

RECENT CHANGES AND THEIR IMPACT ON DIRECTING SCHOOL STUDENTS TO ENROLL IN HOSPITALITY EDUCATION: JORDAN SCHOOLS AS A CASE STUDY

Ahmad A. Al-MAKHADMEH*

Yarmouk University, Faculty of Tourism and Hotel Management, Department of Hotel Management, Jordan, e-mail: Ahmad.makhdme@yu.edu.jo

Omar A. ALANANZEH

Yarmouk University, Faculty of Tourism and Hotel Management, Department of Hotel Management, Jordan, e-mail: o.ananze@yu.edu.jo

Ra'ed MASA'DEH

The University of Jordan, School of Business, Department of Management Information Systems, Jordan, e-mail: r.masadeh@ju.edu.jo

Hakam S. SHATNAWI

Yarmouk University, Faculty of Tourism and Hotel Management, Department of Hotel Management, Jordan, e-mail: hakamss@yu.edu.jo

Citation: Al-Makhadmeh, A.A., Alananzeh, A.O., Masa'deh, R., & Shatnawi, H.S. (2022). RECENT CHANGES AND THEIR IMPACT ON DIRECTING SCHOOL STUDENTS TO ENROLL IN HOSPITALITY EDUCATION: JORDAN SCHOOLS AS A CASE STUDY. *GeoJournal of Tourism and Geosites*, 41(2), 448–455. <https://doi.org/10.30892/gtg.41215-849>

Abstract: Hospitality is described as a highly labour-intensive industry where skilled and qualified human resources play a major role in its success. Thus, this paper is conducted to investigate the impact of recent changes on the attitude of school students to enrol in hotel education and to identify the factors influencing this trend. The quantitative approach has been adopted and a structured questionnaire was designed and distributed electronically to the study sample. Results showed that social media, promotion tools, and family environment and society have a significant impact on their knowledge and attitude to join hotel education, while the curricula and extracurricular activities showed a deficient effect on the students' orientation towards hotel education. The significance of this study lies in its uniqueness in addressing an important future issue related to hotel education and its impact on the hotel sector and in providing suggestions for hotel institutions, planners, and researchers to encourage students to enrol in hotel education.

Key words: social media, promotion tools, family environment and society, curricula

* * * * *

INTRODUCTION

The tourism and hospitality industry, which is related to the movement of individuals from one place to another for religious, educational, or recreational purposes and the establishment of a facility to provide food and drink service to them, is an economic pillar for any country (Mahmoud et al., 2021). It is an activity for travel with the aim of entertainment and the provision of services related to this activity (United Nation World Tourism Organization (UNWTO), 2014). It is a very important psychological activity for humans, as tourism of all kinds relieves the psychological pressures experienced by humans. Its importance has increased in the past two centuries due to scientific and technological development and due to the increase in tourism awareness (Rodríguez-Pose and Zhang, 2020). Its importance and the humans' desire to learn about other's historical and civilization heritage increased the desire for discovery and interaction between peoples. Wars and disasters have affected the decline of tourism in countries that suffer from their scourge, which led to a decline in their economic level and the announcement of a large deficit in their trade budget (Gorochnaya et al., 2021). The year 2020 was a blow to all industries in the whole world, including the tourism sector. The Corona pandemic appeared that made countries work to impose complete closures for a long time, which harmed external and internal tourism and affected all related sectors with it. But soon the tourism and hospitality industry began to recover, and there was an urgent need for manpower (Huynh et al., 2021). Developing countries are witnessing a noticeable increase in the birth rate and a shortage of industrial facilities and investment projects. This leads to a lack of available job opportunities and pressures on governments to create strategies and plans to reduce the unemployment rate. Therefore, the tourism and hospitality industry is one of the most important sources of national income and the best way out of this predicament.

Also, given the need for distinguished tourism services, the rapid growth in hospitality facilities such as hotels and restaurants, and the availability of job opportunities in this sector, it was necessary to have employees with experience and technical and administrative skills to provide optimal service to the clients of these institutions (Deeb et al., 2020; Zawherh, 2012). Therefore, it is necessary to encourage and determine the future orientation of students to enroll in tourism and hotel education. Hospitality institutions suffer from a lack of students to enroll in them, especially females, due to the unwillingness of parents to educate their children in this sector for religious, social, and cultural reasons (Jawabreh et al., 2017).

* Corresponding author

The study aimed to know the impact of the curriculum in educating students about the importance of joining tourism and hotel education, to clarify the role of electronic promotional means in creating awareness of the importance of hotel education, the impact of the family environment and society in increasing tourism awareness, and knowing the impact of social media on students' changing attitudes towards hotel education. The study also aimed to know the role of extracurricular activities in the school in increasing the students' experiences and knowledge of tourism and hotel education and to determine their behaviour and future orientations towards tourism and hotel education. It also aims to present recommendations and suggestions to decision-makers to focus on increasing the culture of vocational education for students (tourism and hospitality). The importance of this study stems from determining the reasons for the low demand of students to enrol in hotel education and its impact on the tourist establishment, where the success of the hospitality sector depends on the level of service provided to tourists and the availability of qualified trained staff.

LITERATURE REVIEW

With the rapid development in the era of automation and due to the changes that have occurred in countries, reliance on a single source of national income is no longer a safe pattern for all countries of the world. Consequently, countries have strengthened their vital sectors and searched for ways to develop and exploit them, the most important of which is the tourism and hospitality industry, where they worked to strengthen this sector through the implementation of plans and projects to enhance it (Gebbels et al., 2020). Tourism awareness is the knowledge, interest, and awareness of a set of values, trends, and principles prevailing in the field of tourism. Increasing tourism awareness among school students will improve their ability to deal with the nature of tourists who constitute a diversity and mingling of a number of cultures that will meet in one place through knowledge and preservation of tourism components (van Niekerk and Saayman, 2013). They also stated that developing tourism awareness through school helps in achieving tourism development and increasing students' awareness of the importance of tourism. Tourism has become a source of income and enables customers to search, book, and pay for flights and hotels electronically, and e-tourism is no longer an option only but has become an imperative necessity imposed by the nature of tourism services.

