

The Measurement of Attitudes and Perceptions of Vocational School Students Having Tourism Education in Terms of Career Judgments

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Abstract

The fact that the employees constituting the basic staff of tourism businesses walk up the steps one by one will increase their opportunities of building a career in tourism sector. In career planning, the knowledge and experience of the students obtained within internship during school life have seemed to be considerably effective on getting a start in business. Working is important in terms of measuring the attitudes and perceptions aimed at setting career objectives of the students having tourism education. From the research methods, questionnaire technique has been used in the study. As a result of the study, it has become evident that while planning their career, the students consider the appropriateness of tourism to their abilities and personal characteristics and they are conscious of the necessity of having the knowledge level and capacity that tourism as an occupation requires.

Keywords: Tourism sector, tourism training, students, business life, career objectives.

1. Introduction

In globalizing world, the resemblance of the technologies used in companies to one another has evoked the existence of "human" factor in competition and innovation studies. Under these circumstances, it has become a necessity that the capacity of individual, forming the base of the system, in terms of technique and work discipline should be increased. And this depends on the quality of vocational and technical education processes. Training human resources, satisfying the expectations and complying with the fast development in technology necessitates improving the quality of the education given by institutions which serve vocational and technical education (Okay, 2010). Qualified work force can only be provided only with active and qualified tourism education. Without investing in human resources, physical and technological equipment and economical development don't make sense alone to be able to increase and improve the quality of service (Baltacı, et al., 2012). The quality of service sector is closely connected with the quality of the personnel. From this point of view, ensuring quality in human resources and accordingly in tourism depends on education. The relation between the sector and tourism students approached as potential tourism personnel, their perceptions, career expectations and choices have become more of an issue within this scope (Türkay, 2009).

Career can be defined as "occupation series going on lifelong equipped with behaviour motives of people, and proceeding in a chosen line of business and as a result of this, earning much more money, taking much more responsibility, attaining much more status, power and prestige" (Dikili, 2012). The studies have mentioned that the achievement level of graduation of the large part of American students studying at university has influenced them to build career significantly. The experiences that Afro-American males have acquired at university years have contributed much to get prepared for their careers and to improve themselves (Owens, et al., 2010).

The students, especially in their senior years of the school, have started to make decisions on critical planning in decision-making process related to career, research and employment or further education. These individual personality factors and contextual effects have made the career decision-making process more complicated (Rogers et al., 2008).

Both the personnel and the organisation have impact on the career process. It is possible to evaluate career management, in this sense, as organisational and individual career management (Kitapçı et al., 2002). Individual's decision of building a career has been considered as one of the most difficult decisions of their lives.

During this tricky period, some individuals try to direct their careers by calling individual career consultancies, and others do it with their self-tendencies or with the help of computer based craft vocational and counselling services (Gati et al., 2006). When it comes to the individuals building an academic career, although the applicants show so much dependency to their occupations before starting to study independently in scientific sense, they need additional counselling education and experience (McDonagh, 2008). Especially, professional thinking abilities of the academicians aiming at building careers in their occupations should be supported by determining the objectives of career development. Such self-awareness is the first step in effective career decision-making process (Lieff, 2009). In the study, it has been concluded that ability has a significant impact on the individuals' career planning instead of improving the opportunities and developing with the experienced change (Donner et al., 2001). Relations, perceptions, expectations and preferences of tourism students, required to be considered as potential tourism personnel, have become more of an issue (Türkay et al., 2009).

Vocational schools and vocational high schools are the places of labour. With being close relatives of universities, vocational schools are training units that aim to develop specialty directly for students, which are in an effort of career acquisition; which consist of program curriculums know-how, procedural knowledge and differentiates from deep theoretical knowledge that is characteristics of university education (Akdemir et al., 2015).

The tendencies of the students having tourism education to work in tourism are considerably low. Trying to find the basis of the problem appears to be a significant duty of academes. In this study, the attitudes of the students towards the sector will be able to be evaluated through analysing the factors they ground on choosing the place of work. Because the criterions grounded on the selection of the work place, in fact, reveals the attitudes towards tourism, working in tourism and touristic businesses. The expectations of the students in early years can be limited. However, the students are aware of their own abilities and what they need (Whittle et al., 2001).

