

Were Career Expectations Realized? Examining the Careers of Tourism Management Graduates

Emre YAŐAR¹ & İsmail ÖZTÜRK²

Abstract

The primary purpose of this study is to learn the career expectations of the individuals who graduated from the tourism management department before and after their education, and to investigate whether they have achieved success in their career expectations. The qualitative research method was adopted within the scope of the purpose of the study. A semi-structured interview form was prepared within the scope of the interview technique. There are five questions in the interview form. The purposive sampling was used in the study. Interviews were carried out with 19 graduates from the tourism management department. Interviews were conducted from September 10 to October 10, 2022. Content analysis was used in the written interview notes. As a result, themes and codes were created. These themes are reasons for preference, career expectations before and after graduation, career support, and career barriers. When the study findings are evaluated in general, the career expectations of individuals before and after graduation differ. It is observed that individuals who have career expectations for the sector have problems realizing their expectations. However, individuals who have career expectations outside the industry realize these expectations. Individuals with expectations for the tourism sector reduce their expectations to a low level after graduation. Individuals stated that they received the most support from family and university professors in their career expectations. In the obstacles individuals face, the hotel managers and the individuals themselves are at the forefront. Some suggestions have been developed within the scope of the study findings.

Key Words: Career Expectations, Tourism Management, Graduates, Career

Kariyer Beklentileri Gerçekleřti mi? Turizm İřletmecilięi Mezunlarının Kariyerlerini İncelemek

Özet

Bu çalışmanın temel amacı turizm işletmecilięi bölümü mezunu bireylerin kariyer beklentilerini eğitim öncesi ve sonrası olarak öğrenmek, kariyer beklentilerinde başarıya ulařıp ulařmadıklarını arařtırmaktır. Çalışmanın amacı kapsamında nitel arařtırma yöntemi benimsenmiştir. Görüşme teknięi kapsamında yarı yapılandırılmış görüşme formu hazırlanmıştır. Görüşme formunda 5 soru bulunmaktadır. Çalışmada amaçlı örnekleme kullanılmıştır. Turizm işletmecilięi bölümü mezunu 19 bireyle görüşmeler gerçekleştirilmiştir. 10 Eylül- 10 Ekim 2022 tarihleri arasında görüşmeler yapılmıştır. Yazılı görüşme notlarına içerik analizi uygulanmıştır. Bu şekilde temalar ve kodlar oluşturulmuştur. Bu temalar tercih etme nedenleri, mezuniyet öncesi kariyer beklentileri, mezuniyet sonrası kariyer beklentileri, kariyer desteęi ve kariyer engelleridir. Çalışma bulguları genel olarak değerlendirildiğinde bireylerin mezuniyet öncesi ve sonrası kariyer beklentileri farklılaşmıştır. Sektöre yönelik kariyer beklentileri olan bireyler, beklentilerini gerçekleřtirmede sorun yařadığı gözlenmektedir. Fakat, sektör dışında kariyer beklentisi olan bireyler bu beklentilerini gerçekleřtirmektedir. Turizm sektörüne yönelik beklentisi olan bireyler, mezuniyet sonrasında beklentilerini düşük seviyeye çekmektedir. Bireyler, kariyer beklentilerinde en fazla aile ve üniversite hocalarından destek aldıklarını belirtmiştir. Bireylerin karřılařtığı engellerde ise oteldeki yöneticiler ve bireyin kendisi ön plandadır. Çalışma bulguları kapsamında bazı öneriler geliştirilmiştir.

Anahtar Kelimeler: Kariyer Beklentileri, Turizm İřletmecilięi, Mezunlar, Kariyer


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¹ Arř. Gör. - Isparta Uygulamalı Bilimler Üniversitesi Turizm Fakültesi, emreyasar1852@gmail.com

 ORCID: 0000-0003-1573-0930

² Öğr. Gör. - Kırkkale Üniversitesi Fatma Şenses Sosyal Bilimler Meslek Yüksekokulu, ozturkismail89@gmail.com

 ORCID: 0000-0002-1057-7060

Introduction

Individuals have expectations for different issues in their lives. These expectations are determined by the individual's family for some time. When the individual is able to make decisions on his own, he can now set his own expectations. The wishes of the individual for his career are within the scope of expectations. The individual has a career expectation related to the field of education. Expectations may vary depending on conditions. Whether education is sufficient or not, the level and development of the business potential in the sector, and the structural characteristics of the sector shape the career expectation.

Career expectations are job preferences considered within the scope of vocational opportunities (Metz et al., 2009, p. 156). Although career expectations present information and thoughts regarding an individual's future, it may not accurately reflect an individual's career in later life. Because the individual is in a realistic search for his career (Rojewski, 2005, p. 132). The individual evaluates the most suitable career opportunities for his own life and future. Therefore, career expectations are subject to change. This situation can sometimes be caused by the particular wishes of the individual and sometimes by the conditions of the sector in which they are considering working or receiving an education. Career expectations of individuals who receive and graduate from tourism management education are determined in this way.

