

THE SOCIO-ECONOMIC DETERMINANTS INFLUENCING CAREER PERCEPTIONS OF UNDERGRADUATE TOURISM STUDENTS: A LOGIT TRIAL

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Abstract

In historical process, the increases experienced in the income levels of humans and relatively installation of peace environment all over the world after 1st World War became a process, in which touristic activities started in the modern meaning. Although 2nd World War partly interrupted touristic activities during after 1929 Crisis taking place in this process, incomes obtained from the touristic activities had an important share in GDPs of countries and, every passing years, the tourism sector gained much more importance. That is, for the year 2020, the prediction of World Tourism Organization is in the direction of that approximately 1.6 billion people will make the touristic activity and this will have an economic outcome of \$ 2 trillion. Due to the fact that it presents a rapidly growing structure and diversity every passing days, the need for qualified staff in the tourism sector also increases every passing day. In this framework, in order to raise the intermediate and final staff for the tourism sector from secondary education to high education, the installation of educational institutes becomes obligatory. On the other hand, the expectation for employment and income, the factors such as compliance for personal traits etc. can be effective on the tendencies of whether or not the students receiving education on tourism work.

In this study, the tendencies of whether or not the students at the level of associate degree and undergraduate receiving education on tourism in the certain region of Turkey work in the sector were attempted to be presented by means of logit analysis. According to the results obtained, a relationship could not be made between the gender, city lived, the kind of school graduated from, work experience, and becoming receiving of education of associate degree and the desire of whether or not to work in tourism sector ($\alpha=0,05$). On the other hand, between voluntarily choosing to receive education on tourism, compliance of tourism for personal traits, being employed in the tourism sector, and income expectation and the desire of whether or not to work in tourism, it was identified that there was a significant relationship ($\alpha=0,05$).

Keywords: Logit Analysis, Tourism Education, Tourism Employment

Introduction

At the present days, when global competition is experienced at high level, the development of tourism sector becomes possible with well -raised qualified staff to offer high quality service to tourists. In Turkey, in order for the staff to be raised, who will be able to serve at every stage of tourism sector consisting of lines of works at the various kinds and levels, besides tourism vocational high schools at secondary education, at the level of higher education, vocational high schools and faculties (colleges), in which associate degree and undergraduate tourism departments take place, were established (Yeşiltaş et al, 2010) . The main objective of tourism educational institutes in Turkey is to subject to the basic education the staff, who will serve in the tourism sector in Turkey; to bring the tourism consciousness and philosophy in everybody, who will receive this education; to teach the managerial techniques; to comply with the generally acceptable understanding all over the world; and to raise the top level tourism professionals, who will be able to catch the new concepts, ideas, and technologies (Türsab, 1993, Mısırlı, 2002, Üzümcü and Bayraktar, 2004, Eren and Özgül, 2013).

However, it is a general acceptance that the majority of the graduates from tourism education, not choosing to work in the sector on the different reasons, especially arising from the difficulties the working conditions bring and the personal features, went toward the employment in other areas. In this case, it becomes unavoidable that the sector meets the staff it needs especially in the busy seasons in the part of uneducated people.

In this context, the aim of the study is to identify the tendencies, specific to the different variables, of the positive and negative attitudes of the tourism students studying at the level of high education toward the profession tourism.

Literature Review

According to the most general results obtained from the different studies in the domestic and foreign literature, it is seen that the graduates, received tourism education, worked out of their own sectors for the various reasons such as heavy working conditions, low job satisfaction, insufficient wage and that tourism sector meets the need for staff with employing the people not received education on tourism (Pavesic and Bryner, 1990, Ağaoğlu, 1991; Kuşlivan and Kuşlivan, 2000, Kızıllırmak, 2000, Tüylüoğlu, 2003). When that due to gender press on the employee sector, the employment of female employee increasingly becomes difficult (Olçay and Çelik, 2010) is added to this, the issue of employment of educated staff in tourism maintains its presence as an actual problem for every period. In this direction, although the studies carried out on the tendency, attitude, and behaviors toward the profession tourism were carried out in the different counties and different sample environment, it is understood that the findings obtained exhibited similarity (Kuşlivan and Kuşlivan, 2000).

