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How Did Covid-19 Affect Career Intentions of Students Studying Tourism

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Abstract

This study aims to determine whether there is a difference between the career plans of the students majoring tourism programs before and after the corona virus and disease pandemic. A total of 705 people studying tourism in different universities in Turkey were surveyed. Paired samples T test was conducted to determine whether there is a difference between tourism education students' intention to work in the industry before and after Covid-19. Independent samples T test was conducted to determine whether there is an average difference between pairs, one-way ANOVA was conducted to measure whether there is a difference between multiple groups. The Tukey test, Chi-square analysis, the Marginal Homogeneity test were used to determine whether there is a relationship between variables and dependencies. The results indicate that there are significant differences between the groups in terms of the age criterion. The participants studying gastronomy, cookery and food and beverage were more willing to pursue a career than those receiving tourism management education after corona virus and disease pandemic. It is understood that the participants receiving tourism education have differences in career intentions due to the pandemic. The study reveals that the number of participants intending to pursue a career in tourism was higher before corona virus and disease but decreased after corona virus and disease.

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INTRODUCTION

Corona virus disease, which started to be seen in Wuhan, China towards the end of 2019, spread to all countries of the world and became a disease threatening humanity. The virus, which emerged with complaints such as fever, cough, and shortness of breath, has turned into an epidemic as a virus that has not been seen in humans before (Ministry of Health, 2021). The Corona virus outbreak has been declared as a pandemic by the World Health Organization. It has affected many countries and sectors negatively (Cucinotta & Vanelli, 2020, p. 157).

According to the data of the World Health Organization, as of 20.01.2021, the number of corona virus cases worldwide was 96,795,628, while the number of those who died due to the virus was 2,069,677 (worldometers.info, 2021). The figures in Turkey as of January 19, 2021, the number of corona virus cases was 2399781, while the number of those who died due to the virus was 24328 (Ministry of Health, 2021). The numbers regarding the epidemic are increasing day by day. It has a negative impact on many areas of human life, from social relations to culture, to the health sector (Ulutaş, 2020, p. 10).

Several sectors have been negatively affected in the corona virus and disease pandemic which has become worldwide crisis of 21st century for almost all countries around the world. In this sense, tourism is one of these sectors that have been influenced by the crisis to the highest degree. In 2019, world tourism grew by 3.8%, the number of international travels was 1 billion 461 million and the international tourism income was 1.5 trillion dollars. With Covid-19, in the first eight months of 2019, the rate of decline in international tourism movements was determined to be 70% (UNTWO, 2020). In this period, both domestic and international trips have been restricted. Additionally, several requirements have become compulsory such as hotels were kept closed at the beginning of the season, certain changes have been made regarding banquet service and cleaning have been being performed over-sensitively at hotels. With these requirements, certain problems have arisen regarding the staff to work in the sector. Some decisions are made about working with small team of staff in order to compensate the negative effects of the crisis resulted from the pandemic. In this respect, the issue that whether the students majoring in tourism programs have changed their career plans during this period of pandemic draws the attention of researchers. This issue, whether the students majoring in tourism related programmes are planning their careers in tourism sector or other sectors in relation to the unfavourable conditions emerged unexpectedly during pandemic is significant for both tourism sector and the students. The future of the staff that are educated in tourism and highly required in tourism sector is extremely important for the sector dynamics. To this end, this study aims to determine whether there is a difference between the career plans of the students majoring tourism programs before and after the corona virus and disease pandemic.

Literature Review

Covid-19 and Tourism

Many sectors are adversely affected due to the epidemic throughout the world. It affects especially the tourism sector, tourism workers and destinations negatively (Bahar & İlal, 2020, p. 129). Among some restrictions applied around the world, country entry and exit bans, quarantines, travel restrictions, etc. are factors that directly affect tourism (Acar, 2020, p. 7, Strielkowski, 2020, p. 1). When the international tourism movements are examined, in 2019, world tourism grew by 3.8%, while the number of international travels was over 1 billion 461 million and tourism-related revenues were announced as 1.5 trillion (TURSAB, 2020). After the outbreak began, it was

announced that there was an 81% decrease compared to the previous year between January and August 2020. The loss for only the 8-month period was determined to be 70% (TURSAB, 2020). When looking at the relevant values, it should be noted that the epidemic has seriously affected the tourism sector. It is obvious that countries or destinations whose economy is based on tourism will face some difficulties.