Student satisfaction is one of the significant issues that business world dwell on with the thought that training qualified personnel as well as educational institutions. Therefore, educational institutions which realize that they have to develop student services consistently and present quality education, being aware of the expectations of the students to get students' satisfaction obtain the results of gaining advantage in this field (Eren et al., 2013).

2. Material and Methodology

In this study, the data analysed have been obtained with the questionnaire technique via the application of personal interviews. The questionnaire inquiry has been implemented on the sample unit within the scope of the research in project field.

The research has been conducted in four phases. In the first phase, questionnaire inquiry has been implemented on the second grade tourism students studying/to be studying in 2012-2013 spring term. In the second phase, questionnaire inquiry has been implemented on the second grade tourism students to be studying in 2013-2014 fall semester; in the third phase, on the second grade tourism students to be studying in 2013-2014 spring term and in the fourth phase, on the second grade tourism students to be studying in 2014-2015 fall semester.

Sample Model

Within the scope of the search, the quota sampling which predicates upon the second grade students in sample selection that will represent the second grade students in all the schools providing associate degree tourism education has been implemented. The questionnaire implementation has been determined according to simple random sampling method among the students appropriate for quota limitations. One of the questionnaires was included in the 1547 assessment.

3. Reliability of the Scale

The career objectives scale questions have been formed by benefiting from the studies of Akış Roney-Öztin (2008) and Sav (2008). In the questionnaire form, there are 22 statements. According to the results of the questionnaire conducted in the first year, reliability analysis value is found as 0,873 (Cronbach Alpha). The values which is under the value of 0,25 from correlation coefficients between question-whole should be taken out in order not to ruin the additivity feature of the scale. One question suitable to this circumstance has been found in the scale. This question has been taken out from the scale and the reliability of the scale has been conducted again. Renewed reliability analysis value has been found as 0,876 (Cronbach Alpha) and 21 statements have been evaluated. Reliability analysis has also been conducted to the results of the questionnaire repeated in the second year as in the values of the first year. The reliability analysis value has been found as 0,881 (Cronbach Alpha).

In the scale, the values under the value of 0,25 have been taken out from the scale and the reliability of the scale has been conducted again. The reliability analysis value has been found as 0,885 (Cronbach Alpha) and the evaluation has been conducted through 21 statements. The result of the scale reliability conducted by examining both years together has been found as the value of Cronbach Alpha 0,878. Two of the values which are under the value of 0,25 from correlation coefficient between question-whole have been taken out from the scale and the analysis has been conducted again. The result of reliability analysis of 19 statements has been determined as the value of Cronbach Alpha 0,885. When the reliability degrees of the scale are considered, it can be seen that reliabilities are statistically in between high rates (Şencan, 2005).

4. Findings

The data obtained as a result of the search continued for two years have been evaluated as two separate years. Thus, the opportunity to compare the results of both years has been provided. Then, more generalizable results have been aimed to be determined by combining the data obtained from both years. In the study, the results of the two years have generally been mentioned and the comparison of the two years has been referred in conclusion section.

In terms of the gender of the students, male students form the majority as a rate of 58%. It is seen that the students are in 20-22 age range with a rate of 70%, they study at hotel management program with a rate of about 55%, and then, travelling program appears with a rate of 28%, followed by culinary and guiding programs. When evaluated in terms of the high school the students graduated from, top three is formed by regular high schools with a rate of 33,2%, Anatolian Hotel Management and Tourism Vocational High School with a rate of 30% and Industrial Vocational and Anatolian High School with a rate of 6%. 50 % of the students have stated that they made university preferences by having knowledge about the school in advance. The rest 49% have mentioned that they didn't have any information about the school. It has been seen that the results are almost equal to each other. 71% of the students have stated that they had information about the school in advance for the question "Have the students had information about the school in advance? Have they chosen this department randomly or just because they wanted not to be remained out?". 28% of the students have stated that they didn't have any information. When the students have been asked why they have chosen the school and the department they are studying, 33% of the students have stated that as they love tourism as an occupation, 30% of them have mentioned that as the school is in a touristic region and 18% of the students have claimed that they have chosen randomly.