Graduates in tourism management are hesitant to continue their careers in the tourism sector due to low job satisfaction, lack of improvement in working conditions, and lack of motivation. For this reason, even if they have been educated in tourism, they prefer a career in a field other than the sector (Lu & Adler, 2009, p. 64). Graduates do this mainly because their career expectations cannot be met (Boo et al., 2021, p. 1). The researchers explored students' career expectations and attitudes toward the tourism industry. Some of these studies have concluded that the expectations of students and their careers in the tourism industry are unfavorable (Aksu & Köksal, 2005; Amisshah et al., 2020; Nair et al., 2017; Robinson et al., 2016; Teng, 2008; Zhang & Wu, 2004). In some studies, students' expectations and attitudes toward careers in the tourism sector have been shown to be positive (Akyol et al., 2018; Anandhwanlert & Wattanasan, 2016; Barron et al., 2007; Çavuş & Kaya, 2015; Dinçer et al., 2013; Habil & Akova, 2017; Kipkosgei et al., 2015; Şengel & Zengin, 2020; Wijesundara, 2015). Moreover, Akış Roney and Öztin (2007) stated that students are undecided about their career expectations. In addition, research indicates that students who receive tourism education are disappointed because their career expectations and perceptions are not mutually reinforcing (Lyons, 2010, p. 51).

As well, it states that students do not want to continue in the tourism sector because of sectoral or individual factors. Even if they begin to work in the sector for a career, they can do so for five years on average (Çeşmeci et al., 2020, p. 853). In studies, a student's career expectations were examined as current or post-graduation career expectations while pursuing their training. There is no research that provides in-depth information on how students' career expectations change before and after graduation and the career expectations they have after graduation. Within the scope of filling this gap in the literature, the primary purpose of this research is to learn the career expectations of individuals who have received and graduated from tourism management education before and after. It also aims to investigate whether they have succeeded in their career prospects.

Career Expectations

A career is a business plan organized according to the person's personal and professional development (Riley & Ladkin, 1994, p. 226). A career is created before vocational education and continues after education (Demir, 2014, p. 1096). A career is the progression of a person through the acquisition of skills related to the field in which they intend to work (Demir & Demir, 2016, p. 47). A person's career does not stop at work. Increasing the level of education and gaining experience to achieve the authorities and objectives given to him about work also constitutes a career. Setting a career goal and being in line for a career is a dynamic process (Nystrom et al., 2008, p. 215)

The expectation is the thought that today will be better than tomorrow (Ramakrishnan & Macaveiu, 2019, p.40). Career expectations include the desired wishes for the future (Gottfredson, 2002, p. 85) Career expectations are work-related goals for a specific time (Johnson, 1995, p. 25). Career expectations are goals that seem possible to reach (Kong et al., 2015, p. 148). Career expectations are an individual's beliefs about his or her work life (Perrone et al., 2010, p. 291). An individual's career expectation can be

affected by psychological and sociological factors (Brown, 2002, p. 4). Psychological factors such as the emotional state in the period when the individual determines his career expectation, his wishes from life, what kind of life he wants to lead, and his perspective on life can be effective (Gönül & Demir, 2020, p. 1650). Factors such as the socio-economic status of the individual and his/her family, the social environment, the structural characteristics of the job in which the individual will continue his career and the future situation may have an impact on career expectations.

The factors that transform the career expectation of individuals who receive tourism education into a positive attitude at the point of continuing in the sector have been determined in the studies. These factors are compensation, social benefits, and promotion opportunities (Wen et al., 2019, p. 159), providing the opportunity to establish unique relationships with others, enabling the acquisition of skills (Amissah et al., 2020, p. 2), being appropriate for knowledge and skills (Wijesundara, 2015, p.173). In addition, factors that negatively affect career prospects have also been identified in studies. These include stressful work, no family life, long working hours, no permanent job due to seasonality, bad attitudes of managers (Robinson et al., 2016), working order, work environment, and personal attitudes (Wijesundara, 2015, p. 172), low social status, unqualified colleagues, unqualified managers, and their attitudes are the terrible attitudes of their colleagues (Kuşluyan & Kuşluyan, 2000, p. 251).

Sample Researches

A variety of studies have been conducted to identify career expectations for students receiving tourism education. Robinson et al. (2016) studied how internship experience affects a student's career prospects. It was determined that most students had negative career expectations after their internship and abandoned a career in the sector. Hjalager (2003) explains that students look at the tourism sector as an opportunity for a job abroad or in an international business. It has been found that male students prefer large companies in the sector. Generally, it is remarkable to note that students' knowledge about career opportunities in the tourism sector is low. Aksu and Köksal (2005) looked at the core expectations of students in the sector. The expectations of students who have experience within the sector and have tourism education in the top three places in their university preferences towards the tourism sector are positive. Students outside the reported group were identified as having negative expectations.

