender			**Business type**		
Female	17	16.7	Accommodation	50	49.0
Male	85	83.3	Travel	20	19.6
Age (years)			Food and beverage	32	31.4
21–30	43	42.2	**Executive level**		
31–40	39	38.2	Other tier manager	68	66.7
41 and above	20	19.6	Upper tier manager	34	33.3
Education levels of the participants			**Is there tourism training?**		
High school and equivalent	33	32.4	Yes	69	67.6
University	69	67.6	No	33	32.4

communicate with people. However, expectations such as making people happy with the service they provide, travelling to different places thanks to the sector, being promoted as a manager in the sector and easy correction of professional mistakes are the most favourite opinions. Flexible working hours, being able to find a job in the desired department, the ability to start one's own business, to get a good salary, to provide a balance between work and family responsibilities and to have a good reputation in the society are the student expectations with the lowest participation. It may be considered likely in developing countries such as Turkey that these expectations expressed by the students are low. Because in this service-dominated industry, there are important doubts about both the working environment and the future of the profession.

The frequency values of the statements regarding the expectations of business managers in the tourism industry are given in Table 4. It is necessary to say that the expectations of business managers from the students receiving tourism education are generally high. The arithmetic average of only four of the expectations remained below 4. The lowest expectations the business managers had from students were that they have management skills, leadership characteristics, the ability to use the internet and social media and strong family relations.

Table 5 gives the results of the factor analysis, which allows the dimensioning of the expressions about the expectations of tourism students from the sector. According to factor analysis, students' expectations were gathered in four different dimensions, which are communication and human relations, finding a suitable job and department, flexible working conditions and family responsibilities, and using professional and technical information.

Arithmetic average, Cronbach alpha and explained variance values for each dimension are also given in Table 5 within the framework of statistical consistency. In addition, the Kaiser–Meyer–Olkin (KMO) value measuring the appropriateness of the scale for factor analysis was determined as 93%. The total explained variance value of the factor analysis was determined as 63.02%. These values also indicate that the factor analysis made is statistically valid and significant.

Table 6 gives the results of factor analysis, which allows the dimensioning of the statements about the expectations of managers in the tourism sector from the students. According to the factor analysis, managers' expectations were gathered in four different dimensions, which are managerial and technological skills, professional and communicative skills, adaptation and socio-cultural awareness.

Arithmetic average, Cronbach alpha and explained variance values for each dimension are also given in Table 6 within the framework of statistical consistency. In addition, the KMO value, which measures the appropriateness of the scale for factor analysis, was found to be 73.4%. The total explained variance value of the factor analysis was determined as 67.28%. The factor analysis conducted within the framework of these values proves that it is statistically significant and valid.

In the different analyses conducted aimed at student expectations, significant differences were only found regarding gender. According to other descriptive statistics, no significant difference was found. In light of this information, it can be seen from Table 7 that there is a signif-

Table 3: Frequency analysis regarding student expectations

Statements	Mean	SD	Statements	Mean	SD
I can communicate with people in the tourism industry	4.08	1.01	I can make people happy by providing good service in the tourism sector	3.87	1.09
Working in the tourism sector, I can find the opportunity to travel to interesting places	3.89	1.00	I can correct my professional mistakes in the tourism sector	3.85	0.90
I have the potential to become a manager in the tourism sector	3.81	1.01	I can use my internet-based technological knowledge in tourism sector	3.72	0.96
I can constantly improve my expertise and skills in the tourism sector	3.78	0.98	I can easily find a job in the tourism sector	3.49	1.01
I can have a good career in the tourism sector	3.76	0.96	I can get a chance to meet new people in the tourism sector	4.05	1.04
Since I work in an energetic and supportive environment in the tourism sector, I can always stay dynamic	3.62	0.99	I can start working in the department I want in the tourism sector	3.38	1.01
I can apply the technical information I received from the school in the tourism sector	3.61	0.99	I can easily interact with people in the tourism industry	3.95	1.01
I can have a regular job in a certain geography in the tourism sector	3.58	0.96	I have the opportunity to meet important (famous) people in the tourism sector	3.79	1.05
I can have a good salary in the tourism industry	3.52	1.04	I can find solutions when I face business-related difficulties in the tourism sector	3.76	0.97
I can start my own business in the tourism sector	3.47	1.11	I can gain a good reputation in the community by working in the tourism sector	3.55	1.02
I can become a service/department manager in the tourism sector in a short time	3.35	1.10	I can use the technological information I obtained from the school in tourism sector	3.62	0.99
I can work in a flexible working environment in the tourism sector	3.37	1.08	I can balance the business and family responsibilities in the tourism sector	3.54	1.04
I can work with flexible working hours in the tourism sector	3.29	1.13			

SD: standart deviation, AA: arithmetic average

icant difference in terms of gender only in the dimension of using professional and technical skills. There is a difference stemming from women's thinking more positively than men. In short, men expect that they will use their professional and technical knowledge more than women during tourism education.