The school curriculum is all the visible and invisible information that the student receives from the school, whether from the book or from the teacher. Offorma (2016) indicated that the curriculum is the method of educators in providing the children of society with certain specifications determined by the purpose, goals, and objectives of education in the light of integrating the culture of the society in the curriculum planning and how to transfer it to the young generation. Therefore, it is necessary to include in the school curriculum comprehensive topics that talk about tourism and the job opportunities provided by this sector. The school curriculum was also defined as all the activities the student does under the supervision and organization of the school (Shao-Wen, 2012). Tomasi et al. (2020) claimed that the teacher is the most capable person who can contribute to tourism awareness through the availability of motivation, which imparts a kind of enthusiasm that is transmitted from him to the students. Raising the community awareness of tourism is sound through introducing the issues of tourism in schools and universities, and the exploitation of audio-visual media has a significant impact on raising awareness (McGladdery and Lubbe, 2017). Extracurricular activities are any physical or mental effort that the learner makes of his own volition in order to reach a specific goal. It is any cultural, social, intellectual, or sports activity that aims to prepare students and build their balanced personality, enrich knowledge and motivate their talents (Morrissey, 2005). All programs that students practice with their choices without being restricted to the curriculum have a clear impact on their psychological and mental development. It is believed that Activities (games, school trips, plays, celebrations...etc) also contribute to the trips in spreading tourism awareness and acquiring science and practical experiences. Business and activities are sponsored and organized by the school to entertain students. Integrating activities into curricula should have a significant positive impact and increase students' experiences (Rezapouraghdam et al., 2018; Mannaa and Abou-Shouk, 2020; Mahmoud et al., 2021).

The best way to help know the tourist characteristics of the place is through school trips in which the students visit the place in the field and establish behaviours and practices from the reality in their minds (Chellen and Nunkoo, 2010), providing freedom and fun during the activity. Extracurricular activities of all kinds constitute a fertile field for increasing tourism awareness among students (Darling et al., 2005). From the above, we conclude that extracurricular activities are all programs, activities, and events that are supervised and organized by the school inside or outside its walls and are linked in one way or another to the curriculum to achieve the studied goals. School activities include morning activities, exhibitions, competitions, seminars, excursions, and scouts. Meanwhile, the tools of promotion are the services provided by ICT for the purpose of achieving and promoting tourism and hotel services through various open and closed networks (Amina and Fadloun, 2020). E-tourism has also been defined as a type of tourism whose transactions are implemented in the form of services provided by the producer to the consumer to achieve different goals. According to the Jordanian Ministry of Tourism, 95% of tourists use digital technology in their trips (Amina and Fadloun, 2020). The Ministry of Tourism has created its own website that provides all information related to tourism and tourism services available in Jordan. It also provides a set of electronic services aimed at raising the level of services.

In addition, the family environment and society are the prevailing culture in the family and society, which has a significant impact on the attitudes of individuals (Morrissey, 2005). The family is the basic building block in an individual's upbringing, in which his personal traits are formed by influencing behaviour and character formation (Al Zubaibi, 2012), and in which the trends of individuals are developed by encouraging him to deal well with the tourist and reflect the good image of society with the need not to assimilate into their culture and install the values of preserving the tourism gains of the homeland. Although some families try to stay away from tourist facilities such as hotels because they think that they bring negative change (Al-Zou'by and Alkharouf, 2015). Hospitality investments lead to the development of

society as a result of direct contact between the tourist and the members of society. Tourism has become an important source of change and class transformation among members of society, especially those who work in the tourism and hospitality sector, where they move from a social class to a better class because of the financial return (Hodur and Leistriz, 2006).

Moreover, social media is a term given to a group of websites on the Internet that allows communication between individuals in a virtual community that brings them together according to interests and affiliation. It is a very effective network of sites in facilitating social life among a group of old acquaintances and friends by communicating with each other through audio and video (Lehmann, 2015). The Internet is a means of searching for information, students rely on the Internet to search for information (Alalmai, 2016), and then it became a means of communication after the emergence of social networking sites, in which the tourist became a promoter of what he saw by documenting everything he saw during the visit, especially with the presence of reactions, comments, and pictures.

Social media is a means of promoting any tourist place by providing a huge amount of information whether written, photographed, or in the form of videos (Karima and Wafia, 2020). A study conducted by Al-Refai (2019) showed that the majority of tourists use social networks for one to two hours per day. Social media is the real and serious gateway to reach the largest number of segments of society in the country and the world (Amina and Fadloun, 2020).

Al-Rifai's study (2019) showed that most tourists use social networks for 1-2 hours such as Imo, WhatsApp, and Facebook, and showed the importance of social networks in accessing tourism advertisements for them. Jawabreh et al., (2017) defined social networks as services that allow individuals to express themselves and allow them to choose the individuals involved in them. As for Boyd and Ellison (2007), they defined them as programs used to build a society in which communication and interaction between individuals take place for many social, cultural, and economic reasons.

The advantages of social networks are that they are interactive, allowing the participation of smartphone users to comment on content and the wide range of content in interactive media, including text, video, image, and audio (Karima and Wafia, 2020). They are quick to exchange information, enhanced by its wide dissemination, and the media in communication networks is a good marketing tool for products, goods, and ideas. The means of communication that enhance the relationship between customers and customers via the Internet. Low cost compared to other media.