Teng (2008) looked at student expectations concerning employment in the sector. This study determined that students' employment expectations in the sector were negative because of their occupational characteristics and working conditions. Amissah et al. (2020), concluded that students are in a career perspective that is important to others, allowing them to start their own businesses and providing transferable skills. As a result, it was found that students do not want to continue in the tourism industry and want to continue their careers in another field after graduation. Barron et al. (2007), reviewed the career prospects of students who are about to graduate and will join the industry full-time. Consequently, it has been observed that students rate the sector as exciting and offer good career opportunities. On the other hand, it was concluded that students generally hold a positive view of their career prospects in tourism (Akyol et al., 2018; Habil & Akova, 2017; Şengel & Zengin, 2020; Wijesundara, 2015).

Kipkosgei et al. (2015) found that students are more likely to pursue a career in industry after graduation. Anandhwanlert and Wattanasan (2016) found that 70 percent of students want to pursue careers in the sector after graduation. El-houshy (2014), on the other hand, said that despite the students' negative attitudes towards the sector, they intend to continue their careers in the sector after graduation. Akış Roney and Öztin (2007) reported that students are undecided about their careers in the industry. Richardson (2010) explains that students do not believe in career prospects in the field. Ramakrishnan and Macaveiu (2019) found students' professional expectations as managers, owners of their businesses, and uncertainties. Huang (2022) says students tend to have business and entrepreneurial expectations. On the other hand, Çavuş and Kaya (2015) and Dinçer et al. (2013) concluded that the students want to continue their careers in the tourism sector and be in the upper management levels.

Method

The primary purpose of this study is to learn the career expectations of the individuals who graduated from the tourism management department before and after their education. And to investigate whether they have achieved success in their career expectations. The qualitative research method was adopted within the scope of the purpose of the study. The qualitative research allows evaluating of the analyzed events from a holistic perspective (Yıldırım & Şimşek, 2016, p. 68). An interview technique was

used to obtain the data. With the interview technique, detailed information can be obtained on a subject. Thus, individuals' thoughts on the subject are learned (Lune & Berg, 2017). A semi-structured interview form was prepared within the scope of the interview technique. There are five questions in the interview form. The authors determined the interview questions as a result of the literature review by the purpose of the study. The interview questions are as follows;

1. What were your reasons for choosing the tourism management department?
2. What were your career expectations before you graduated?
3. Have your career expectations changed after graduation?
4. From whom did you receive support in realizing or not realizing your career expectations after graduation?
5. What were the obstacles you experienced in realizing or not realizing your career expectations after graduation?

The purposive sampling was used in the study as it was preferred to be able to interview the individuals who are the subject of the study. In this context, criterion sampling was preferred. In criterion sampling, the research is carried out with the participants who are considered to be suitable for the purpose of the research (Baltacı, 2018). Interviews were carried out with 19 graduates from the tourism management department. Table 1 shows the gender, age and graduation information of the participants. Interviews were conducted from September 10 to October 10, 2022. Before completing the interviews, ethics committee approval was obtained from the Scientific Research and Publication Ethics Committee of Isparta University of Applied Sciences with the decision dated 01.08.2022 and numbered 09.

Prior to the interviews, participants were informed of the purpose of the research. The interviews were taped with the participants' acquaintances. Interviews averaged between 20 and 25 minutes. In order to keep confidential the identity information of participants who contributed to the study, participants were randomly numbered P1-P2-P3....P19. Notes and records from the interviews were double-checked and recorded prior to the analysis. The content analysis was used in the written interview notes. As a result, themes and codes were created. Opinions on the determined themes are given under the heading of findings.

Table 1. *Demographic Characteristics of The Participants*

<i>Participants</i>	<i>Gender</i>	<i>Age</i>	<i>Graduation Date</i>
P1	Female	26	2018
P2	Female	26	2019
P3	Male	26	2018
P4	Male	25	2020
P5	Female	25	2020
P6	Male	27	2018
P7	Male	26	2019
P8	Female	25	2019
P9	Male	28	2018
P10	Male	27	2018
P11	Male	26	2018
P12	Female	25	2020
P13	Female	26	2019
P14	Female	28	2017
P15	Male	29	2016
P16	Male	26	2018
P17	Female	25	2020
P18	Female	28	2017
P19	Male	26	2019

Findings

Firstly, the question *"What were your reasons for choosing the tourism management department?"* was asked of the participants. As a result of the content analysis, the theme of *"reasons for preference"* was determined. Participants' views on the theme of preference are given as follows:

"The most important reason why I chose this department is that my score is sufficient for this department." (P1)

"This was the best chapter that could be read with the score I got." (P14)

"My score was enough for this episode. I write the places where the score I get from the university exam will be enough. One of those places was tourism." (P5)

"I studied at tourism high school; I had additional points because I studied at tourism high school, I continued from the tourism department because my experience and education were similar." (P2)

"I went to high school of tourism. After high school, I wanted to take tourism education at the university and continue in the sector." (P7)

"I am a graduate of tourism high school. I wanted to continue tourism again." (P9)

"I had friends who were studying at a tourism high school. I wanted to take care of them and study tourism at the university." (P13)

"I chose this department because it is a department where I can read and work at the same time." (P10)

"The reason why I chose this department is the thought that it is a relatively easy department." (P19)