It has been seen that to the question of "Is the education taken at university enough to be successful in the career and to find an occupation appropriate for career planning in tourism sector?", 36% of them answered as yes, 31% of them as no and 33% of them as indecisive. This result is the indicator that at least some of them (one third) will not experience career indecisiveness in the future. There are also some studies showing that those, who do not have enough knowledge about the occupations they are working, getting to know themselves and environment, have experienced career indecisiveness more (Öztemel, 2012).

The question of "What is the peak of your career in the future?" has been asked to the students, and 50% of them answered as General Manager, 31% of them as Department Manager and 6% of them as General Manager Assistant. As can be seen, the low tendency of the students to be a lower level staff or department assistant can be seen as an indicator that they have already prepared themselves for plans of building a career. The researches conducted have revealed that workforce turnover is high in tourism and hotel management sector, job satisfaction of the personnel is low, salaries are low and working hours are long (Zengin et al., 2011). It is considered that high turnover rate is caused by unhealthy working conditions in the companies and seasonal working hours.

For the question of "What duty do you think you will perform in tourism companies after graduation?", 28% of the students have answered as front office staff, 22% of them as travel agency staff, 17% of them as kitchen staff, 13% of them as tourist guide and 12% of them as service staff.

The equivalent of the statements that the students mentioned about career objectives according to the scale values is as follows: 1: Totally Disagree 5: Totally Agree. It is pointed out that the students positively agree with the statement "I considered the appropriateness of tourism to my abilities while planning my career" from the questions asked towards the opinions of the students with regard to their career objectives.

When the first three statements from the opinions of the students on career objectives in terms of averages are taken into account, the students most commonly agree with the statements “While planning my career, I considered the appropriateness of tourism to my abilities”, “While planning my career, I considered the appropriateness of tourism to my personal characteristics”, and “While planning my career, I considered the level of knowledge and capacity that tourism as an occupation necessitates”. The students are aware of the fact that education is vitally important so as to be able to proceed in tourism sector together with the objectives they have determined. The students have stated that they do not agree with the statement “After graduation, finding a job in tourism sector is easier when compared to other sectors”, that tourism has got heavier working conditions as it is an occupation of service sector and not everybody can handle it.

When it is analyzed whether there is a difference according to gender while determining their career objectives in terms of the future, it is seen that male students have a more negative thought compared to female students in terms of averages. As a result of the analysis, significant value (sig. 0,018) is statistically found meaningful. In conclusion, it can be said that career objectives of the students show differences according to their gender (Table 1).

Table 1: The Results of T-test Analysis Related to Gender of the Student

Age	Sig. 0,826
High School of Graduation	Sig. 0,352
Age*High School of Graduation	Sig. 0,848
Variance Equality Test	Sig. 0,147*
<i>Variables</i>	<i>Career Objectives</i>
Age	Sig. 0,727
Department	Sig. 0,824
Age*Department	Sig. 0,770
Variance Equality Test	Sig. 0,166*
<i>Variables</i>	<i>Career Objectives</i>
Department	Sig. 0,372
High School of Graduation	Sig. 0,563
Department*High School of Graduation	Sig. 0,544
	Sig.0,155*

*Sig.<0,05 significant

It can be understood that while the student are making their school/department preferences, their gender is effective (Table 2). It is also determined that having knowledge about the school and department in advance do not show any difference according to their gender.

Table 2: The Results of the Analysis Related to Career Objectives (Two-Way ANOVA)

		Gender		Sig. (2- tailed)
		Female	Male	
Determining Career Objectives	M	2,04	1,93	,018*
Reason of School/Department Preference	M	2,81	2,53	,002*
Having Knowledge about the Department	M	1,30	1,30	,500
Having Knowledge about the School	M	1,53	1,49	,109

*Sig.>0,05 significant, ** Sig.<0,05 significant, Career Objectives: Dependent Variable

Because of the differences between men and women in every phase of life and especially in career choices, gender factor has been an important point of investigation and following the career choices, women are seen to be under the influence of their decisions as much as 4 more years than men (Howe et al., 2001). According to Ranson (2003), a simple career choice has at least three different ways of career. These are defined as stable employment depending on an employer, mobility between different employers and lastly self-employment (Yılmaz et al., 2012).