Also, Karima and Wafia (2020) indicated that social networks have a great role in promoting tourist areas by presenting them in detail and providing them with a large amount of information. Hotels use social networking sites in order to promote services and facilitate information access to the target group. Travel agents are also connected to the Internet and have their own website and electronic expansion via the Internet is driving local and global geographic expansion (Kim et al., 2015). Social networks are the new media style because they allow all interactive activities to be used freely, through which millions of people who share interests are connected (Jawabreh et al., 2017).

The attitude is people's constant evaluation of different issues. An attitude consists of effect, behaviour, and cognition. Affect refers to the evaluation of objects. Behaviour refers to a person's aims to do something related to the object, whereas cognition refers to a person's belief towards an object (Solomon et al., 2010). Consumers' reactions to a product and things are influenced by social factors, direct education, personal experience, media, educational and religious organizations, economic status, occupations, word of mouth, family and community, peers in work or study areas, and activities in their micro-environment or society as a whole (Bettinghaus et al., 1996). The influence of friends is powerful in persuading others to believe in things (Cohen, 2003). According to Cochran and Begley (1991, p. 46), those who have experienced something in the past will influence their current or future behaviour. In addition, people who have missed the opportunity to actually belong or participate with their community and peers influence their attitudes.

RESEARCH METHODOLOGY

This section provides the methodology applied in the current study. It consists of the research model of the study's independent and dependent variables, research hypotheses, besides data collection tool and research population and sample.

1. Research Model

Figure (1) represents a model for the study that shows the independent variables, the dependent variable, and the proposed relationship between them.

2. Research Design

This study has adopted the quantitative approach in order to meet the objectives of the study. For this study, the target population is the schools of Ajloun Governorate. The number of students in the governorate is 46,885 distributed among 124 schools, including 93 public schools and 43 private schools. Cluster random sampling technique was used, where three public schools and two private schools were selected. The administration of the selected schools was contacted and the questionnaire was sent to them to distribute electronically to their student groups. 403 responses were obtained from

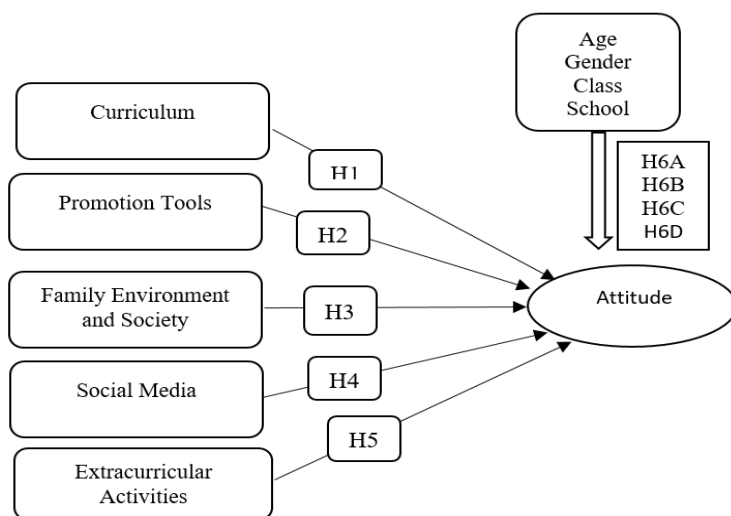


Figure 1. Conceptual framework of the study

the participants. The study instrument consisted of five independent variables (Curriculum, Promotion Tools, Family Environment and Community, Social Media, and Extracurricular Activities) taken from studies (Alananzeh, 2014; Alalmai, 2016; Alsawafi, 2016; Jawabreh et al., 2017; Tran, 2019; Ulvi et al., 2019; Anthony et al., 2021a, Anthony et al., 2021b) and a dependent variable (Attitude) taken from studies (Aksu and Koksall, 2005; Mannaa and Abou-Shouk, 2020; Anthony et al., 2021).

3. Demographic profile of the participants

Table (1) presents the frequency distributions and percentage of the demographic information of the study respondents. The demographic variables were gender, age, school, class, father's job, and mother's job. The study sample consists of 403 participants, of which 101 (25.1%) were females, and 302 (74.9%) were males. In terms of age, the results indicated that 128 (31.8%) were 14 years old, 106 (26.3%) were 13 years old, 58 (14.4%) 15 years old, 48 (11.9%) 16 years old, 40 (9.9%) 18 years old, and 23 (5.7%) 17 years old. Whereas 231 (57.3%) were from public schools and 272 (42.7%) were from private schools. The majority were from the eighth class, 128 (31.8%). Regarding father's job, the majority were working in the private sector 172 (25.3%), and the majority of mother's job were 209 (51.9%) in the private sector.

DATA ANALYSIS AND RESULTS

In order to explore the associations among the research variables, in which these variables have been measured using 5-points Likert scale that varies between strongly disagree =1 and strongly agree =5; reliability and validity analyses were conducted, descriptive analysis was used to describe the characteristics of the sample and the respondent to the questionnaires besides the independent and dependent variables. Also, multiple regression was employed to test the research hypotheses. Table (2) shows the measured variables and the items measuring each variable.

1. Descriptive Analysis

In order to describe the responses and thus the attitude of the respondents toward each question, they were asked in the survey, the mean and the standard deviation were estimated.