"I needed to learn a foreign language in this department, so I wrote and studied tourism so that I could learn it both at school and in the industry." (P3)

"I had more or less knowledge about tourism because of my brother. I wanted to study tourism when I took the university entrance exam." (P8)

Table 2. Coding the Theme of Reasons for Preference

Codes	Theme
Having enough points for the department	Reasons for preference
Studying at tourism high school	
Friend's influence	
Providing the opportunity to work while studying	
Easy to study the sector	
Desire to learn a foreign language	
A family member's influence	

Secondly, the participants asked, *"What were your career expectations before you graduated?"*. As a result of the content analysis, the theme of *"career expectation before graduation"* was determined. Participants' views on the theme of career expectations before graduation are given as follows:

"My career goal was to graduate with a bachelor's degree, to do my military service for a long time and to stay in the army; I wanted to become an officer." (P6)

"My career goal was to complete my education and be a soldier. I've tried planning it." (P16)

"I thought I could become managing director in no time." (P1)

"Honestly, I expected that I would continue in the industry and maybe become a manager years later." (P14)

"Before graduation, I expected to learn a foreign language, as I mentioned earlier." (P3)

"I had goals to learn English and learn another language, although I learned a few." (P4)

"As I said before, I wanted to finish school the best way and progress in the area with a certain equipment." (P7)

"I was interested in working in hotels abroad. I was expecting so much." (P8)

"I thought that I would finish school and start work at a resort hotel and work as a hotel manager, and I tried to plan it." (P9)

"That's why, after finishing my education, I wanted to continue in the industry and maybe become a bartender or general manager at work." (P18)

"Maybe to find work with my diploma in the industry, maybe in other areas." (P12)

"It didn't make much sense to work for 5 to 6 months and stay at home the rest of the time, so I got the idea to finish school and progress academically. I had this sort of career expectation." (P19)

"My father runs a business, but it's not a tourist business. After I graduated, I had some thoughts and expectations about starting and continuing to work with him." (P13)

"Before I graduated, I expected to finish school, go to my hometown and start a fast food business." (P11)

"I had no career expectations because I didn't know the department very well." (P5)

Table 3. Coding the Theme of Career Expectation before Graduation

Codes	Theme
Being a soldier-police	Career expectation before graduation
Being a hotel manager	
Learning and improving a foreign language	
Working abroad	
Find any job	
To be an academic	
Working in the family business	
Open a business	
No career prospects	

Thirdly, the participants asked, "What were your career expectations after graduation?". As a result of the content analysis, the theme of "career expectations after graduation" was determined. Participants' views on the theme of post-graduation career expectations are as follows:

"My goal is to be an F&B manager." (P3)

"My career expectation right now is to be a hotel manager, as it was during my student years." (P9)

"After graduation, I still want to go abroad, but I haven't had any luck yet. I have a goal of achieving a good position in the hotel sector until I realize that dream." (P2)

"I became a policeman. My expectation as a career is that maybe I will change my branch and take the exams to get promoted." (P15)

"Currently, I am a trained teacher, but I work in private schools because assignment situations are difficult. My biggest expectation is to be appointed." (P14)

"We have a business now, as I said, a fast food business. Our next expectation is to increase the number of these businesses." (P11)

"I have a goal of finding a 12-month job, not a seasonal one." (P5)

"My current expectation is to show my knowledge and skills on cruise ships. So I want to work on a cruise ship." (P7)

"I expect to work in a hotel abroad for three or five years and return." (P8)

"The wildlife of the tourism industry was not for me, so I got into the real estate business. I'm dealing with that right now. My career expectation is to become an expert in this field and expand my portfolio." (P12)

"My next career goal is to finish my master's degree on time and do my doctorate. Afterwards; I expect to become an academician." (P19)

Table 4. Coding the Theme of Career Expectations After Graduation

Codes	Themes
Being a hotel manager	Career expectations after graduation
Getting a good position in the industry	
Opening a new business	
Being appointed as a teacher	
Raise in soldier-police	
To be an academic	
Find a permanent job	
Working on a cruise ship	
Working abroad	
Becoming a real estate expert	

In Table 5, the career expectations of the participants before and after graduation are given. A clearer understanding of whether the career expectations of the participants are realized or not is provided. As can be seen in Table 5, the career expectations of the majority of the participants changed after graduation. Those who fulfill their career expectations have higher career expectations.

