



## Analysis of the Efficiency of Private Educational Institutions in Meeting the Needs of the Tourism Labor Market

تحليل مدى كفاءة المؤسسات التعليمية الخاصة في تلبية احتياجات سوق العمل السياحي

Eman Gouda\*

### Article Info

Article Language: English

Vol. 10 No. 1, (2025) pp. 1-13 | <https://doi.org/10.21608/sis.2025.361012.1185>

معلومات المقالة

لغة المقالة: الإنجليزية

### Abstract

الملخص

This research aims to evaluate the efficiency of private educational institutions in meeting the tourism labor market's demands. These institutions play a vital role in equipping individuals with the knowledge, skills, and competencies needed for the tourism industry. The study examines how well these institutions prepare graduates to meet labor market requirements and how aligned their educational programs are with industry expectations. The objectives include assessing program alignment with labor market needs, evaluating training effectiveness, and gathering perspectives from institutions and tourism industry stakeholders. The research employs a descriptive-analytical approach, using surveys and interviews with graduates, educators, and employers from the tourism sector. The findings reveal that while many private institutions offer programs tailored to the tourism industry, significant gaps exist in the training provided. Some programs focus on theoretical knowledge, neglecting practical skills and industry-specific competencies. Additionally, many institutions lack updated curricula that incorporate the latest industry trends, such as digital marketing, sustainable tourism, and technology integration. Employers in the tourism industry often perceive graduates as underprepared for practical job demands, requiring additional on-the-job training. However, the study highlights successful examples where institutions have integrated hands-on training, internships, and industry partnerships into their programs. These institutions produce graduates who adapt more quickly to the tourism industry's fast pace. Collaboration between educational institutions and tourism businesses proves beneficial, ensuring curricula remain relevant and graduates possess a balanced mix of theoretical knowledge and practical skills.

يهدف هذا البحث إلى تحليل كفاءة المؤسسات التعليمية الخاصة في تلبية احتياجات سوق العمل في قطاع السياحة. تلعب هذه المؤسسات دوراً حيوياً في تزويد الأفراد بالمعرفة والمهارات اللازمة للعمل في هذه الصناعة. يستعرض البحث مدى فاعلية البرامج التعليمية في تلبية متطلبات سوق العمل وتوافقها مع توقعات القطاع السياحي. تشمل أهداف الدراسة تقييم توافق برامج المؤسسات التعليمية الخاصة مع متطلبات سوق العمل، وقياس فعالية التدريب المقدم، وجمع آراء كل من المؤسسات وأصحاب الأعمال في القطاع السياحي. اعتمدت الدراسة على المنهج الوصفي التحليلي، باستخدام الاستبيانات والمقابلات مع الخريجين، والمعلمين، وأصحاب الأعمال في السياحة. أظهرت النتائج أن العديد من المؤسسات الخاصة تقدم برامج موجهة نحو القطاع السياحي، لكن هناك فجوات ملحوظة في التدريب. على سبيل المثال، تركز بعض البرامج على المعرفة النظرية دون التركيز الكافي على المهارات العملية أو الكفاءات الخاصة بالصناعة. كما أن العديد من المؤسسات تفتقر إلى مناهج محدثة تضم أحدث الاتجاهات مثل التسويق الرقمي والسياحة المستدامة. وأشار أرباب العمل إلى أن الخريجين غالباً ما يحتاجون إلى تدريب إضافي للاندماج في بيئة العمل. ومع ذلك، توجد أمثلة إيجابية حيث نجحت بعض المؤسسات الخاصة في دمج التدريب العملي والتدريب التعاوني، مما أدى إلى تخرج خريجين قادرين على التكيف بسرعة مع متطلبات السوق.

**Keywords:** Private educational institutions, the tourism labor market.

**الكلمات الدالة:** المؤسسات التعليمية الخاصة، سوق العمل السياحي.

\*Lecturer, the Higher Institute for Tourism and Hotels (EGOTH), Alexandria

## Introduction

The tourism industry, as one of the fastest-growing economic sectors globally, demands a workforce that is highly skilled, knowledgeable, and capable of adapting to the ever-evolving market needs (World Tourism Organization, 2022). Private educational institutions have emerged as key players in bridging the gap between the demand for a competent tourism labor force and the supply of qualified professionals. Unlike public institutions, private entities often possess greater flexibility to tailor their curricula to align with industry-specific requirements, leveraging their autonomy to introduce specialized courses, vocational training, and hands-on experience (Smith & Jones, 2020). However, questions persist regarding their overall efficiency in adequately addressing the needs of the tourism labor market, which is characterized by its dynamic nature, seasonal variations, and increasing reliance on technology and sustainable practices (Gonzalez et al., 2019). The effectiveness of private educational institutions can be evaluated through various lenses, including curriculum relevance, faculty expertise, student employability rates, and partnerships with industry stakeholders. For instance, studies suggest that institutions that foster collaborations with tourism and hospitality firms provide students with critical on-the-job training opportunities, enhancing their readiness to meet real-world challenges (Brown, 2021). Additionally, the integration of technological advancements, such as digital marketing and data analytics, into the curriculum is pivotal for preparing graduates to navigate the digital transformation of the tourism sector (Ali & Ahmed, 2020). Nevertheless, the rising costs of private education and the potential for profit-driven motives raise concerns about accessibility and the quality of education provided (Johnson et al., 2021). This research seeks to analyze the efficiency of private educational institutions in meeting the needs of the tourism labor market by examining their alignment with industry demands, their role in addressing skill gaps, and their contribution to fostering sustainable tourism practices. Through a comprehensive review of existing literature, empirical evidence, and case studies, this study aims to critical factors influencing the effectiveness of private educational institutions and provide actionable insights for policymakers, educators, and industry leaders. By doing so, it contributes to the broader discourse on how the education sector can better serve the tourism industry, ensuring a skilled workforce capable of driving economic growth and enhancing global tourism experiences (OECD, 2022).