In Two-Way ANOVA test, the first test to be analyzed is variance equality test. According to the test, it is evaluated that test is significant if $*Sig.>0,05$ is true. As can be seen in Table 3, it is noticed that the equality of the variances is significant for each of the variable. However, in spite of the fact that variance equality principle is valid, no significant relationship is detected in terms of sig. values between career objectives and each of the values. Therefore, there is no relationship between the students' demographic features (age, department, high school of graduation) and career objectives that they have planned.

Table 3: The Results of the Analysis Related to Career Objectives (Two-Way ANOVA)

Variables	Dependent Variables
	<i>The Reason of School/Department Preference</i>
Age	Sig. 0,910
High School of Graduation	Sig. 0,536
Age*High School of Graduation	Sig. 0,143
Variance Equality Test	Sig. 0,039
<i>Variables</i>	<i>The Reason of School/Department Preference</i>
Age	Sig. 0,201
Department	Sig. 0,344
Age*Department Variance Equality Test	Sig.0,330
	Sig.0,256*
<i>Variables</i>	<i>The Reason of School/Department Preference</i>
Department	Sig. 0,124
High School of Graduation	Sig.0,834
Department*High School of Graduation	Sig. 0,071
Variance Equality Test	Sig.0,013

*Sig. $>0,05$ significant, ** Sig. $<0,05$ significant

As can be seen in Table 4., because of the fact that the equality of variances is not significant, it is concluded that the age, the school of graduation and the department that they studied in has no impact on the duties the students want to perform after graduation (Sig. $>0,05$). In the study of Baltacı et al., it is identified that the students have preferred the departments they are studying in because of their university entrance exam scores, they have high future anxiety and they have a low level of educational satisfaction (Baltacı et al., 2012).

Table 4: The Results of the Analysis Related to Career Objectives (Two-Way ANOVA)

Variables	Dependent Variables
	What duty do you perform after graduation?
Department	Sig. 0,210
School of Graduation	Sig. 0,909
Department*High School of Graduation	Sig. 0,048**
Variance Equality Test	Sig. 0,000
Variables	What duty do you perform after graduation?
Age	Sig. 0,210
School of Graduation	Sig. 0,909
Department*High School of Graduation	Sig. 0,048**
Variance Equality Test	Sig. 0,000
Variables	What duty do you perform after graduation?
Age	Sig.0,297
Department	Sig.0,003*
Age*Department Variance Equality Test	Sig. 0,064
	Sig.0,000

*Sig. >0,05 significant, ** Sig. <0,05 significant

As a result of the test done for the school/department preferences and “age”-“department” variables, variance equality test is found to be significant and therefore, whether the age and departments of the students have an impact on their school/department preferences is investigated. However, no significant results have been gathered in terms of sig. value. For the question asked related to at what level the students will be in their careers in the future, variance equality test of the students in age-department variables is found to be significant. Yet, as each of the variables is not significant according to sig. value <0,05 rule, they cannot be evaluated statistically (Table 5).

Table 5: The Results of the Analysis Related to Career Objectives (Two-Way ANOVA)

Variables	Dependent Variables
	At what level will you be in your career in the future?
High School of Graduation	Sig.0,050**
Department	Sig.0,539
High School of Graduation *Department	Sig. 0,262
Variance Equality Test	Sig.0,000
Variables	At what level will you be in your career in the future?
Age	Sig. 0,402
Department	Sig. 0,917
Age*Department	Sig. 0,146
Variance Equality Test	Sig. 0,116*
Variables	At what level will you be in your career in the future?
Age	Sig. 0,388
High School of Graduation	Sig. 0,733
Age*High School of Graduation	Sig. 0,125
Variance Equality Test	Sig. 0,000

*Sig. >0,05 significant, ** Sig. <0,05 significant

As can be seen in Table 6., it is analyzed whether there is a relationship between the students reasons of school and department preferences, the duties they wish to perform after graduation and their career objectives, and as *Sig>0,05 significant basic assumption is provided, it is concluded that variance analysis results are reliable. In the Table of ANOVA, sig. value is found as (0,004-0,026) lower than 0,05. Thus, H0 hypothesis is rejected. In conclusion, it can be said that the duty that the students want to perform after graduation has an impact on their career objectives.