Table 5. Career Expectations of the Participants Before and After Graduation

<i>Participants</i>	<i>Career expectations before graduation</i>	<i>Have career expectations been met?</i>	<i>Career expectations after graduation</i>
P1	Being a hotel manager	No	Getting a good position in the industry
P2	Working abroad	No	Getting a good position in the industry
P3	Improve a foreign language	No	Becoming an F&B manager
P4	Improve a foreign language	No	Open your own business
P5	No career prospects	-	Find a permanent job
P6	Being a soldier-police	No	Be a hotel manager
P7	Continue in the industry	Yes	Working on a cruise ship
P8	Working abroad	No	Working abroad
P9	Be a manager	No	Being a hotel manager
P10	Being a soldier-police	Yes	Rise in your profession
P11	Open a business	Yes	Opening a new business
P12	Find any job	No	Becoming a real estate expert
P13	Working in the family business	Yes	Be a hotel manager
P14	Being a hotel manager	No	Appointment as a teacher
P15	Find any job	Yes	Rise in the soldier-police
P16	Being a soldier-police	Yes	Rise in the soldier-police
P17	Find any job	Yes	Be a hotel manager
P18	Being a hotel manager	No	Being appointed as a teacher
P19	Being an academic	-	Being an academic

Fourthly, the participants were asked, "From whom did you receive support in realizing or not realizing your career expectations after graduation?" Based on the content analysis, the theme of "career support" was identified. Participants' views on the theme of career support are stated as follows:

"My family was my strongest support." (P2)

"I was most supported by my family. When I went to university, they were with me financially and morally." (P3)

"I was supported by my family. After graduation, I could not find a job immediately. I needed to prepare myself to do my current job. In this process, I am able to say that my family is a financial and moral support." (P10)

"After I graduated, I got that job with the help of my family; I can tell my family." (P17)

"Some of my university teachers have shown me many ways of doing this. They told me about the process and how to prepare myself; I cannot pay their fees. They were the biggest supporters." (P18)

"The greatest support came from my teachers throughout and after school. They gave me great guidance." (P9)

"I received great support from my university teachers. They helped me get an after-school job." (P7)

"It's impossible to say I got much support." (P5)

"I don't think I'm getting any serious endorsement from anybody." (P14)

"I got the biggest support from my wife because I got married directly after graduation." (P12)

Table 6. Coding the theme of career support

<i>Codes</i>	<i>Theme</i>
Support from family	Career support
Support from university lecturers	
No support from anyone	
Spousal support	

Finally, the participants were asked the question "What were the obstacles you experienced in realizing or not realizing your career expectations after graduation?" As a result of the content analysis, the theme of "career barriers" was determined. Participants' views on the theme of career barriers are stated as follows:

"There has been no obstacle that I have witnessed so far, I hope not." (P4)

- "I have not faced any obstacles so far." (P13)
- "For now, there are no people blocking my way." (P15)
- "Mobbing was used in some businesses. Nepotism was too much." (P7)
- "As in every sector, there are some injustices in the tourism sector. No matter how much you improve yourself, there are colleagues and managers who block your path." (P8)
- "We can say that the biggest obstacle is the changing socio-economic conditions. Not being able to predict what will happen one hour later undermines the realization of our career expectations." (P12)
- "I was the biggest obstacle in not realizing my career goals." (P1)
- "Not improving myself enough was the biggest obstacle." (P5)
- "I had my intention to pursue a career in the tourism department when I was a student, but I gave up when I saw the difficulty." (P19)
- "The most important reason why my career expectations related to tourism are not realized is that the sector is irregular and seasonal." (P14)
- "The biggest obstacles were interviews." (P10)
- "The obstacles I faced were not being able to pass the interviews." (P6)
- "My parents did not want to let me continue in the industry. The perception of the tourism sector in people is classic; literate waiter. This perception was also present in my family." (P9)

Table 7. Coding the theme of career barriers

Codes	Theme
No obstacle encountered	Career barriers
Hotel managers	
Socio-economic conditions	
Interviews	
The individual himself	
Characteristics of the tourism sector	
Family	

Discussion, Conclusion and Suggestions

This study investigates the career expectations of individuals who graduated from the tourism management department. In addition, the study aimed to determine the reasons for choosing the tourism management department, how they were supported during the realization or non-realization of their career expectations, and what obstacles they encountered. In this direction, interviews were conducted with individuals who graduated from tourism management. The content analysis was applied to the data obtained from the interviews. Themes were determined as a result of the content analysis. These themes are reasons for preference, career expectations before and after graduation, career support, and career barriers. With the coding of the themes, the career expectations of the participants were learned in detail. It was also determined how career expectations differed in the pre-and post-graduation period.

Within the scope of the theme reasons for preference the tourism management department of individuals were examined and coded. Accordingly, individuals prefer the department of tourism management because their scores are sufficient for the department, to have graduated from a tourism high school, to have a friend's influence, to be an easy department, to learn a foreign language, to influence family members and to offer the opportunity to work while studying. The main reason for preference is that the scores of the individuals as a result of the university exam are sufficient for tourism management. Keleş (2017) found that students preferred tourism management because their scores were not sufficient for other departments. The fact that individuals have received their high school education in tourism high schools and the influence of family members are important factors. These factors enable individuals to have information about the tourism sector and lead them to prefer the tourism management department. Konak and Özhasar (2019) state that a significant portion of the students have knowledge about the tourism management department and prefer this way. Zengin and Uzut (2017) draw attention to the fact that families are effective in the choice process. Similarly, friends also have influence on preference. The presence of those who study in a tourism-related department among friends affects the preferences of the

individual. Another reason for preference is the desire to learn a foreign language. Individuals prefer tourism management to learn or improve foreign languages. Davras and Bulgan (2012) state that students understand the importance of foreign language skills. Therefore, it makes sense that the desire to learn a foreign language is a factor in preference. Finally, the factor that is effective in choosing is that the department of tourism management offers individuals the opportunity to work while they are studying. Students have the opportunity to work during the summer months from the first year until they graduate. This opportunity both supports students financially and contributes to gaining experience.