While there is a difference in the managerial and technological skills dimension due to women's thinking more positively than men, there is a difference in the professional and communicative skills dimensions due to the fact that men think more positively than women. In short, while male executives have high expectations from tourism graduates in terms of their professional and communication skills, female executives have higher expectations in terms of managerial and technological skills.

When Table 8 is examined, a significant difference is found in terms of the ages of the managers only in the dimension of occupational and communicative skills among the dimensions forming managers' expectations from tourism students. Tukey test, which is one of the post-hoc tests, was applied in order to determine among which variables the differences were realised. According to the results of this test, the difference in professional and communication skills dimension was between 21–30 years and 41 years and older age groups. As the managers' ages increase, their occupational and communicative skills expectations from the students decrease.

Table 4: Frequency analysis regarding the expectations of managers

Statements	Mean	SD	Statements	Mean	SD
It is important for tourism graduates to have good communication skills	4.68	0.54	It is important that tourism graduates have the qualifications required by the sector	4.79	0.49
It is important for tourism graduates to have listening skills	4.70	0.53	It is important that tourism graduates have the ability to work unattended	4.54	0.69
It is important that tourism graduates exhibit positive attitudes	4.70	0.45	It is important for tourism graduates to have technical skills	4.44	0.66
It is important for tourism graduates to remain calm in crisis situations	4.61	0.52	It is important for tourism graduates to have information and communication skills	4.42	0.63
It is important for tourism graduates to communicate effectively with customers	4.79	0.40	It is important for tourism graduates to have social awareness	4.33	0.70
It is important that tourism graduates are prone to teamwork	4.61	0.61	It is important that tourism graduates adapt to flexible working conditions	4.26	0.91
It is important for tourism graduates to empathise in customer relations	4.65	0.49	It is important that tourism graduates are technologically equipped	4.20	0.76
It is important for tourism graduates to adapt quickly to their jobs	4.58	0.65	It is important for tourism graduates to have management skills	3.94	1.07
It is important for tourism graduates to be service oriented	4.78	0.55	It is important that tourism graduates have leadership characteristics	3.89	0.93
It is important for tourism graduates to have cultural awareness	4.37	0.65	It is important that tourism graduates have high skills in using internet and social media	3.80	0.98
It is important for tourism graduates to develop and maintain professional standards	4.60	0.54	It is important for tourism graduates to have strong family relationships	3.29	1.11

SD: standart deviation, AA: arithmetic average

Table 5: Factor analysis of expressions regarding students' expectations

Factor dimensions – statements	Explained variance	Mean	Cronbach alpha	Factor load
Communication and human relations	29.208	3.88	0.935	
I can communicate with people in the tourism industry				0.841
I can get a chance to meet new people in the tourism sector				0.818
I can easily interact with people in the tourism industry				0.768
I can make people happy by providing good service in the tourism sector				0.758
I can find solutions when I face business difficulties in the tourism sector				0.736
I have the opportunity to meet important (famous) people in the tourism sector				0.721
Working in the tourism sector, I can find the opportunity to travel to interesting places				0.690
I can correct my professional mistakes in the tourism sector				0.661
I have the potential to become a manager in the tourism sector				0.616
I can constantly improve my expertise and skills in the tourism sector				0.589
Since I work in an energetic and supportive environment in the tourism sector, I can always stay dynamic				0.522
Finding an appropriate job and department	12.172	3.56	0.735	
I can start working in the department I want in the tourism sector				0.769
I can become a service/department manager in the tourism sector in a short time				0.692
I can easily find a job in the tourism sector				0.587
I can start my own business in the tourism sector				0.503
Flexible working conditions and family responsibilities	11.220	3.41	0.758	
I can work in a flexible working environment in the tourism sector				0.839
I can work with flexible working hours in the tourism sector				0.829
I can balance work and family responsibilities in the tourism sector				0.554
Using professional and technical information	10.423	3.63	0.700	
I can use the technological information I obtained from the school in tourism sector				0.780
I can apply the technical information I received from the school in the tourism sector				0.764
I can have a regular job in a certain geography in the tourism sector				0.511