Table 1. Description of the respondents' demographic profiles

Category	Category	Frequency	Percentage%
Gender	Male	302	74.9
	Female	101	25.1
	Total	403	100.0
Age	13 years	106	26.3
	14 years	128	31.8
	15 years	58	14.4
	16 years	48	11.9
	17years	23	5.7
	18 years	40	9.9
	Total	403	100.0
School	Public school	231	57.3
	Private school	172	42.7
	Total	403	100.0
Class	Seventh	106	26.3
	Eighth	128	31.8
	Ninth	58	14.4
	Eleventh	48	11.9
	Twelfth	23	5.7
	Total	403	100.0
Father's Job	Public Sector	88	21.8
	Private sector	102	25.3
	Technical	118	29.3
	Military sector	71	17.6
	Other	24	6.0
	Total	403	100.0
Mother's Job	Public Sector	92	22.8
	Private sector	209	51.9
	Technical	50	12.4
	Other	52	12.9
	Total	403	100.0

Table 2. Variables and measurement items

Variable	Measurement Items
Curriculum (C)	C1: The curriculum contains valuable hotel topics A2: The curriculum directs students to vocational education. C3: The curriculum discusses the career prospects of students C4: The curriculum provides me with valuable information about the importance of working in hotels and restaurants
Promotion Tools (PR)	PR1: The school provides means to enable students to visit hospitality institutions in Jordan PR2: The Ministry of Education is working through its strategy to increase students' awareness of working in the hotel sector PR3: Jordanian TV and Jordanian satellite stations provide information about the hospitality sector in Jordan PR4: The Ministry of Tourism and Antiquities is working to increase students' awareness of the importance of working in the hotel sector PR5: Government departments are working on activities focused on the hotel sector
Family Environment and Community (FE)	FE1: Parents give me useful information about working in hotels FE2: The nature of the parents' work affects my educational orientations FE3: Parents' information about hotels affects my future direction FE4: Weekend family vacations influence my approach to hotel education FE5: Family members encourage me to choose hotel education FE6: The family's economic income influences my choice of hotel education FE7: Prevailing social customs and traditions influence my trend towards hotel education
Social Media (SM)	SM1: Social networks provide information about working in hotels SM2: Pictures and videos of hotels on social media increase my approach to working in hotels SM3: Social media provides important information about hotels SM4: I follow a lot of famous personalities who provide videos about culinary arts on social networking sites (Facebook, WhatsApp, Twitter, etc.)
Extra-curricular Activities (EX)	EX1: The morning school activities provide valuable information about hotels EX2: School plays provide valuable information about hotels EX3: School trips increase my orientation towards hotel education EX4: The students' guide at my school provides information on hotel education EX5: Participation in community activities increases awareness towards the hospitality sector
Attitude (AT)	AT1: I am going to study hotel management AT2: In the future, I will work in the hospitality sector AT3: I will advise my colleagues to go to study hotel management AT4: I would very much like to work in a five-star hotel or restaurant

While the mean shows the central tendency of the data, the standard deviation measures the dispersion which offers an index of the spread or variability in the data (Pallant, 2005; Sekaran and Bougie, 2013). In other words, a small standard deviation for a set of values reveals that these values are clustered closely about the mean or located close to it; a large standard deviation indicates the opposite. The level of each item was determined by the following formula: (highest point in Likert scale – the lowest point in Likert scale) / the number of the levels used = (5-1) / 5 = 0.80, where 1-1.80 reflected by “very low”, 1.81-2.60 reflected by “low”, 2.61-3.40 reflected by “moderate”, 3.41-4.20 reflected by “high”, and 4.21-5 reflected by “very high”. Then the items were being ordered based on their means. Tables (3) and (4) show the results.

Table 3. Mean and standard deviation of the study’s variables

Variables	Mean	Standard Deviation	Level	Order
Curriculum (CC)				
C1	1.31	0.725	Very low	4
C2	1.74	0.674	Very low	1
C3	1.63	0.595	Very low	3
C4	1.65	0.607	Very low	2
Promotion Tools (PR)				
PR1	4.63	0.568	Very high	1
PR2	4.47	0.695	Very high	5
PR3	4.58	0.619	Very high	2
PR4	4.50	0.663	Very high	3
PR5	4.48	0.692	Very high	4
Family Environment and Community (FE)				
FE1	4.47	0.688	Very high	6
FE2	4.43	0.710	Very high	7
FE3	4.55	0.618	Very high	3
FE4	4.65	0.522	Very high	2
FE5	4.51	0.624	Very high	5
FE6	4.52	0.583	Very high	4
FE7	4.84	0.390	Very high	1
Social Media (SM)				
SM1	4.60	0.742	Very high	3
SM2	4.77	0.496	Very high	2
SM3	4.81	0.452	Very high	1
SM4	4.81	0.440	Very high	1
Extracurricular Activities (EX)				
EX1	2.03	1.401	Low	4
EX2	1.99	1.186	Low	5
EX3	2.59	1.684	Low	3
EX4	2.67	1.784	Moderate	2
EX5	3.62	1.575	High	1
Attitude (AT)				
AT 1	3.49	1.352	High	4
AT 2	3.64	1.365	High	3
AT 3	3.70	1.403	High	2
AT4	3.76	1.371	High	1

Table 4. Overall mean and standard deviation of the study’s variables

Type of Variable	Variables	Mean	Standard Deviation	Level	Order
Independent Variables	Curriculum (CC)	1.5775	0.45030	Very low	5
	Promotion Tools (PR)	4.5325	0.48234	Very high	3
	Family Environment and Community (FE)	4.5668	0.41720	Very high	2
	Social Media (SM)	4.7469	0.41858	Very high	1
	Extracurricular Activities (EX)	2.5806	0.89638	Low	4
Dependent Variable	Attitude (AT)	3.6470	1.30033	High	-

2. Reliability and Validity

Sekaran and Bougie (2013) stated that it is important to make sure that the instrument developed to measure a particular concept is accurately measuring the variable and is actually measuring the concept that it is supposed to measure in the research. While reliability analysis is related to the assessment of the degree of consistency between multiple measurements of a variable, validity analysis refers to the degree to which a scale or set of measures accurately represents the construct (Hair et al., 2010). The reliability of the instrument was measured by Cronbach’s alpha coefficient. Further, some scholars (e.g. Bagozzi and Yi, 1988) suggested that the values of all indicators or dimensional scales should be above the recommended value of 0.60. However, the Cronbach’s alpha for the independent variables (i.e. Curriculum, Promotion Tools, Family Environment and Community, Social Media, and Extracurricular Activities) were 0.63, 0.797, 0.823, 0.765, and 0.612 respectively; while the dependent variable, Attitude has a Cronbach’s alpha coefficient of 0.96.