Career expectations of individuals were learned and coded within the scope of the theme of career expectations before graduation. Accordingly, the career expectations of individuals before graduation are to be a soldier-police, to be a manager at a hotel, to learn and improve a foreign language, to work abroad, to find any job, to be an academician, to work in a family business, to open a business. In addition, some individuals do not have career prospects. Individuals' career expectations before graduation vary considerably. Some individuals approach the tourism sector more positively and base their career prospects entirely on the sector. For example, being a manager in a hotel, learning a foreign language, and working in a hotel abroad are career expectations. Studies conducted in national and international literature have determined that a positive approach to the tourism sector affects career expectations. The high level of interest of students in the tourism sector affects their career prospects positively (Habil & Akova, 2017; Kuřluvan & Kuřluvan, 2000; Őengel & Zengin, 2020; Üzümcü et al., 2015; Wijesundara, 2015). Some people expect to open a business in the tourist industry or work in a family business. Huang (2022) explains this situation with the high level of entrepreneurial activity. Although some people are pleased with the tourism sector, they focus on their initiatives and plan their careers in this way. Being a police soldier, finding a job and having career opportunities is influenced by social and economic conditions and people's attitudes toward the tourism industry. These career opportunities are not limited to students in tourist management. Having reliable employment in a short time is the priority for each individual. As a result, individuals are transitioning into more reliable professions, such as being a police soldier. A professional goal is to become an academic. Individuals who feel that industry does not suit them to make career plans in the academic field.

As part of career expectations after graduation, individuals' career expectations were set, and responses were coded. Accordingly, the career expectations of individuals after graduation are to be a manager in a hotel, to have a good position in the sector, to open a new business, to be appointed as a teacher, to be promoted as a soldier-police, to be an academician, to find a permanent job, to work on a cruise ship, to work abroad, and to be a real estate specialist. Career expectations for 19 participants were compared before and after they graduated. Consequently, two participants' career expectations have not changed. Ten participants did not meet their career expectations before graduating. Seven participants achieved their career expectations before graduation and enhanced their career expectations after graduation. Individuals whose career expectations before graduation were to be a police officer (P16, P10), to find a job (P17, P15), to open a business (P11), to continue in the sector (P7), and to work in a family business (P13) realized their expectations. Individuals whose career expectations before graduation are to be a manager in a hotel (P1, P9, P14, P18), to study a foreign language (P3, P4), to find any job (P12), to be a soldier-police (P6), to work abroad (P8) have not met their expectations.

Within the scope of the career support theme, it was examined and coded from whom the individuals received support during the realization or non-realization of their career expectations. In this process, individuals stated that they received support from their families, university professors and their spouses. Some individuals stated that they did not receive support from anyone during this process and that they were alone. In the process of choosing the department of tourism management, as the family has an influence, the family also influences and supports them after graduation. An important finding here is the support that university professors provide to students. It is observed that the bonds established between the student and the professor continue after graduation. Some individuals state that they do not receive any support from anyone, including family members.

In the topic of career barriers, the barriers encountered by individuals in achieving or not achieving their career expectations were identified and coded. The barriers in this process are the hotel managers, the family, the characteristics of the tourism sector, the individual himself, the interviews, and socio-economic conditions. Some reported that they had not encountered any barriers in this process. The main problem of the managers of the hotel is that even if the individual deserves a promotion, this right is not given, and he is exposed to the crowd. Features of the tourism sector can also be detrimental to

individuals. The fact that the industry is adapted to seasonal employment prevents people from working continually. Teng (2008) states that the interest in the sector has turned negative due to the sector's characteristics. Due to socioeconomic conditions, individuals do not have time to realize their expectations. Individuals who do not get the results they want in the interviews or are exposed to injustice cannot fulfill their career expectations. One of the obstacles is that an individual cannot develop himself before graduation. An individual who does not spend his education period actively and learning-oriented is disappointed in realizing his career expectations after graduation.

When the study findings are evaluated in general, the career expectations of individuals before and after graduation differ. It is observed that individuals who have career expectations for the sector have problems realizing their expectations. However, individuals who have career expectations outside the industry realize these expectations. Individuals with expectations for the tourism sector reduce their expectations to a low level after graduation. Individuals stated that they received the most support from family and university professors in their career expectations. In the obstacles individuals face, the hotel managers and the individual themselves are at the forefront. Some suggestions which have been developed within the scope of the study findings are given as follows:

- Curriculum should be arranged in such a way as to enable students to spend their education focused on learning,
- Students should be subjected to more practical training than theoretical courses during the education process,
- Foreign language education, especially English, should be intensified,
- Efforts should be made to ensure students' positive perceptions of the tourism sector. Internship opportunities, economic conditions, and working rights should be improved.
- It is essential for the department managers and human resources in hotels to show a fair approach and to have an attitude that binds the employees to the hotel and the sector,
- Workshops should be organized, and measures should be taken to determine the factors that cause students and graduates to have a career expectation outside the tourism sector,
- It is recommended that universities or hotels make agreements with equivalent institutions abroad for students to gain experience working abroad.