The effects of the epidemic on the tourism sector have made themselves felt in many income and supply chains such as finance, investors, cash and business owners (Deloitte, 2020, p. 1). There have been many studies examining the possible effects on the tourism sector with the epidemic (Acar, 2020; Akca, 2020; Alpago & Woodcutter Alpago, 2020; Brouder, 2020; Desbiolles, 2020; Gössling, Scott & Hall, 2020, Ozbek & Yıldırım, 2020; Yıldırım & Sayın, 2020). In these studies, the economic, social, and psychological effects of the epidemic on the tourism sector have been emphasized. Due to the uncertainty regarding the future of the epidemic, the studies done and to be done in this area is very valuable.

The Ministry of Culture and Tourism in Turkey has realized Covid-19 and hygienic practices to ensure minimum impact of this pandemic on the tourism business. It has started studies by paying attention to the hygiene rules in the pandemic process of the enterprises and considering the sensitivity of the visitors to the epidemic contamination. Applications include many topics such as entrance to the hotel, measures to be taken for staff, regulations in general areas, security operating vehicles, personnel accommodation facilities, lodging, waste management, pest, and pest control (TGA, 2020). Since the epidemic has a high level of impact on the tourism sector, many studies have begun to be conducted, such as what the tourist behavior will be, how businesses will continue their activities, and tourism education. In the study by Kıvılcım (2020) examining the effects of the Covid-19 epidemic on the tourism sector, it predicts that businesses will turn to more technological tools in order to cope with the crisis, digitalization will become more widespread, social distance tours will be more popular, and more individual holidays will come to the fore. In his study to determine the impact of the epidemic on travel agencies, İbiş (2020) suggests that agencies should be supported with low-interest loans in order to survive.

Tourism Education

The concept of tourism education is associated with vocational education. The concept of vocational education is related to the ability of individuals in society to have a profession, the acquisition of knowledge, ability, and application skills, which are essential for a profession, and the progress of individuals with their physical, emotional, social, and economic aspects (Aksu & Bucak, 2012, p. 9). The concept of tourism education refers to raising awareness about tourism in society, ensuring the protection of touristic resources, approaching the tourists and their values with tolerance, and developing an equal and honest service with respect and a hospitable behaviour (Bayer, 1998, p. 145). Offering tourism education based on certain aims is considered important to raise qualified personnel. The necessity of vocational tourism education is as follows (Ünlüönen & Boylu, 2005; Pelit & Güçer, 2006):

- The increase in the quality of service demanded by tourists,
- Having trained personnel and efficient physical facilities is significant in the tourism sector,
- There is intense competition in the tourism sector worldwide,
- tourism as a sector is labour-intensive.

Vocational tourism education in Turkey is conducted under two headings: formal and non-formal tourism education (Avcıkurt & Karaman, 2002). The aim of non-formal tourism education is to contribute to the formation of tourism awareness in society. Non-formal tourism education includes courses given by educational institutions and private education units affiliated to the Ministry of Tourism (Aksu & Bucak, 2012, p. 11).

Non-formal Tourism Education

Non-formal education involves carrying out education and training activities in order to provide people from all segments of life with knowledge and skills in different fields in accordance with the law no. 2547, adopted in 1981 applied in Turkey. The Ministry of National Education (MNE), The Ministry of Culture and Tourism, universities, and the Tourism Development and Education Foundation (TUGEV) are among primary organizations engaged in non-formal tourism education in Turkey. The General Directorate of Research and Education under the Ministry of Culture and Tourism offers non-formal tourism education in two ways: domestic and abroad. Within the scope of the domestic one, it conducts on-the-job training courses and tourism awareness training programs. On-the-job training courses involve front office, food and beverage service, housekeeping, food production, training of managers as trainers, and boarding house keeping. Tourism awareness training programs include personal development programs and awareness of boarding house keeping (MCT, 2020). Established in 1985, TUGEV is an organization carrying out activities to raise the personnel needed by the Turkish tourism sector especially between the years 1985-1990 and to use the resources in tourism effectively and efficiently. Through cooperation with the Council of Higher Education (CHE) and MNE, TUGEV has provided a lot of on-the-job training (TUGEV, 2020). MNE carries out non-formal tourism education through public education centres and apprenticeship education centres. At the end of the non-formal tourism education, a certificate is given to participants.