Varimax rotation principal components analysis:total variance explained: 63.02%; Kaiser–Meyer–Olkin sample size: 93.0%; Barlett sphericity test: $p < 0.05$; df: 210; chi-square: 3155.074; evaluation interval (for the first and second dimensions [1] strongly disagree–[5] strongly agree)

Table 6: Factor analysis of the expressions regarding managers' expectations from students

Factor dimensions – statements	Explained variance	Mean	Cronbach alpha	Factor load
Managerial and technological skills	19.908	4.22	0.827	
It is important that tourism graduates have high skills in using the internet and social media				0.853
It is important that tourism graduates adapt to flexible working conditions				0.831
It is important that tourism graduates are technologically equipped				0.715
It is important for tourism graduates to have information and communication skills				0.639
It is important for tourism graduates to have management skills				0.633
Vocational and communicative skills	18.432	4.75	0.766	
It is important that tourism graduates are prone to teamwork				0.825
It is important for tourism graduates to communicate effectively with customers				0.736
It is important for tourism graduates to have good communication skills				0.712
It is important for tourism graduates to develop and maintain professional standards				0.580
Adaptation	14.957	4.73	0.777	
It is important for tourism graduates to adapt quickly to their jobs				0.755
It is important that tourism graduates exhibit positive attitudes				0.750
It is important for tourism graduates to have listening skills				0.747
It is important for tourism graduates to empathise in customer relations				0.589
Socio-cultural awareness	13.987	4.04	0.761	
It is important for tourism graduates to have cultural awareness				0.818
It is important for tourism graduates to have strong family relationships				0.762
It is important for tourism graduates to have social awareness				0.724

Table 7: Differences of student expectations in terms of gender

Dimensions	Variable	Frequency	Mean	T value	*p*-Value
Communication and human relations	Male	147	3.81	1.42	0.156
	Female	123	3.95		
Finding an appropriate job and department	Male	147	3.61	–1.18	0.239
	Female	123	3.49		
Flexible working conditions and family responsibilities	Male	147	3.48	–1.27	0.202
	Female	123	3.33		
Using professional and technical information	Male	147	3.52	2.37	**0.018***
	Female	123	3.76		

Significant at *p < 0.05 level

When Table 9 is examined, it is seen that managers exhibit a positive difference according to the types of enterprise in each of the four dimensions constituting managers' expectations from tourism students. Tukey test, which is one of the post-hoc tests, was applied in order to determine among which variables the differences were realised. According to the results of this test, the difference in managerial and technological skills dimension was realised between the managers of hotel establishments and the managers of food and beverage establishments. For this dimension, the expectations of managers in accommodation establishments were higher. On the other hand, the difference in the dimension of professional and communicative skills was realised among the managers of accommodation and travel enterprises.

Likewise, the managers of accommodation establishments have higher expectations regarding this issue. The differences in the other two dimensions, which are adaptation and socio-cultural awareness, occurred among accommodation companies, travel, and food and beverage companies. While the managers of the accommodation establishments have more expectations in terms of adaptation of the students than the other two types of enterprises, the managers of the other two types of enterprises have more expectations about socio-cultural awareness than the managers in the accommodation establishments.

Table 8: Differences in managers' expectations from students according to their ages

Dimensions	Variable (years)	n	Mean	T value	*p*-Value
Managerial and technological skills	21–30	43	4.09	1.35	0.262
	31–40	39	4.30		
	41 and above	20	4.35		
Vocational and communicative skills	21–30	43	4.88	3.80	**0.026***
	31–40	39	4.69		
	41 and above	20	4.60		
Adaptation	21–30	43	4.79	0.48	0.620
	31–40	39	4.69		
	41 and above	20	4.70		
Socio-cultural awareness	21–30	43	4.16	0.89	0.413
	31–40	39	3.97		
	41 and above	20	3.95		

Significant at *p < 0.05 level

Table 9: Differences in managers' expectations from students according to business types

Dimensions	Variable	Number (n)	Mean	F value	Sig.
Managerial and technological skills	***Food and beverage**	32	3.87	8.47	**0.000***
	Travel management	20	4.15		
	***Accommodation**	50	4.48		
Vocational and communicative skills	**Food and beverage**	32	4.81	4.64	0.012*
	Travel management	20	4.50		
	Accommodation	50	4.82		
Adaptation	**Food and beverage**	32	4.62	6.72	**0.002***
	Travel management	20	4.50		
	Accommodation	50	4.90		
Socio-cultural awareness	**Food and beverage**	32	3.90	8.91	**0.000***
	Travel management	20	3.60		
	Accommodation	50	4.32		