This research makes some contributions to the literature. First of all, it is an original study that examines the career expectations of individuals who graduated from the tourism management department before and after graduation and comprehensively dealt with whether these expectations are realized or not. In addition, it reveals from whom they receive support from their career expectations or what obstacles they face. A study designed this way has not been seen in the national literature. Therefore, a different and new perspective on the subject is presented. There are also some limitations of this research. This research was carried out to evaluate the career expectations of individuals who graduated from the tourism management department at the undergraduate level. In future research, similar analysis can be carried out on individuals with associate degrees and postgraduate tourism management graduates. Career expectations of individuals who graduated from tourism guidance and gastronomy can also be investigated. In addition, an interview form was used in this study. In future studies, both similar studies can be made by enriching the questions and research plans in which the quantitative method can be used.

Ethical Declaration

In the writing process of the study titled "*Were Career Expectations Realized? Examining the Careers of Tourism Management Graduates*", there were followed the scientific, ethical and the citation rules; was not made any falsification on the collected data and this study was not sent to any other academic media for evaluation. Ethics committee decision: Isparta Uygulamalı Bilimler Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu, Date: 01/08/2022, No: 09.

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TÜRKÇE GENİŞ ÖZET

Bireyler, yaşamlarında farklı konulara karşı beklenti duymaktadırlar. Bu beklentiler, bir zamana kadar bireyin ailesi tarafından belirlenmektedir. Birey, kendi başına karar alabilecek duruma geldiğinde ise artık beklentilerini kendisi belirleyebilmektedir. Bireyin kariyeri için istekleri beklenti kapsamındadır. Birey eğitim aldığı alanla ilgili bir kariyer beklentisi içerisinde olmaktadır. Değişen koşullara göre beklentisi değişiklik gösterebilmektedir. Eğitiminin yeterli olup olmaması, eğitimini aldığı sektördeki iş potansiyelinin düzeyi ve gelişimi, sektörün yapısal özellikleri kariyer beklentisini şekillendirmektedir. Kariyer beklentisi, mesleki olanaklar kapsamında düşünülen iş tercihleridir (Metz vd., 2009). Kariyer beklentisi bir bireyin geleceği ile ilgili bilgi ve düşüncelerini sunmasına rağmen bireyin ilerleyen yaşamında kariyerinin doğru bir yansıması olmayabilir. Çünkü birey, kariyeri konusunda gerçekçi bir arayış içerisindedir (Rojewski, 2005). Birey, kendi yaşamı ve geleceği için en uygun kariyer olanaklarını değerlendirmektedir. Bu nedenle, kariyer beklentileri değişime uğramaktadır. Bu durum bazen bireyin özel isteklerinden bazen de çalışmayı düşündüğü veya eğitim aldığı sektörün şartlarından kaynaklanabilmektedir. Turizm işletmeciliği eğitimi alan ve mezun olan bireylerin kariyer beklentileri de bu şekilde belirlenmektedir.

Kariyer; bireyin kişisel ve mesleki gelişim doğrultusunda düzenlenen iş planlarıdır (Riley ve Ladkin, 1994). Kariyer; meslek eğitimine başlamadan önce oluşmakta ve eğitim sonrasında da sürmektedir (Demir, 2014). Kariyer; bir bireyin çalışmayı düşündüğü alan ile ilgili yetenek kazanarak ilerleme göstermesidir (Demir ve Demir, 2016). Bir bireyin kariyeri sadece işten ibaret değildir. İş ile ilgili kendisine verilen yetkiler ve amaçları gerçekleştirilebilmek için eğitim seviyesinin artırılması ve deneyim elde etmesi de kariyeri oluşturmaktadır. Bir kariyer hedefi belirlemek ve kariyer beklentisi içerisinde olmak dinamik bir süreçten oluşmaktadır (Nystrom vd., 2008)

Beklenti, bugünün yarından daha iyi olacağına yönelik düşüncelerdir (Ramakrishnan ve Macaveiu, 2019). Kariyer beklentisi ise geleceğe yönelik arzu edilen istekleri içermektedir (Gottfredson, 2002) Kariyer beklentisi; belirli bir zaman için iş ile ilgili hedeflerdir (Johnson, 1995). Kariyer beklentisi, ulaşılması

mümkün görülen hedeflerdir (Kong vd., 2015). Kariyer beklentisi, bireyin iş yaşamına dair inançlarıdır (Perrone vd., 2010). Bir bireyin kariyer beklentisi, psikolojik ve sosyolojik faktörler tarafından etkilenebilmektedir (Brown, 2002). Bireyin kariyer beklentisini belirlediği dönemdeki duygusal durum, yaşamdan istekleri, nasıl bir hayat sürmek istediği, hayata bakış açısı gibi psikolojik faktörler etkili olabilmektedir. Bireyin kendisinin ve ailesinin sosyo-ekonomik durumu, sosyal çevresi, bireyin kariyerini sürdüreceği işin yapısal özellikleri ve gelecek durumu gibi faktörlerde kariyer beklentisinde etki gösterebilmektedir.