Formal Tourism Education

Within the scope of the formal tourism education in Turkey, there are secondary education institutions operating under MNE as well as associate, undergraduate, master's and doctoral programs operating under CHE. Elective tourism education courses taught in these institutions are also included in formal education (Tuna, 2002, p. 43). Tourism education at secondary level, which is carried out under MNE's Directorate General of Vocational and Technical Education, is offered in 200 institutions in the field of accommodation and travel services and in 679 institutions in the field of food and beverage services within the body of vocational and technical Anatolian high schools and multi-program Anatolian high schools (The Ministry of National Education, 2020).

According to Law No. 2547, tourism education at universities is at three different levels: associate, undergraduate, and graduate. Tourism education at the associate level includes courses at vocational schools for four semesters that are aimed at providing the characteristics needed by the tourism sector, developing relevant skills, and conducting practices. Tourism education at the undergraduate level is a training program consisting of at least eight semesters aiming to train students for mid-level management positions the tourism sector might need. Postgraduate education is divided into two parts as master's and doctoral. The master's tourism education is aimed to build a career and to train senior managers, experts, and consultants with graduate tourism education. With the doctoral-level tourism education, it is aimed to conduct academic research related to tourism, analyse problems, and offer solution suggestions (Boylu & Arslan, 2014, p. 86-88).

As of 2019, there are 80 public universities and 30 private universities admitting students to associate degree tourism programs in Turkey. According to data from 2019, the number of students placed in associate degree programs providing tourism education is 20.139, and the occupancy rate is 94% with the university entrance exam in the same year for state and private universities in Turkey (Tuna, Başoda & Aylan, 2019, p. 7-14).

According to 2019 statistics related to tourism education at the undergraduate level in Turkey, undergraduate education is given in 90 universities, 60 of which are state universities and 30 are private universities (Tuna, Başoda & Aylan, 2019, p. 20-24). The program names under the umbrella of tourism education at the undergraduate level are as follows (CHE, 2020): Gastronomy, gastronomy and culinary arts, culinary arts and management, tourism management, tourism and hotel management, tourism management and hotel management, tourism and hospitality, hospitality management, hotel management, travel management, travel management and tourism guidance, food and beverage management, tourism guidance, recreation, recreation management. It is stated that the number of students placed in schools providing undergraduate tourism education in 2019 was 9.253, and the occupancy rate was 93.9% (Tuna, Başoda & Aylan, 2019, p. 29).

It is not easy to find qualified personnel in the tourism sector. Due to the reasons such as seasonality, low wages, and low job satisfaction resulting from this, long working hours, the tourism sector is a sector where there is a shortage of qualified employees and high labour turnover. Knowing the perceptions of tourism education students on the sector and the profession is significant for the sector, tourism businesses, students, and institutions providing tourism education. This is because face-to-face service is provided in the tourism sector, and an important determinant of customer satisfaction is such face-to-face interaction with staff (Wan, Wong & Kong, 2014).

Various studies have been conducted on tourism students' career-making intentions. In these studies, the attitudes of students towards the sector, their career goals, and their intentions to start the profession after graduation have been searched (Pehlivan, 2008; Wen & Kwon, 2019). Also, there are other studies on different variables (gender, friend and family influence, work experience) that affect their intention to make a career (Çeşmeci, Çalışkan & Özsoy, 2020). There are various factors that affect career-making intentions. One of them is the nature of work and perceived social status. If the nature of the work is interesting, the personnel are so satisfied with their work, and this positively impacts their perception of social status (Chuang, Yin & Dellmann-Jenkins, 2009).

Career expectation depends on one's perception of the profession and the sector (Richardson, 2008). In a study conducted on those who graduated from a tourism department in Ireland, it was revealed that individuals refrained from developing a career due to some negative working conditions in the tourism sector such as long working hours (O'Leary & Deegan, 2005). Besides, negative career expectations of tourism students are some of the most important factors preventing them from launching out in the sector (Wan & Kong, 2012). The number of students who want to pursue their careers in this sector after graduation is low. The main reason is fewer opportunities of high payment and low promotional opportunities (Jenkins, 2001).