Significant at *p < 0.05 level

5 Discussion

In this study, it was determined that tourism students in the Sakarya region have some positive expectations after graduation, such as communicating with people from different segments of the sector and travelling to different places. On the other hand, students also have some negative expectations, such as not having access to the technological resources at school and not being able to balance work and family responsibilities while working in the tourism industry. The directors have strong expectations that the students will be service oriented, will meet the qualifications desired in the sector and display effective communication skills with customers (Burgess, 2007; Riley, 2005). Managers have low expectations that students will have strong family relationships or social media skills. Managers do not expect students to have management or leadership skills either. The fact that graduates work in low-profile jobs immediately after graduation and become managers at a later period illustrates this situation (Ladkin & Juwaheer, 2000; Poulston, 2007). In this study, communication skills were considered to be a high priority for both students and sector managers. Harkison et al. (2011) found similar results for students in their study, while they achieved an opposite result for industry managers.

The expectations of the students from the sector are grouped into categories such as communication and human resources, finding suitable jobs and departments, flexible working conditions and family responsibilities, and using professional and technical knowledge. Kim et al. (2016) have also identified working conditions as another issue. The expectations of students in the sector are grouped into categories such as administrative and technological skills, vocational and communication skills, loyalty and socio-cultural awareness.

The gender of students is a significant factor in determining their ability to use their professional and technical skills. Female students have a higher expectation about this than men. While female managers have high expectations from students in the areas of administrative and technical skills, male managers have high expectations that employees will have good professional and communication skills. The roles of gender in setting expectations have been identified in different studies (Li & Leung, 2001). It has also been found that young managers have a high expectation of vocational and communication skills from students. The influence of managers' age groups on expectations has been studied in the literature as well (Ladkin, 2002). There are also higher expectations on students in accommodation businesses than in food and beverage and travel businesses.

6 Conclusion and implications

Rapidly developing tourism movements have become a very important industry in terms of employment. This structure of tourism has brought along an increase in the number of educational institutions that train top managers or intermediate staff for the industry. However, continuous dissatisfaction between the two important stakeholders of this industry, being students (graduates) and businesses, has reached a considerable level. Therefore, it is very important to know the mutual expectations of the two parties in order to resolve the disputes between these two stakeholders.

Students have a low level of expectation about flexible work and good pay in the Sakarya region. In other words, students with tourism education cannot think that they will have flexible working conditions in this industry. However, they believe that the industry will contribute a lot to them on topics such as communicating with people and seeing new places. In this context, business managers think that students who receive tourism education will have the communicative and technical skills needed by the sector. In addition, the idea that the basic qualifications required by the service sector will be acquired through education is also one of the issues, regarding which managers think positively. However, managers do not have high expectations about students' management and leadership skills, internet and social media usage and strong family relations.

The students' expectations are generally focused on communication, human relations, finding appropriate jobs and departments, flexible working conditions and using professional and technical knowledge. As for executive expectations, they are focused on communicative, professional, managerial and technological skills, compliance and socio-cultural awareness. While accommodation establishment managers have more technical and communicative skills and conformity and adaptation expectations, managers of food and beverage businesses and travel enterprises have expectations regarding socio-cultural awareness. In addition, young managers have higher expectations from students receiving tourism education.

7 Limitations, suggestions and future studies

Although the research provides a comparative assessment of student and sector expectations, the research has some limitations. In this context, the biggest limitation of the research is that the data collection process was restricted to a single region. Researchers used this approach due to time- and cost-induced constraints. Another important limitation of the research is that the managers of tourism enterprises could not participate in the study due to their busy work schedules.

When the results obtained from this study and limitations are evaluated, some suggestions can be made to the stakeholders of the sector, especially business managers and tourism graduates. Firstly, tourism enterprises and students who receive tourism education and who will meet the personnel needs in the industry after graduation have some duties in return. It will be beneficial for tourism students to develop themselves in accordance with all the conditions regarding age and qualifications desired by tourism enterprises. In this context, they need to be equipped with automation systems, foreign language, diction and communication. Tourism enterprises should also meet the demands of graduates, especially in terms of working conditions and wages. In addition, changes or updates can be made in the course programmes of institutions providing tourism education in proportion to the expectations of sector managers. Researchers who want to work in this field can also make a strong contribution to the literature by conducting comparative studies at a regional or international level.

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