Table 5. Study model summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.187 a	0.035	0.023	1.28544

a. Predictors: (Constant), CC, PR, FE, SM, EX; b. AT

3. Hypothesis Testing Results

H1: There is a statistically significant impact of Curriculum on Attitude.

H2: There is a statistically significant impact of Promotion Tools on Attitude.

H3: There is a statistically significant impact of Family Environment and Community on Attitude.

H4: There is a statistically significant impact of Social Media on Attitude.

H5: There is a statistically significant impact of Extracurricular Activities on Attitude.

The results of testing the main hypothesis are demonstrated in Table 5, Table 6, and Table 7.

Table 6. Analysis of variance for the study model (a)

Model	Sum of Squares	df	Mean Square	F	Sig.	Result
Regression	23.742	5	4.748	2.874	.015b	Accept the hypothesis
Residual	655.984	397	1.652			
Total	679.726	402				

a. Predictors: (Constant), CC, PR, FE, SM, EX

b. AT

Table 7. Coefficient of predictors (a - Dependent Variable: AT)

Model	Unstandardized Coefficients		t	Sig.	Result of hypothesis testing
	B	Std. Error			
Constant	2.288	1.096	2.088	0.037	
CC	-0.099	0.149	-0.664	0.507	Reject the hypothesis
PR	-0.492	0.214	-2.306	0.022	Accept the hypothesis
FE	0.826	0.247	3.339	0.001	Accept the hypothesis
SM	-0.052	0.156	-0.332	0.740	Reject the hypothesis
EX	0.085	0.073	1.165	0.245	Reject the hypothesis

As shown in tables (5, 6, and 7), the simple regression analysis test was applied to detect the effect of the independent variables on the dependent variable. The value of F was 2.874 with a statistically significant 0.015 and the value of T = 2.088 with statistically a significant 0.037. At the same time, the value of R was 0.187, representing the correlation factor between the independent variable and the dependent variable. Meanwhile, the value of R² = 0.035 represents the ratio of interpretation of differences in the dependent variable resulting from the change in the factor of the dependent variable.

4. Moderation Effects

Hypotheses H6A, H6B, H6C, and H6D argued that there is a significant difference in the respondents' Attitude due to age, gender, class, and school type. Independent Samples T-test was employed in order to investigate if there are any significant differences in the respondents' Attitude that can be attributed to gender and school type. Also, an ANOVA test was employed to examine if there are any significant differences in the respondents' Attitude that can be attributed to age and class. Results of the T-test, shown in Table 8, indicated that there is a significant difference in the Attitude that can be attributed to gender, that goes for females than males. However, as indicated in Table 9, there is no significant difference in the Attitude that can be attributed to school type. Results of ANOVA test, shown in

Table 8. T-test of the respondents Attitude attributed to gender

Variable	Male			Female			T	df	Sig.
	N	Mean	Std. Dev.	N	Mean	Std. Dev.			
Attitude	302	3.5530	1.30203	101	3.9282	1.26013	2.569	176.675	0.011

Table 9. T-test of the respondents Attitude attributed to school type

Variable	Public school			Private school			T	df	Sig.
	N	Mean	Std. Dev.	N	Mean	Std. Dev.			
Attitude	231	3.6807	1.27925	172	3.6017	1.33052	0.599	360.452	0.549

Table 10. ANOVA Analysis of respondents Attitude attributed to age

Variable		Sum of Squares	Df	Mean Square	F	Sig.
Attitude	Between Groups	222.138	5	44.428	38.545	0.000
	Within Groups	457.588	397	1.153		
	Total	679.726	402			

Table 11. ANOVA Analysis of respondents Attitude attributed to class

Variable		Sum of Squares	Df	Mean Square	F	Sig.
Attitude	Between Groups	222.138	5	44.428	38.545	0.000
	Within Groups	457.588	397	1.153		
	Total	679.726	402			

Tables 10 and 11, indicated that there are significant differences in the Attitude in favour of age and class. However, Table 12 provided the statistical significance of the differences between each pair of groups for age. As noticed in Table 12, the six groups (i.e. 13, 14, 15, 16, 17 and 18) were statistically different from one another. Also, Table 13 provided

Table 12. Multiple comparisons analysis of the Attitude attributed to age

Multiple Comparisons (Dependent Variable: Attitude; Tukey HSD)						
*The mean difference is significant at the 0.05 level						
(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
13	14	-.06574-	.14099	.997	-.4695-	.3380
	15	-1.50594*	.17535	.000	-2.0081-	-1.0038-
	16	-1.50324*	.18678	.000	-2.0381-	-.9684-
	17	-1.52974*	.24696	.000	-2.2369-	-.8225-
	18	-1.63137*	.19922	.000	-2.2019-	-1.0609-
14	13	.06574	.14099	.997	-.3380-	.4695
	15	-1.44019*	.16993	.000	-1.9268-	-.9536-
	16	-1.43750*	.18171	.000	-1.9579-	-.9171-
	17	-1.46399*	.24314	.000	-2.1603-	-.7677-
	18	-1.56562*	.19447	.000	-2.1225-	-1.0087-
15	13	1.50594*	.17535	.000	1.0038	2.0081
	14	1.44019*	.16993	.000	.9536	1.9268
	16	.00269	.20949	1.000	-.5972-	.6026
	17	-.02380-	.26455	1.000	-.7814-	.7338
	18	-.12543-	.22065	.993	-.7573-	.5065
16	13	1.50324*	.18678	.000	.9684	2.0381
	14	1.43750*	.18171	.000	.9171	1.9579
	15	-.00269-	.20949	1.000	-.6026-	.5972
	17	-.02649-	.27226	1.000	-.8062-	.7532
	18	-.12812-	.22984	.994	-.7863-	.5301
17	13	1.52974*	.24696	.000	.8225	2.2369
	14	1.46399*	.24314	.000	.7677	2.1603
	15	.02380	.26455	1.000	-.7338-	.7814
	16	.02649	.27226	1.000	-.7532-	.8062
	18	-.10163-	.28094	.999	-.9062-	.7029
18	13	1.63137*	.19922	.000	1.0609	2.2019
	14	1.56562*	.19447	.000	1.0087	2.1225
	15	.12543	.22065	.993	-.5065-	.7573
	16	.12812	.22984	.994	-.5301-	.7863
	17	.10163	.28094	.999	-.7029-	.9062