Another factor that affects the career intentions of tourism students is the rewards and incentives that students expect from the sector (Chuang et al., 2009). According to occupational psychology theory, the value that the person attributes to work (internal and external value) is also a significant factor in choosing a job (Ben-Shem & Avi-Itzhak, 1991). Families (Airey & Frontistis, 1997) and hospitality professionals (Damonte & Vaden, 1987) are influential on the career choices of tourism students. The relationship between perceived career intention and working in the sector

is also explained by the expectancy theory. Accordingly, if a person puts a high value on the career expectation of the sector, that person will show more intent to work in the sector (Kahneman & Tversky, 1979).

Psychological and social factors are influential on individuals' career decisions, too (Paolillo & Estes, 1982). According to Ahmed, Alam and Alam (1997), there are internal (work-related satisfaction) and external (financial value, market-related factors) factors that affect career decisions. According to Damonte and Vaden (1987), there are six values influential on career decisions of tourism students. These values are interesting work, advancement potential, secure future, good salary, opportunity for service to society, and social prestige, in the order of importance. In later studies, it was revealed that external factors (advancement chances, job security) are more influential than internal factors (Kim, McCleary & Kaufman, 2010).

The rapid change of the internal and external environments of hotels causes employees to feel insecure towards their profession, quit the hotels they work at, and look for a new job opportunity (Choi, 2006). According to Kozak (1999, p. 54), the seasonal nature of the sector puts businesses and employees in a difficult situation in career planning. Due to the seasonality of the tourism sector, businesses apply for temporary employment. O'Leary and Deegan (2005, p. 421) stated that the rate of temporary employment in the tourism sector is quite higher than in other sectors, that employees face the constant danger of unemployment, and accordingly, employees do not make a sound career planning. Family-work conflict has also an impact on employee performance and work-family and family-work conflicts have an impact on work stress (Karakaş & Tezcan, 2019).

Methodology

The study examines whether there is a difference in students' intentions to pursue a career after corona virus and disease, which was declared a pandemic, compared to the period before corona virus and disease. In other words, the study aims to determine whether there are differences between the students' intentions to pursue a career before corona virus and disease and their intentions to pursue a career after corona virus and disease. The study population consists of students receiving tourism education at university level in Turkey. In order to collect the data used in this research required ethics committee permission document Ondokuz Mayis University Ethics Committee 29.05.2020 date and 2020/331 decision/issue number was taken.

The convenience sampling method was used in the study that was conducted from April to May 2020. Power values of certain possibilities were calculated making sure that the minimum difference between the total scores was 5 and the standard deviation between the differences was 20 in the scale measuring intentions of students receiving tourism education to pursue a career before and after the corona virus and disease pandemic. The power values were calculated as 0.65, 0.67 (2/3), 0.70, 0.75, 0.80, 0.85, 0.90, 0.95, 0.99 respectively. Type 1 and Type 2 error values were taken as $\alpha=0,05$ and $\beta=0,20$ respectively in the calculations. At least 296 students with a power of 0.99 were considered eligible for the study. A total of 705 people studying tourism in different universities in Turkey were surveyed.

The questionary technique as data collection was used in the study, and the questionnaire form included questions items used in the studies on career desires of students in the tourism sector conducted by Riegel and Dallas (1998) and Kuşluvan and Kuşluvan (2003), which were adapted to Turkish by Duman, Tepeci, & Unur (2006).

The questionnaire consists of two parts. The first part about student's genders, ages, high schools they graduated from, their current schools (associate degree, undergraduate, graduate), departments, whether they chose the tourism education willingly, whether they did internship and whether they see themselves in the tourism sector in the future.

The second part contains statements consisting of 11 questions to determine the intention of the students to pursue a career that were prepared on a 5-Likert scale (1-strongly disagree; 5-strongly agree). The same questions were asked in two parts: before corona virus and disease and after corona virus and disease. The Cronbach's Alpha value was calculated to determine the scale reliability and Tukey's non-additivity test was performed to determine whether the scale was addable. Since the Cronbach' Alpha (α) coefficient is over 0.70, it can be said that the scale is highly reliable (Santos, 1999). IBM SPSS for Windows 21 was used to analyze the data. Shapiro Wilk's test was used to determine the suitability of variables for normal distribution. Paired samples T test was used to test the paired samples, independent samples T test (student T test, independent samples T test) was used to test independent samples if there were two groups, and one-way ANOVA test was used to test independent samples if there were more than two groups. Tukey test, which is one of the post hoc tests, was used to determine different groups. Chi-square analysis was used to analyze the cross tables (Pearson exact chi-square test). The Marginal Homogeneity test was used to analyze cross tables obtained by crisscrossing each of the before and after questions. Mean±SD, number and percentage statistics were calculated to summarize the data. $P<0.05$ values were considered statistically significant.