Table 6: The Results of the Analysis Related to Career Objectives (One-Way ANOVA)

Career Objectives		
	Homogeneity of Variances	Anova Sig. Among Groups
The reason of school/department preference	0,340*	0,004**
The duty desired to perform after graduation	0,518*	0,026**
At what level will you be in your career in the future?	0,006	0,000**

*Sig. >0,05 significant, ** Sig. <0,05 significant, Career objectives: Dependent variable

Table 7: Correlation Analysis between Demographic Variables and Career Objectives

Independent Variable	Degree of Significance	Career Objective
Age	Pearson Cor.	-,032
	Sig.(2-tailed)	,278
Department	Pearson Cor.	,007
	Sig.(2-tailed)	,802
High School of Graduation	Pearson Cor.	-,044
	Sig.(2-tailed)	,131
Having Knowledge about the School	Pearson Cor.	-,050
	Sig.(2-tailed)	,087
Having Knowledge about the Department	Pearson Cor.	-,072
	Sig.(2-tailed)	,012*
The reason of School/Department Preference	Pearson Cor.	-,021
	Sig.(2-tailed)	,459

* Sig. <0,05 significant, Career Objectives: Dependent Variable

It is noticed that school/department preference reasons of the students create a differentiation on their career objectives. This situation shows that the students act by taking their careers in the future into consideration while they are making their school/department preferences. As the basic assumption is not valid when the students are asked at what level they will be in their careers in the future, no significant conclusion is gathered.

It is concluded that the students' age, the department they have education in, the reasons of school/department preference, and having knowledge about the school in advance have no impact on their career objectives. However, it is determined that there is a relationship between the students' career objectives and having knowledge about the department in advance but this is an inverse relationship. In conclusion, it can be said that having knowledge about the department in advance has negative impact on the students' career preferences (Table 7). Therefore, this output indicates that the more the students acquire knowledge about the department the lower the department preference incidence is.

5. Discussion and Conclusion

Career planning and management has been one of the fastest developing fields of human resources management (Baruch, 1996). In order to be able to ease career decision making process, web based interactive career planning systems are developed. It is stated that these web based interactive career planning systems are more advantageous compared to individual planning (Gati et al., 2003).

Of the decisions that people can make in life, one of the most important one is occupational decision that he/she is going to make during his/her professional life by being affected by various factors. This decision making moment mentioned generally encounters the individual's most critical periods. The fact that the individual has to make such a decision that will affect all his/her life especially in his bloom of youth can generally create an anxiety of being mistaken (Pelit et al., 2011). At this point, the choices of mentors are of great importance during the early periods of career. Mentor plays an important role in revising and developing the applications about career (McDonagh, 2008). Mentorship, which has, for so long, been called as consulting or advising, has been seen as a supporter for the individuals in tricky career transitions (Ritchie et al., 2002).

Students having tourism education are potential representatives of the sector. Although the rise in the number of the institutions that provide tourism education is not reflected in the increase of the number of the graduates, it generates another problem that it is not reflected in the number of staff who has tourism education employed in the sector. Since the people who work in occupations related to tourism, educated personnel and graduates are not protected with any legal regulations. Due to these reasons, graduates have difficulty in doing a career in tourism sector and turn onto other sectors (Çavuş et al., 2015).