the statistical significance of the differences between each pair of groups for class. As noticed in Table 13, the six groups (i.e. Seventh, Eighth, Ninth, Tenth, Eleventh, and Twelfth) were statistically different from one another.

DISCUSSION AND CONCLUSION

The study was conducted to investigate the effect of curricula, promotion tools, extracurricular activities, family environment, community, and social media on school students' attitudes towards attending hotel education. With regard to the importance of the study variables from the point of view of the study sample, the results refer to social media ranked first in terms of importance, then followed by the family and community environment.

The importance of promotional means came in third place, followed by extracurricular activities, and finally, the curriculum ranked last, which indicates conclusively that there is a clear failure in the curriculum in providing students with tourist and hotel information and in directing students towards professional and hotel work. As for social media, the participants confirmed that social media provides important information about hotels and they are very interested infamous personalities who provide cooking videos on social media (Facebook, WhatsApp, and Twitter). With regard to the family and society, the results showed that the prevailing social customs and traditions influenced the orientation of students towards hotel education.

Also, family vacations at the weekend had an impact on their orientation towards hotel education, while the nature of the parents' work had no effect on their orientation towards hotel work. Results also indicated the importance of the school providing means to enable students to visit hospitality institutions in Jordan and the importance of the programs presented by Jordanian TV and Jordanian satellite stations to provide students with information about the hospitality sector in Jordan. But once, the results showed the failure of the Ministry of Education in its strategy to increase students' awareness of working in the hotel sector. The results also indicated the importance and role of participation in community activities, which raise awareness of the hospitality sector. But the findings underestimate the role schools played in providing valuable information about hotels. The results showed a deficit and interpretation in the school curriculum towards directing students to vocational education and providing them with information about the importance of working in hotels. However, the student's attitude towards hotel education was somewhat positive, where many of them showed their inclination to work in a five-star hotel or restaurant and that they would advise their colleagues to work in hotels.

Table 13. Multiple comparisons analysis of the Attitude attributed to class

Multiple Comparisons (Dependent Variable: Attitude; Tukey HSD;)						
*The mean difference is significant at the 0.05 level						
(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Seventh	Eighth	-.06574-	.14099	.997	-.4695-	.3380
	Ninth	-1.50594*	.17535	.000	-2.0081-	-1.0038-
	Tenth	-1.50324*	.18678	.000	-2.0381-	-.9684-
	Eleventh	-1.52974*	.24696	.000	-2.2369-	-.8225-
Eighth	Twelfth	-1.63137*	.19922	.000	-2.2019-	-1.0609-
	Seventh	.06574	.14099	.997	-.3380-	.4695
	Ninth	-1.44019*	.16993	.000	-1.9268-	-.9536-
	Tenth	-1.43750*	.18171	.000	-1.9579-	-.9171-
	Eleventh	-1.46399*	.24314	.000	-2.1603-	-.7677-
Ninth	Twelfth	-1.56562*	.19447	.000	-2.1225-	-1.0087-
	Seventh	1.50594*	.17535	.000	1.0038	2.0081
	Eighth	1.44019*	.16993	.000	.9536	1.9268
	Tenth	.00269	.20949	1.000	-.5972-	.6026
	Eleventh	-.02380-	.26455	1.000	-.7814-	.7338
Tenth	Twelfth	-.12543-	.22065	.993	-.7573-	.5065
	Seventh	1.50324*	.18678	.000	.9684	2.0381
	Eighth	1.43750*	.18171	.000	.9171	1.9579
	Ninth	-.00269-	.20949	1.000	-.6026-	.5972
	Eleventh	-.02649-	.27226	1.000	-.8062-	.7532
Eleventh	Twelfth	-.12812-	.22984	.994	-.7863-	.5301
	Seventh	1.52974*	.24696	.000	.8225	2.2369
	Eighth	1.46399*	.24314	.000	.7677	2.1603
	Ninth	.02380	.26455	1.000	-.7338-	.7814
	Tenth	.02649	.27226	1.000	-.7532-	.8062
Twelfth	Twelfth	-.10163-	.28094	.999	-.9062-	.7029
	Seventh	1.63137*	.19922	.000	1.0609	2.2019
	Eighth	1.56562*	.19447	.000	1.0087	2.1225
	Ninth	.12543	.22065	.993	-.5065-	.7573
	Tenth	.12812	.22984	.994	-.5301-	.7863
	Eleventh	.10163	.28094	.999	-.7029-	.9062

1. Recommendations

Based on the study's results, some recommendations will be offered in order to enhance students' tendency towards vocational and hotel work. The recommendations are directed towards the Ministry of Education, Ministry of Tourism and Antiquities, governmental organizations specialized in the hospitality industry. It is recommended to focus on the curriculum and reinforce it with topics on hotels in Jordan and the benefits of working in the hospitality industry. Moreover, understanding the importance of extracurricular activities in refining the student's information and motivating him to work in the hotel, all of this helps in reviving the national economy, providing the hospitality facility with manpower, and reducing the unemployment rate among young people.