Results

Data on the demographic characteristics of the participants are listed in Table 1.

Table 1. Demographic and sectoral qualities of the sample

Variables	n	%
Gender		
Female	370	52.5
Male	335	47.5
Age		
16-18	27	3.8
19-21	368	52.2
22-24	208	29.5
25-30	53	7.5
30 and over	49	7.0
School		
Associate degree	327	46.4
Undergraduate	310	44.0
Postgraduate	68	9.6
Receiving tourism education willingly		
Yes	515	73.0
No	70	9.9
Undecided	120	17.0
Internship status		
Yes, I did.	409	58.0
No, I did not.	296	42.0
Seeing future professional life in the tourism sector		
Yes	400	56.7
No	88	12.5
Undecided	217	30.8

The reliability (internal consistency) coefficient of the factors was calculated with Cronbach's Alpha. This coefficient is 0.80 and higher than the generally accepted reliability coefficient that is 0.70. Tukey's non-additivity test was performed and the scale was found to be addable. Then, the average scores of the scale measuring intentions

of tourism students to pursue a career before and after corona virus and disease were calculated, and it was checked whether there was a statistical difference between the average scores. There was a statistical difference between average scores before and after corona virus and disease. A very high difference was found between the average scores of pre-and post- corona virus and disease students on the career making scale (P<0.001). The scale average before corona virus and disease was 3.51 and this value decreased to 3.38 after corona virus and disease. This decrease of 0.13 is statistically significant. While the career intentions of the participants were higher in the tourism sector before the pandemic, a decrease was observed in the career intention after the pandemic. Studies can be conducted to investigate the reasons for the decrease in the career intentions of the participants after the Pandemic. Moreover, Intraclass Correlation Coefficient Test which used to explain how similar units in the same group are was performed and the average measures were found high (0.80; P<0.001). There was no significant difference according to the T test performed to determine whether participants' intentions to pursue a career had a significant difference by gender before corona virus and disease and after corona virus and disease.

Table 2. Test of significance among different groups; one-way ANOVA analysis

	M±SD	M±SD	M±SD	M±SD	M±SD		F	P
Age	16-18	19-21	22-24	25-30	30 and over			
Before Covid-19	3.64±0.71	3.55±0.67	3.37±0.66	3.40±0.70	3.75±0.57		4.71	0.001
After Covid-19	3.38±0.81	3.42±0.69	3.26±0.68	3.26±0.58	3.58±0.69		3.41	0.009
Difference between before and after							0.96	0.429
School of graduation	Tourism	General High School	Industrial/Girls' Vocational School	Other				
Before Covid-19	3.53±0.66	3.53±0.70	3.41±0.59	3.52±0.70			1.028	0.38
After Covid-19	3.37±0.72	3.39±0.72	3.32±0.56	3.39±0.70			0.382	0.766
Difference between before and after							0.46	0.71
University level	Associate degree	Undergraduate	Postgraduate					
Before Covid-19	3.53±0.69	3.45±0.67	3.68±0.60				3.34	0.036
After Covid-19	3.40±0.70	3.30±0.70	3.55±0.57				4.23	0.015
Difference between before and after							0.24	0.78
University department	Tourism Management	Accommodation Management	Travel Agency	Tourist Guiding	Gastronomy	Cookery		
Before Covid-19	3.35±0.66	3.44±0.76	3.78±0.63	3.49±0.69	3.73±0.64	3.70±0.64	8.97	0.000
After Covid-19	3.22±0.65	3.38±0.77	3.53±0.79	3.36±0.74	3.62±0.64	3.57±0.66	8.26	0.000
Difference between before and after							0.45	0.81
Did you choose tourism willingly?	Yes	No	Undecided					
Before Covid-19	3.69±0.61	2.74±0.60	3.20±0.55				94.80	0.000
After Covid-19	3.53±0.65	2.68±0.62	3.13±0.58				66.61	0.000
Difference between before and after							2.72	0.066