In Turkey, among the students receiving tourism education, just as three are those graduating by preferring the tourism department in the first order, the number of those regretting because they choose this department is quite more (Kuşlivan and Kuşlivan, 2000, Ünlüönen, 2004, Aksu and Köksal, 2005). In evaluations related to finding job in tourism sector and working conditions, the problems such as irregular working hours of the students; that the work processes are more tiring compared to the other sectors; that the possibilities of social security is not enough; and that the extra wages such as premium and gratuity are low are under consideration. On the other hand, the negative thoughts that will be able to be summarized in the form of that the profession tourism does not prestige in the eyes of society; the insufficiency of service offered to the employees (accommodation, eating-drinking, transportation); that the duration of working is seasonal; and that professional stage promotions are not systematic and marked take place among the common findings of the studies carried out. (Koko and Guerrier, 1994; Cooper ve Shepherd, 1997; Çimen, 2008, Aymankuy and Aymankuy, 2013). The period of internship, which is an obligatory part of tourism education and provides the students to first meeting the sector in the practical meaning, mostly forms the beginning point of that the students develop the negative thoughts against the sector. Especially, that one cannot pass an efficient internship period specific to Turkey; that the institutes view the students as cheap labor force; bad working conditions; verbal abuses by uneducated employers or supervisors; and negative behaviors cause the students doing internship to be in more negative attitudes compared to the other students (Kozak and Kızıllırmak, 2001, Pelit and Güçer, 2006).

In the study carried out in two different cities, Istanbul and Gümüşhasne, in Istanbul, a distinction emerged in the way of that the students studying tourism in Istanbul carried a more tendency to the professional career between the student tendencies in two universities. The physical academic infrastructure of universities, the qualifications of students, institutional culture and, perhaps the most importantly, that the students of the province Istanbul are allowed for working in the sector, while continuing their educations took place among the results of study as a reason for this state (Dinçer et al. 2013), According to the comparative study carried out in the secondary schools providing tourism education in United Kingdom and Greece, it was identified that the British students had a more negative tendency toward working in tourism sector compared to the Greece students (Airey and Frontistis, 1997). The studies of interest have an importance in terms of dealing with the problem employment in the different scales.

Tourism Sector and Tourism Education

As stated in the report of UNWTO released in 2014, international tourist arrivals worldwide grew by 5%, reaching a record 1087 million arrivals with an additional 52 million international tourists in 2013 and Europe led the growth, welcoming 29 million more international tourists, raising the total to 563 million. According the same source, by regions in Europe, Central/Eastern Europe and Southern Mediterranean Europe have shown remarkable increase in the international tourist arrives. The Southern Mediterranean Europe including Turkey surpassed Western Europe in 2005 with 5,9% increase and became the first most visited region. Turkey remained its place in world's top tourism destinations in terms of arrivals in 2013 after moving up one place to 6th in 2011. However, Turkey has not entered the top 10 by receipts since losing its 9th position in 2010 and continues to rank 12th (UNWTO 2014). According to the statistical data provided from TurkStat, the number of visitors is 35,8 million and the tourism income is 34,3 billion dollars in 2014 (Table 1).

Table 1: The number of International Arrivals and Tourism Income of Turkey

Year	International Foreigner Arrivals (million)	Tourism Income (billion \$)	Tourism Income Per Capita (\$)
1980	1 288 060	326 654	253,6
1985	2 614 924	1 482 000	566,7
1990	5 389 308	3 225 000	598,4
1995	7 726 886	4 957 000	641,5
2000	10 428 153	7 636 000	732,2
2005	20 522 621	20 322 111	990,2
2010	28 510 852	24 930 996	874,4
2011	31 324 528	28 115 694	897,5
2012	31 342 464	29 007 003	925,4
2013	33 827 474	32 308 991	955,1
2014	35 850 286	34 305 904	956,9

Source: TurkStat – Departing Visitors Survey

While tourism education at the level of undergraduate and associate, especially Tourism and Hotel Management is concentrating in the areas of travel services and tourist guiding, in the recent years, the programs of recreation management and cookery have been begun to be opened. In Table 2, the numbers of programs receiving at the level of undergraduate and associate degree in public universities in respect with 2014 take place. Tourism and Hotel Management, among public universities, has been a department always receiving the most student. When the private universities are also added to the numbers here, the numbers of student receiving education at the level of high education gradually increases every year.