The concerned authorities and decision-makers should also pay attention to the use of social media to enhance the awareness of students, as they are an important source for students to obtain information. Decision-makers should also pay attention to creating community activities in which students participate, and there should also be communication with the local community and the family and holding training workshops for them and multiple meetings that show the importance of hotel work.

2. Contributions of the study

This study has theoretical and practical contributions, as this study is one of the few studies

that dealt with the subject of hotel education and the first study that touched upon the attitude of school students towards hotel education and the factors that affect their tendencies towards working in hotels. Therefore, the current study may contribute to similar research and practice elsewhere. The study focuses on the importance of universities in supplying the hospitality industry with trained manpower, which has not been a topic of focus before. Therefore, the study may contribute to the existing literature on students' orientation towards education and hotel work. Moreover, the study developed a tool that can be used for future studies related to vocational education in general. As for the practical contributions of the study, this study can guide decision-makers to the mechanism of increasing students' awareness of education or hotel work. Also, based on the results of the study, they can know the strengths and weaknesses that affect the students' tendencies towards professional work in general. The study variables can also help decision-makers to develop their future educational strategies.

REFERENCES

- Alalmi, A. (2016). *The examination of factors influencing students toward choosing hospitality as a major: the case of undergraduate hospitality students*. Doctoral Dissertation, Texas Tech University, USA. <http://dx.doi.org/10.13140/RG.2.2.33853.20967>
- Alananzeh, O.A. (2014). Exploring the factors influencing students in enrolling tourism and hospitality management colleges in Jordan: A case study in Aqaba economic zone. *Journal of Management Research*, 6(2), 61- 73. <http://dx.doi.org/10.5296/jmr.v6i2.5257>
- Al-Refai, A. (2019). *The role of interactive platforms in promotion tourism media in Jordan from the point of view of Arab tourist*. Unpublished master thesis, Middle East University, Amman, Jordan.
- Alsawafi, A. (2016). Exploring the challenges and perceptions of Al Rustaq College of Applied Sciences students towards Omani women's empowerment in the tourism sector. *Tourism Management Perspectives*. 20. 246-250. <https://doi.org/10.1016/j.tmp.2016.10.004>
- Al-Zou'by, R.F., & Alkharouf, A.M. (2015). The Attitude of Young Men from Women Work in Tourism Industry: A Case Study of the Students in the University of Jordan. *Jordanian Journal for Social Sciences*, 8(1), 67-107.