As can be understood from the Table 2, the difference between the arithmetic means of the age groups was statistically significant before corona virus and disease (F=4.71, p=0.001) and after corona virus and disease (F=3.41, P=0.009) in the one-way variance analysis performed to determine whether the arithmetic means of career intentions

differed significantly by age. After this process, complementary post-hoc analysis techniques were used to determine which groups caused the significant difference. To decide which post-hoc multiple comparison technique to use after ANOVA, it was determined whether the variance of group distributions was homogeneous (P>0.05). Then, the Tukey HSD multiple comparison technique, which is widely used when the variance is homogeneous, was preferred. The Tukey HSD test conducted to determine which subgroups had differences regarding the career intentions of the age groups prior to corona virus and disease revealed a statistically significant difference between the 19-21 age group and 22-24 age group in favor of the 22-24 age group at the P<0.05 level. This indicates that participants in the 22-24 age group intend to pursue careers in tourism more than those in the 19-21 age group. Another age range that differs significantly from the other age groups is the range between the 22-24 age group and the group aged 30 and over. Participants in the 30 and above age group (P<0.05) were more willing to pursue a career in tourism than the 22-24 age group. The Tukey test to determine which subgroups differed in tourism career intentions of the post- corona virus and disease age groups showed a statistically significant difference between the 22-24 age group and the group aged 30 and over in favor of the latter (P<0.05). The group aged 30 and over is more willing to pursue a career in tourism after corona virus and disease than the 22-24 age group. There is a difference between the age groups before and after the corona virus and disease regarding career intention in tourism. The reason for the difference in career intentions of the participants who received tourism education can be stated that corona virus and disease is among the external factors according to the classification made by Ahmed et al., (1997).

As for the high schools the participants taking tourism education, there is no statistical significance in the values related to the intentions of the participants to pursue a career in the tourism sector before and after corona virus and disease (P= 0.380, P=0.766, P=0.710, P>0.05).

When we look at the averages regarding the participants' intentions to pursue a career in tourism based on the level of education they received at the university, there were statistically significant differences before corona virus and disease (P=0.036) and after corona virus and disease (P=0.015). The averages of at least one group before and after corona virus and disease differ from the others. According to the results of Tukey HSD test, which is a the post-hoc test conducted after the ANOVA analysis, the postgraduate participants were more willing to pursue a career before corona virus and disease than the undergraduate participants (P=0.036). Similar to the situation before corona virus and disease, the postgraduate participants were more willing to pursue a career after corona virus and disease than the undergraduate participants. However, there is no statistical significance (P=0.784) when the groups' averages before and after corona virus and disease are compared. Considering the career intention in tourism by education level, it is seen that those who receive postgraduate education are more willing in their career intentions. According to the study of Damonte and Vaden (1987), social prestige is among the values that affect the career intentions of tourism students. A high level of education and career intention are perceived as social prestige in terms of career in society.

When we look at the averages regarding the participants' intentions to pursue a career in tourism based on their departments at the university, there were statistically significant differences between pre- corona virus and disease (P=0.00) and post- corona virus and disease (P=0.00). Prior to corona virus and disease, the number of career intentions of participants studying in departments of travel agency, food and beverage management and cookery was higher than those studying tourism management. The number of participants studying food and beverage

management, gastronomy or cookery who intended to pursue a career in the tourism sector was higher than those studying tourism management. However, there is no significance (P=0.810) when the averages of pre-and post-corona virus and disease groups are compared. There may be different reasons for the low career intention of the participants who study tourism management. However, it may be that the mentioned department is more comprehensive than the other departments and that the working hours are longer as stated by Richardson (2008) or, as Jenkin (2001) stated, low promotion opportunities.

As for the average scores of the participants by their choice of tourism education, the difference between the pre-corona virus and disease (P=0.00) and post- corona virus and disease (P=0.00) periods was statistically significant. According to the results of the Tukey HSD test performed to determine which groups caused the difference, those who chose tourism education unwillingly and those who were undecided were more likely to pursue a career than those who chose tourism education willingly before corona virus and disease. (P=0.00). Those who chose tourism education unwillingly and those who were undecided were more likely to pursue a career than those who chose it willingly after corona virus and disease (P=0.00). However, there is no statistically significant difference between pre- corona virus and disease and post- corona virus and disease averages (P=0.06).