The evaluation of all the results gathered from the study is given as follows:

- According to the data of the first year, more than half of the students (52%) have indicated that they made their university preferences without having any knowledge about the school in advance; according to the data of the second year, more than half of the students (52%) have stated that they had knowledge about the school in advance. As a result of the evaluation of the two years together, 50% of the students have stated that they made their university preferences by having knowledge about the school in advance. The rest 49% have explained that they had no knowledge about the school.
- The fact that the students have knowledge about the department they will have education in advance in both years can be presumed as a pleasing situation. Having an idea of what they will do, which is one of the first steps of career planning, making decisions and putting these decisions into practice are important steps.
- According to the data of the first year, when the reasons of preferring the school and the department are investigated, the top reasons are that the students love tourism as a job, the school is in a touristic destination and they made preferences randomly. In the second year, the top reasons are that the school is in a touristic destination, the students love tourism as a job and they made preferences randomly. When investigated generally, the students have stated that they first of all preferred the school/department because they love tourism as a job; secondly, the school is in a touristic destination; and thirdly, they made their preferences randomly.
- In the first year, the students have expressed that they do not think the education they have at university is enough for them to be able to find a job in tourism sector appropriate for their career planning and to be successful in their careers; and similar conclusions are gathered in the second year, too. Generally, one third of the students think the education is not sufficient, one third think it is sufficient, and one third are indecisive about this topic. There are studies which show that the ones who do not have sufficient knowledge about the jobs they do, self-recognition and environment experience more career indecisiveness (Öztemel, 2012).
- In the first year, the students have given the answers of General Manager, Department Manager and General Manager Assistant to the question of what the top point of their career is. In the second year, similar results are gathered. When evaluated generally, the fact that the students have a lower tendency to be lower level staff and department assistant shows that they have already started to get prepared for their own career planning and that they have thoughts about advancing in the career.
- According to the data of the first year, the students have stated that they are thinking of working as front office staff, travel agency staff, kitchen staff, service staff and tour guide. In the second year, the students have expressed that they want to work as front office staff, travel agency staff, kitchen staff and tour guide. It can be seen that the students generally want to work as front office staff, travel agency staff, kitchen staff, tour guide and service staff after graduation.

- In the first year, it can be seen that the most common thoughts among the thoughts of the students are that the students are aware of the importance of education so as to be able to work in tourism sector and they are also aware of the necessity of knowledge and capacity that tourism sector necessitates in their career planning. In the second year, the students have stated that they consider the appropriateness of tourism to their abilities while planning their career and the intense working hours that tourism sector necessitates is an essential factor in career planning.
When considered generally, the students have expressed that they take into consideration the appropriateness of tourism to their abilities and personal characteristics, and the level of knowledge and capacity that tourism sector necessitates are essential while planning their career.
- It is noticed that while the students are determining their career objectives for the future in the first year, male students are in a more negative mood when compared to female students. There are studies showing that gender is an important factor while the students are planning their career (Zengin et al., 2011). Also in the second year, it is seen that male students are in a more negative mood when compared to female students. When considered generally, it can be said that career objectives of the students show difference according to their gender. It is determined that having knowledge about the school and department in advance do not show any difference according to their gender.
- It is understood that in the first year, the department that the students are having education in and the high school they graduated from have impact on their career objectives. It is seen that age and department do not have impact on the students' career objectives. In the second year, it is understood that the department that the students are having education in and the high school they graduated from do not have impact on their career objectives. The students think that when they reach a certain position in the future, their age, the high school they graduated from and the department they are having education in will have no impact. The conclusions gathered from the students in the first year correspond with the data of the first year. When considered generally, no relationship is encountered between demographic features (age, department, high school of graduation) of the students and career objectives they have planned.
- It can be seen that in the first year, the students have stated their age, the high school they graduated from and the department they are having education in do not have any impact on their school/department preferences. The students have also expressed that the variables of age, the high school they graduated from and the department they are having education in have no impact on the position they will have in their career in the future and the duties they wish to perform after graduation.
- According to the data of the first year, it is determined that there is a relationship between the students' career objectives and the high school they graduated from. In the second year, it is concluded that the students' age, the high school they graduated from and the department they have education in have no impact on their duties they wish to perform after graduation. When considered generally, it is concluded that the students' age, the high school they graduated from and the department they have education in have no impact on their duties they wish to perform after graduation. In the study made by Baltacı et al., the participation of the students in their departments in terms of doing career is seen to be low (Baltacı et al., 2012).
- According to the data of the first year, it is determined that there is a relationship between the students' reasons of preferring the school and the department, the duty they want to perform after graduation, and the position they want to be in their career in the future and their career objectives. When the level of this relationship is taken into account, it is determined that there is a significant relationship between the sub groups of "service staff and front office staff" duties the students wish to perform after graduation and their career objectives. It is realized that the students see themselves in the position of department manager, general assistant manager and general manager in the future. According to the data of the second year, it is concluded that the students' age, the high school they graduated from and the department they have education in have no impact on their duties they wish to perform after graduation. When investigated generally, it is concluded that there is a relationship between the reasons of the students to prefer the school and the department, the duties they wish to perform after graduation and their career objectives.
- In conclusion, it can be said that the duties the students wish to perform after graduation are effective on their career objectives. The reasons of school/department preferences are seen to be creating differences on the students' career objectives. This shows that the students consider their career in the future while they are making their school/department preferences.