Bu çalışmanın temel amacı turizm işletmeciliği bölümü mezunu bireylerin kariyer beklentilerini eğitim öncesi ve sonrası olarak öğrenmek, kariyer beklentilerinde başarıya ulaşmış ve ulaşmadıklarını araştırmaktır. Çalışmanın amacı kapsamında nitel araştırma yöntemi benimsenmiştir. Nitel araştırma, incelenen olayları bütüncül bir açıdan değerlendirme olanağı vermektedir (Yıldırım ve Şimşek, 2016). Verilerin elde edilmesinde görüşme tekniği kullanılmıştır. Görüşme tekniği ile bir konuda detaylı bilgiler elde edilebilmektedir. Böylelikle, bireylerin konu hakkında düşünceleri açık bir şekilde öğrenilmektedir (Lune ve Berg, 2017). Görüşme tekniği kapsamında yarı yapılandırılmış görüşme formu hazırlanmıştır. Görüşme formunda 5 soru bulunmaktadır. Görüşme soruları literatür taraması sonucunda, çalışmanın amacına uygun olacak şekilde yazarlar tarafından belirlenmiştir. Çalışmada amaçlı örnekleme kullanılmıştır. Çalışmanın konusunu oluşturan bireylerle görüşme yapabilmek isteğiyle amaçlı örnekleme tercih edilmiştir. Turizm işletmeciliği bölümü mezunu 19 bireyle görüşmeler gerçekleştirilmiştir. 10 Eylül- 10 Ekim 2022 tarihleri arasında görüşmeler yapılmıştır. Görüşmelerin gerçekleştirilmesinden önce Isparta Uygulamalı Bilimler Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'ndan 01.08.2022 tarihli, 09 sayılı kararla etik kurul onayı alınmıştır.

Görüşmelerden elde edilen verilere içerik analizi uygulanmıştır. İçerik analizi sonucunda temalar belirlenmiştir. Bu temalar tercih etme nedenleri, mezuniyet öncesi kariyer beklentileri, mezuniyet sonrası kariyer beklentileri, kariyer desteği ve kariyer engelleridir. Temaların kodlanması ile birlikte katılımcıların kariyer beklentileri detaylı bir şekilde öğrenilmiştir. Mezuniyet öncesi ve sonrası süreçte kariyer beklentilerinin nasıl farklılaştığı da belirlenmiştir.

Çalışma bulguları genel olarak değerlendirildiğinde bireylerin mezuniyet öncesi ve sonrası kariyer beklentileri farklılaşmıştır. Sektöre yönelik kariyer beklentileri olan bireyler, beklentilerini gerçekleştirmede sorun yaşadığı gözlenmektedir. Fakat, sektör dışında kariyer beklentisi olan bireyler bu beklentilerini gerçekleştirmektedir. Turizm sektörüne yönelik beklentisi olan bireyler, mezuniyet sonrasında beklentilerini düşük seviyeye çekmektedir. Bireyler, kariyer beklentilerinde en fazla aile ve üniversite hocalarından destek aldıklarını belirtmiştir. Bireylerin karşılaştığı engellerde ise oteldeki yöneticiler ve bireyin kendisi ön plandadır. Çalışma bulguları kapsamında bazı öneriler geliştirilmiştir.

Bu araştırma literatüre bazı katkılar sunmaktadır. İlk olarak, turizm işletmeciliği bölümü mezunu bireylerin mezuniyet öncesi ve sonrası kariyer beklentilerini inceleyen, bu beklentilerinin gerçekleşip gerçekleşmediğini kapsayıcı bir şekilde ele alan özgün bir çalışmadır. Bunun yanı sıra kariyer beklentilerinden kimlerden destek gördükleri veya hangi engellerle karşılaştıklarını da ortaya çıkarmaktadır. Ulusal literatürde bu şekilde tasarlanan bir araştırma görülmemiştir. Bu yüzden konuya farklı ve yeni bir bakış açısı sunulmaktadır. Bu araştırmanın bazı sınırlılıkları da söz konusudur. Bu araştırma lisans düzeyinde turizm işletmeciliği bölümü mezunu bireylerin kariyer beklentilerinin değerlendirilmesi kapsamında gerçekleştirilmiştir. Gelecek arařtırmalarda ön lisans ve lisansüstü turizm işletmeciliği mezunu bireyler üzerinde benzer bir araştırma gerçekleştirilebilir. Turizm rehberliği, gastronomi bölümü mezunu bireylerin de kariyer beklentileri araştırılabilir. Ayrıca bu arařtırmada görüşme formu kullanılmıştır. Sonraki çalışmalarda hem sorular zenginleştirilerek benzer arařtırmalar hem de nicel yöntemin kullanılabilceği araştırma planlamaları yapılabilir.