Conclusion

Various studies have been conducted on tourism students' career-making intentions. In these studies, the attitudes of students towards the sector, their career goals, and their intentions to start the profession after graduation have been searched (Pehlivan, 2008; Wen & Kwon, 2019). Also, there are other studies on different variables (gender, friend and family influence, work experience) that affect their intention to make a career (Çeşmeci, Çalışkan & Özsoy, 2020). There are various factors that affect career-making intentions. One of them is the nature of work and perceived social status. If the nature of the work is interesting, the personnel are so satisfied with their work, and this positively impacts their perception of social status (Chuang, Yin & Dellmann-Jenkins, 2009). Tourism students' career-making intentions are affected by several factors and as mentioned above there are several studies conducted about this. In this study, it has been tried to determine how the pandemic affects tourism students' career intention. Therefore, this study contributes to the literature by researching about this aspect.

705 people participated in this study aiming to determine whether the intentions of students receiving tourism education at different levels and departments of universities to pursue a career in tourism differed significantly between the period before corona virus and disease and the period after corona virus and disease. 327 participants were receiving tourism education at the associate degree level, 310 participants were undergraduates, and 68 participants were postgraduates.

There are significant differences between the groups in terms of the age criterion. The number of participants intending to pursue a career in tourism before corona virus and disease is higher in the 19-21 age group. The number of participants intending to pursue a career in tourism after corona virus and disease is higher among the participants aged 30 and over. According to the age variable, groups willing to pursue a career in tourism may be considered to have career intentions from an academic point of view. The fact that the tourism sector has a dynamic nature all the time can play an important role in the intention of pursuing a career in the sector.

According to the evaluation of the participants by level of education they have received at the university, those receiving tourism education at the postgraduate level were more willing to pursue a career than those receiving tourism education at the undergraduate level. The fact that especially the postgraduate participants were considering academic profession in the field of tourism may have prevented differences before and after corona virus and disease. Education level affects people's career choices and is perceived as an element of social prestige (Damonte & Vaden, 1987).

As for the type of tourism education the participants received, the participants receiving education in the fields of travel, cookery and food and beverage were more willing to pursue a career than those receiving tourism management education. The participants studying gastronomy, cookery and food and beverage were more willing to pursue a career than those receiving tourism management education after corona virus and disease. Based on the results of the research, it can be assumed that tourism management and travel areas are among the areas directly affected by the corona virus and disease pandemic. It can be said that the secondary areas such as gastronomy and cookery are indirectly affected. The participants receiving education in these areas are those who have career opportunities in different areas besides the tourism sector. Travel, gastronomy and cookery departments are considered to be more advantageous in terms of career and working hours compared to the tourism management department, since they are more special departments. Compared to the study which concluded that the students who study tourism want to work in 4-5 star hotels most and in food and beverage companies least (Cömert, 2014, p. 50), it is understood that the participants receiving tourism education have differences in career intentions due to the pandemic. The study shows that the number of participants intending to pursue a career in tourism was higher before corona virus and disease but decreased after corona virus and disease. The epidemic affecting the career intentions of students who receive tourism education worldwide can be shown as an example of external factors.

It is inevitable that there will be some changes in the way people live due to worldwide epidemics. It is likely that there will be several changes in career intentions of students receiving tourism education due to the corona virus and disease pandemic. The mandatory conditions brought about by the pandemic (part-time work, better use of technology, payment of wages on a part-time basis, dismissal, emergence of a more educated workforce, etc.) may be among the matters that are likely to influence career preferences. A number of changes will also reveal that students studying tourism need to be better equipped for the future. In addition to providing the necessary conditions to pursue a career in tourism, the time spent for education at university should be used better, and students should be more equipped for their families, the society, employers, and themselves. In future studies, the rate of change in the number of students receiving tourism education should be followed, and if there is a decrease, research should be done on what or could be the reflections of this on the sector.

Declaration

The contribution of all the authors of the article to the article process is equal. There is no conflict of interest to be declared by the authors. Ethics committee permission document required to collect data used in this research Ondokuz Mayis University Ethics Committee 29\05|2020 date and 2020\331 was taken with the decision\issue number.

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