Table 2. Number of Tourism Associate Degree and Licence Programmes in the State Universities (2014)

Department	Undergraduate Education		Associate Degree	
	N.Ö.	İ.Ö.	N.Ö.	İ.Ö.
Tourism Management and Hotel	133	54	43	28
Tourism and Travel Services	39	18	38	18
Tourist Guidance	15	3	11	3
Gastronomy and Culinary Arts	15	3	28	15
Recreation Management	4	-	-	-

Source: Author’s own calculation based upon the data from OSYM (Student Measuring, Selection and Placement Centre)

Metodoloji

In this study, making scanning domestic and abroad students, a survey was administered to 318 students studying in the universities providing tourism education at the level of associate degree and undergraduate in the various regions of Turkey. In the analyses, setting out from the questions toward the viewpoints of the students receiving tourism education to the sector, their personal characteristics, dataset were formed. In the analyses, STATA.11 package program was utilized. The variables used in the analysis were shown via Table 3.

Table- 3: Variables Used in the Analysis

Symbol of the Variable	Explanation
WORK	Working request in the sector (0=No 1= Yes)
SEX	Sexuality (0=Female 1= Male)
CITY	City (0=Middle 1=Beach)
GRA	Graduated High School (0=Normal high school 1=Tourism high school)
EXP	Experience in the sector (0=No 1=Yes)
SCHOOL	Kind of school (0=Associate degree 1= license)
WILL	Willing while choosing department (0=No 1=Yes)
SUIT	Suitable for personel properties (0=No 1=Yes)
INCOME	Income expectation (0= Low 1=High)
EMP	Employment expectation (0=No 1=Yes)

In this study, in order to identify the relationship between the socioeconomic variables selected and the desire of the students receiving the tourism education to work in the sector, logit model, a dual-ended model, was utilized. In this scope, working/not working in the tourism sector after graduation was handled as dependent variable. In the literature, these models are known as dual-ended models. In the dual-ended models, dependent variable can have two different values. The state selected, the result that can have for the decision or another qualitative structure can have the value 0 or 1.

$$y = \begin{cases} 0 & \text{if } no \\ 1 & \text{if } yes \end{cases} \quad (1)$$

Dual-ended models try to predict the probability $y = 1$ as a function of dependent variable.

$$p = pr[y = 1|x] = F(x'\beta) \quad (2)$$

In order to be able to explain the behavior of a dual-ended dependent variable there are 3 distinct models regarding the form $F(x'\beta)$. These are linear probability models, logit, and probit models.

In the linear probability, $F(x'\beta) = x'\beta$

$$p = pr[y = 1|x] = x'\beta \quad (3)$$

The only problem associated with the linear probability is that the predicted probabilities are not limited in the interval 0 and 1. Therefore, in the dual-ended models, it is not preferable much more.

Of the model of accumulated distribution function, the models using the logistic function are termed as logit models. Logit models are a member of the family of linear functions. Logit analysis provides an interpretable linear model for categorical dependent variables. Model assumptions of logit analysis are not as exact as the assumptions of regression analysis or discriminant analysis. Logit modeling is similar to linear regression model or general linear model or to general linear models for one way –variance analysis. The only difference between them is that the response variable is logit, that is, that it is not a measurable variable. Logit analysis provides a reliable test for controlling the significance of an explanatory variable according to the other explanatory variable. In logit models, there are a response variable with at least two categories and at least one dependent variable. In the logarithmic linear model, using one of the variables as response variable, it can be turned into logit model. (Demaris, 1992: 230).

Log-linear models were developed to analyze the conditional relationship of two or more dummy variables. However, thanks to log-linear models, it is possible to test the distribution of compound formed by the variables, whether or not two or more variables are dependent on each other; or the relationship between two or more variables without based on the cause-effect (Özdamar, 1999: 449-450).

Logit models is the specific states, formed under certain conditions, of generalized linear models. In this case, in the study to be carried out, some of the independent variables are not divided into the continuous or favorable classes, then, instead of log-linear analysis, logistic regression must be used. Also, if some of the variables are handled as dependent variables, then, logit model is convenient. In such a condition, in order to be able the condition of being between 0 and 1, the application of logit model is suggested (Gujarati, 1999: 555). Logit model, also calculating the estimation value of the dependent variable as probability, is a statistical model, taboed or analyzing the raw data stress enabling to make classification in compatible with probability rules (Özdamar, 1999: 476).