- The students have expressed in the first year that while they are advancing in their career, they come across with sexual apartheid, and especially when they are planning their career, department preference is important in accommodation businesses. The fact that draws attention is that the thoughts of the students are not positive about advancing in tourism in the occupation or occupations in the future, and they are indecisive. It is determined that there is a relationship between the high school the students graduated from and their career objectives but this relationship is diverse.

As a result, it can be said that the high school the students graduated from is effective on their career preferences. In the second year, it is seen that as the students get knowledge about the department, their career objectives develop in the negative way. It is concluded that generally the age of the students, the department they are having education in, the reasons of their school/department preferences and having knowledge about the school in advance have impact on their career objectives. However, it is determined that there is a relationship between the students' career objectives and having knowledge about the school in advance but this relationship is a diverse relationship. In conclusion, as the students have knowledge about the department, there are negative changes in their career preferences.

Finally, it is put forward that while the students are planning their career they take into consideration the appropriateness of tourism to their abilities and personal characteristics, and they are conscious of the fact they need to have the level of knowledge and capacity that tourism as an occupation necessitates. It can be seen that the students are aware of the fact that education, together with the objectives they determined for the future, is vitally important so as to be able to improve in tourism sector. The conclusions of this study are important in terms of reaching the business owners/administrators of tourism, seeing what the individuals, students of today but qualified staff of tomorrow, think about the sector, and knowing what kind of difficulties and problems they come across with. It really takes long time for the students who are in the first years of their careers to make themselves healthy and professionally improved individuals. During this process, decreasing the common problems of the sector or partially clearing them away will help them realize their thoughts and hopes without being harmed.

6. Benefits Expected from the Project

It is thought that the study can contribute in three dimensions. The first dimension is; what criterions the individuals having tourism education take into account while deciding about the region of work will be an important output. The second one is that; pulling the qualified individuals towards the region in terms of forming competitive regions in tourism is an important topic. The criterions that the businesses in which interregional competition perception is constituted should take into consideration while selecting the staff based on qualified manpower will shed light on the businesses. Today, it is witnessed that competition in tourism sector is experienced among the regions and cities as much as it is experienced among the businesses, and within this context, it is observed that interregional competition perception is constituted. Various organizations carrying on the competition regionally have also arisen. The fact that these organizations which have come forward as "Destination Management Organization" evaluate the expectations particular to region selection of human resources that can be the basic competition power specific to tourism students can create a significant point of view. The third one is; the fact that the expectations of the students are known so as to carry on working in tourism sector after graduation will prevent them from moving away from the sector.

In terms of its topic, the research methodology applied and the outcomes that it has put forward, the project can not only contribute to scientific background but also see what factors they take into account while the students having education at other universities of our country giving tourism education, initially the ones of Muğla Sıtkı Koçman University are determining their career objectives and let the authorities pay attention to these outcomes while preparing the education programmes. This project is a project that can be set as an example in its field because of the fact that it is a project which aims to let the students form career opinions in terms of the future with regard to being applied at all the vocational schools giving tourism education at the same time, and to determine what direction the career objectives have been formed towards. The project can contribute the related literature to improve in future researches and can lay the groundwork for similar studies to be made on this subject.

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