- Amina, H., & Fadloun, C. (2020). E-tourism and its role in activating the tourism sector Experience of Algeria – Tunisia - Jordan. *Revue Finance & marchés*, 7 (1), 237-251.
- Aksu, A.A., & Koksall, C.D. (2005). Perceptions and attitudes of tourism students in Turkey. *International Journal of Contemporary Hospitality Management*, 17, 5,436-447. ISSN: 0959-6119. <http://dx.doi.org/10.1108/09596110510604869>
- Anthony, G., & Mensah, I., & Amisshah, E. (2021a). Factors Influencing Undergraduate Hospitality Students' Intentions to Choose Careers in the Hospitality Industry. *Journal of Hospitality & Tourism Education*. 1-16. <http://dx.doi.org/10.1080/10963758.2021.1963754>
- Anthony, G., Mensah, I., & Amisshah, E. (2021b). Undergraduate hospitality students' perceptions of careers in the industry: The Ghanaian context. *Research in Hospitality Management*. 11. 101-111. <http://dx.doi.org/10.1080/22243534.2021.1917086>
- Bagozzi, R., & Yi, Y. (1988). On the Evaluation of Structural Evaluation Models. *Journal of the Academy of Marketing Science*, 16 (1), 74-94. <https://doi.org/10.1007/BF02723327>
- Bettinghaus, E.P., & Baseheart, J.R. (1969). Some Specific Factors Affecting Attitude Change, *Journal of Communication*, 19(3), 227–238. <https://doi.org/10.1111/j.1460-2466.1969.tb00845.x>
- Boyd, D., & Ellison, N. (2007). Social Network Sites: Definition, History, and Scholarship. *J. Computer-Mediated Communication*. 13, 210-230. <http://dx.doi.org/10.1111/j.1083-6101.2007.00393.x>
- Chellen, H., & Nunkoo, R. (2010). Understanding student's commitment to employment in the tourism and hospitality industry. *International Research Symposium in Service Management*, 1(1), 14-31.
- Cochran, K.J., & Beeghley, L. (1991). The influence of religion on attitudes toward nonmarital sexuality: A preliminary assessment of reference group theory. *Journal for the Scientific Study of Religion*, 30(1), 45-62.
- Cohen, G.L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*. 85(5), 808-822. <http://dx.doi.org/10.1037/0022-3514.85.5.808>
- Darling, N., Caldwell, L., & Smith, R. (2005). Participation in school-based extracurricular activities and adolescent adjustment. *Journal of Leisure Research*, 37(1), 51-76. <https://doi.org/10.1080/00222216.2005.11950040>
- Deeb, A., Alananzeh, O., Masa'deh, R., & Tarhini, A. (2020). Factors Affecting Job Performance: The Case of Jordanian Hotels' Kitchen Staff. *International Journal of Public Sector Performance Management*, 6 (3), 340-360. <https://doi.org/10.1504/IJPSPM.2020.107766>
- Gebbels, M., Pantelidis, I., & Turner, S. (2020). Conceptualising patterns of career commitment: the leaving process in hospitality. *International Journal of Contemporary Hospitality Management*, 32(1), 126-147. <http://dx.doi.org/10.1108/IJCHM-04-2019-0338>
- Gorochnayaya, V., Mikhaylov, A., Plotnikova, A., & Mikhaylova, A. (2021). The interdependence between tourism innovation activity in the western borderlands of Russia. *GeoJournal of Tourism and Geosites*, 34(1), 147–154. <https://doi.org/10.30892/gtg.34119-630>
- Hair, J., Black, W., Babin, B., Anderson, R., & Tatham, R. (2010). *Multivariate Data Analysis*. (7th edition), New Jersey: Prentice-Hall.
- Hodur, N.M., & Leistriz, F.L. (2006). Estimating the Economic Impact of Event Tourism: A Review of Issues and Methods. *Journal of Convention & Event Tourism*, 8(4), 63-79. https://doi.org/10.1300/J452v08n04_05
- Huynh, D.V., Truong, T.T., Duong, L.H., Nguyen, N.T., Dao, G.V., & Dao, C.N. (2021). The COVID-19 Pandemic and Its Impacts on Tourism Business in a Developing City: Insight from Vietnam. *Economies*, 9: 172. <https://doi.org/10.3390/economies9040172>
- Jawabreh, O., Alaqarah, B., Hrerat, H., Shaabat, L., & Jarah, Q. (2017). Assessing Factors that Prevent Female Students from Studying Hotel Management: A Case Study of the University of Jordan (Aqaba Branch). *Journal of Management Research*. 9(76). <https://doi.org/10.5296/jmr.v9i4.11690>
- Karima, K., & Wafia, Z. (2021). The contribution of social media in tourism promotion-a case study of a sample of social media subscribers. *Revue des reformes économiques et integration en économie mondiale*, 15 (1), 31-44.
- Kim, W., Lim, H., & Brymer, R. (2015). The effectiveness of managing social media on hotel performance. *International Journal of Hospitality Management*. 44. 165-171. <http://dx.doi.org/10.1016/j.ijhm.2014.10.014>
- Lehmann, W.S. (2015). *The influence of electronic word-of-mouth (eWOM) on college search and choice* (Doctoral dissertation). Open Access Dissertations. Paper 1378.
- Mahmoud, R., Al-Mkhadme, A.A., Alananzeh, O.A., & Masa'deh, R. (2021). Exploring the Relationship between Human Resources Management Practices in the Hospitality Sector and Service Innovation in Jordan: the Mediating Role of Human Capital. *GeoJournal of Tourism and Geosites*, 35(2), 507–514. <https://doi.org/10.30892/gtg.35231-678>
- Mannaa, M., & Abou-Shouk, M. (2020). Students' Perceptions towards Working in the Tourism and Hospitality Industry in United Arab Emirates. *Al-Adab Journal*. 1. 33-52. <http://dx.doi.org/10.31973/aj.v1i1.35.842>
- McGladdery, C.A., & Lubbe, B.A. (2017). Rethinking educational tourism: proposing a new model and future directions. *Tourism Review*, 72(3), 319-329. <https://doi.org/10.1108/TR-03-2017-0055>
- Morrissey, K. (2005). The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence*, 40, 67-85.
- Offorma, G.C. (2016). Integrating components of culture in curriculum planning. *International Journal of Curriculum and Instruction*, 8(1), 1–8
- Pallant, J. (2005). *SPSS Survival Manual: A Step Guide to Data Analysis Using SPSS for Windows Version 12*. Chicago, Illinois: Open University Press.
- Rezapouraghdam, H., Behraves, E., Ari, E., & Doh, W.L. (2018). Cost-Benefit Analysis of Educational Tourism in North Cyprus: A Qualitative Study of the Socio-economic Impacts. *E-Review of Tourism Research*, 15(6). <https://ertr-ojs-tamu.tdl.org/ertr/index.php/ertr/article/view/259>
- Rodríguez-Pose, A., & Zhang, M. (2020). The cost of weak institutions for innovation in China. *Technological Forecasting and Social Change*, Elsevier, 153(C). <https://doi.org/10.1016/j.techfore.2020.119937>
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach*, (6th edition), New York: Wiley.
- Shao-Wen, S. (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of Language Teaching and Research*. 3. <https://doi.org/10.4304/jltr.3.1.153-158>
- Solomon, M.R., Bamossy, G., Askegaard, S., & Hogg, M.K. (2010). *Consumer Behaviour: A European perspective*. Fourth edition. New York: Prentice Hall.
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020). Educational Tourism and Local Development: The Role of Universities. *Sustainability*. 12. <https://doi.org/6766.10.3390/su12176766>
- Tran, B. (2019). The Next Generation of Leaders: Women in Global Leadership in Hotel Management Industry. Chapter in the book: *Gender Economics*. <https://doi.org/10.4018/978-1-5225-7510-8.ch024>
- van Niekerk, M., & Saayman, M. (2013). The influences of tourism awareness on the travel patterns and career choices of high school students in South Africa. *Tourism Review*, 68 (4), 19-33. <https://doi.org/10.1108/TR-09-2013-0049>
- Ulvi, A., Varol, F., & Yiğit, A. (2019). 3D Modeling and Digital Archiving of Cultural Heritage: The Example of Ismoil Somoniy Tomb in Uzbekistan. *Journal of Tourism and Hospitality Management*, 5 (5). 93-106.
- Zawherh, M.I (2012). *The impact of competitive strategies and marketing orientation on hotel performance "A study sample five and four stars hotels in Jordan"*. Unpublished master thesis, Middle East University, Amman, Jordan.
- Zubaibi, A. (2012). The pillars of family stability under Islamic law, stewardship and alimony as a model - a comparative analytical study. *Damascus University Journal for Economic and Legal Sciences*, 28(1), 461-485
- *** Ministry of Education. *Statistics*. Retrieved 2022. <https://moe.gov.jo/ar/node/15862>