Logit model is a mathematical function, in which, when the independent variable goes to infinite, dependent variable is asymptote to 1 Logistic regression analysis is a regression method, often used in the cases, in which the dependent variable is defined as shadow variable, and in which the expected value of dependent variable compared to the explanatory variables is obtained as probability

Logit models are cdf of logistic distribution model. Logit model is demoted as follows:

$$F(x'\beta) = \Lambda(x'\beta) = \frac{e^{x'\beta}}{1 + e^{x'\beta}} = \frac{\exp(x'\beta)}{1 + \exp(x'\beta)} \quad (4)$$

No (4) model is called as Logit model. Whatever values x have, since the exponential term will always be “0”, the sublimit of function is 0. As the variable of logit distribution function has a value between $-\infty$ and $+\infty$, function will have values between 0 and 1. In logit model for determining the function, the relevant parameters cannot be predicted directly obtained by means of least square method. First, making some operations on the relationship, one tries to obtain a linear relationship. For this aim, solving the relevant model according to the relevant instruments,

for predicting the model, the expected value of Y is specified as selecting probability of one (of options defined as 1) of two options (0 or 1) (Kleinbaum et al., 1988: 657).

Results of Analyses

As a result of analyses, definitive statistics regarding the variables used are shown by means of Table 4.

Tablo-4: Tanımlayıcı İstatistikler

Variable	Obs	Mean	Std. Dev.	Min	Max
work	318	.5849057	.4935149	0	1
sex	318	.5660377	.496401	0	1
city	318	.1855346	.3893433	0	1
gra	318	.336478	.4732492	0	1
exp	318	.4591195	.4991114	0	1
school	318	.2012579	.4015722	0	1
will	318	.6855346	.4650344	0	1
suit	318	.5849057	.4935149	0	1
income	318	.6509434	.4774231	0	1
emp	318	.7955975	.4038999	0	1

Of the students to whom survey is administrated, for the question “Do you think of working on tourism sector?”, the answer “no” was given in the rate of 41.5%, the answer “yes” in the rate of 58.5% (Table 5).

Tablo-5: Frekans Dağılımı

work	Freq.	Percent	Cum.
0	132	41.51	41.51
1	186	58.49	100.00
Total	318	100.00	

In logit analyses, rather the magnitude of coefficients, what is under consideration is to determine the direction of the relationships between independent variables and dependent variables. The interpretation on the variation of the coefficients is mostly tried to be expressed by the analyses of marginal effect. Between voluntary choosing the department, compatibility with the personal characteristics, high income expectation, and employment and desire to work in tourism sector, there is a positive relationship ($\alpha=0.05$) at the level of 5% significance. Since the other variables were found insignificant at the level of 5 % significance, the interpretations on these were not provided.

Tablo-6: Results of Logit Analysis

Logistic regression	Number of obs	=	318
	LR chi2(9)	=	121.06
	Prob > chi2	=	0.0000
Log likelihood = -155.28545	Pseudo R2	=	0.2805

work	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
sex	.1701176	.2871549	0.59	0.554	-.3926956 .7329308
city	-.1688287	.3688428	-0.46	0.647	-.8917473 .5540899
gra	-.6258741	.3979009	-1.57	0.116	-1.405745 .1539973
exp	.2489876	.3897259	0.64	0.523	-.514861 1.012836
school	.1528137	.3760237	0.41	0.684	-.5841793 .8898066
will	1.120819	.331069	3.39	0.001	.4719354 1.769702
suit	1.339107	.306384	4.37	0.000	.7386055 1.939609
income	.843582	.3308338	2.55	0.011	.1951597 1.492004
emp	.9885217	.3819692	2.59	0.010	.2398758 1.737168
_cons	-2.464643	.4267163	-5.78	0.000	-3.300992 -1.628294

In logit analyses, decomposition of marginal effects at the level of average and regarding general average enable the magnitude of coefficients to be interpreted. According to the results of analyses of average marginal effect, again at the level of 5% significance, the desires to work in tourism sector of those voluntary choosing the tourism department, those finding tourism compatible with their personal characteristics, and those having high income expectation are more by 18%, 22%, 14% and 16%, respectively, compared to those not having the criteria of interest. This also shows that the social variables such as gender, sort of school, and city lived in as well as

In this study, the emerging results show that an important part (almost half them) of the students studying at the associate degree or undergraduate level will go toward the different working areas after graduation, thus continuing the lack of qualified staff.

In the framework of the indicators selected in this study, the desires of those receiving tourism education to work in the sector was analyzed by means of a logit model. As a result of analyses, it was determined that the economic expectations toward the sector played a more determinative role compared to the other variables. A positive directional correlation was found between the perceptions of the students toward the tourism sector and their working tendencies in tourism sector. In case that the perceptions of the students toward tourism sector change in the positive direction, it is considered that the tendencies toward working in tourism sector can also change positively. In this context, that the studies that will affect the perceptions of the students studying tourism in the positive direction are carried out both sector representatives and educational institutes have a great impotence.

Biography of Authors

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