## Research Problem

Studies such as Baum (2007) emphasize that the tourism industry's rapid evolution demands employees with not only technical expertise but also interpersonal and problem-solving skills. Yet, empirical evidence (e.g., Airey & Tribe, 2000) indicates a skills gap where graduates often fall short of employer expectations. This issue undermines both the employability of graduates and the productivity of the tourism sector. Therefore, it is imperative to investigate the efficiency of private educational institutions in adapting their curricula, training methodologies, and industry partnerships to align with the labor market's evolving needs, as highlighted by discussions in vocational training literature (World Tourism Organization, 2014).

## Research Objectives

1. To assess the alignment between the curricula of private educational institutions and the requirements of the tourism labor market.
2. To evaluate the role of practical training and internships in preparing graduates for the tourism industry.
3. To identify gaps in skills and competencies among graduates and explore strategies to bridge these gaps.

## **Research Hypotheses**

**H1:** Private educational institutions offering tourism-related programs are not fully aligned with the current skill requirements of the tourism labor market, leading to a mismatch between graduates' competencies and industry demands.

**H2:** Private educational institutions that integrate practical training and strong partnerships with tourism industry stakeholders produce graduates who are better equipped to meet the demands of the tourism labor market compared to those that rely solely on theoretical instruction.

## **Theoretical study**

The tourism industry plays a vital role in the global economy, contributing significantly to GDP, employment generation, and cultural exchange. However, as the industry evolves, driven by technological innovation, shifting traveler preferences, and sustainability demands, the need for a highly skilled workforce has become increasingly critical (Singh et al., 2021). Private educational institutions are often regarded as agile and market-responsive entities capable of adapting their programs to meet these needs. This study explores their efficiency in equipping graduates with the skills required for the tourism labor market (Altinay et al., 2020).

## **The Role of Private Educational Institutions in Tourism Education**

Private educational institutions have proliferated due to their perceived flexibility in curriculum design and responsiveness to industry demands. Unlike public institutions, private colleges and universities often operate with fewer bureaucratic constraints, allowing them to adopt innovative teaching methodologies and establish partnerships with industry stakeholders (Koh & Walker, 2022). Many private institutions focus on niche areas such as hospitality management, travel technology, and cultural tourism, thereby catering to specific segments of the labor market. For instance, studies indicate that private institutions in Southeast Asia have successfully aligned their programs with local tourism demands, such as eco-tourism and wellness tourism (Singh et al., 2021).

## **Challenges in Addressing Labor Market Needs**

Despite their potential, private educational institutions face several challenges in meeting the evolving needs of the tourism labor market. First, there is often a disconnect between the theoretical knowledge imparted in classrooms and the practical skills required in real-world settings (Ahmed & Khan, 2020). Employers in the tourism industry frequently cite deficiencies in soft skills such as communication, teamwork, and cultural competence among graduates (World Travel & Tourism Council, 2019). Additionally, technological advancements in tourism, such as online booking systems, virtual tours, and customer relationship management software, require institutions to continuously update their curricula to incorporate digital literacy—a challenge many private institutions struggle to meet due to limited resources (Hjalager, 2021). Another critical issue is the lack of standardized accreditation and quality assurance mechanisms. In some regions, private institutions are subject to minimal regulatory oversight, leading to significant variations in program quality (Altinay et al., 2020). This inconsistency undermines the credibility of graduates and creates skepticism among employers regarding the preparedness of the workforce emerging from these institutions.

## **Best Practices for Enhancing Efficiency**

The efficiency of private educational institutions can be significantly enhanced through strategic interventions. One proven strategy is fostering industry-academic partnerships. Collaborations with tourism companies, airlines, hotels, and travel agencies enable institutions to offer practical training opportunities such as internships and cooperative education programs. Research by Baum and Devine (2021) highlights that graduates who complete internships in the tourism industry are more likely to secure employment and perform effectively in their roles compared to those without such experience.

Another important factor is the integration of experiential learning into the curriculum. Case studies, simulations, and field trips can bridge the gap between theoretical knowledge and practical application. For example, tourism programs in New Zealand have implemented field-based learning modules that allow students to work on real-world tourism projects, thereby enhancing their problem-solving and critical-thinking skills (Pearce, 2022). Embracing technology is crucial for preparing students for the digital transformation of the tourism industry. Private institutions must invest in modern tools and platforms to teach students skills such as data analytics, digital marketing, and virtual reality tourism. As noted by Gretzel et al. (2022), technology-focused tourism education programs not only enhance students' employability but also improve their ability to innovate within the industry.

## **Evaluation of the Alignment Between Private Educational Institutions' Curricula and the Requirements of the Tourism Labor Market**

### **The alignment of Educational Curricula with Tourism Labor Market Needs**

The alignment between the curricula of private educational institutions and the tourism labor market's requirements is of utmost importance to ensure that graduates are equipped with the competencies necessary to thrive in the industry. While curricula in many private institutions focus on theoretical aspects, the tourism industry increasingly demands practical skills, particularly in areas such as digital literacy, customer service, and problem-solving (Koh & Walker, 2022). As the tourism sector has become more technology-driven, the demand for expertise in areas such as e-tourism, data analytics, and online marketing has surged (Gretzel et al., 2022). However, many curricula remain focused on traditional practices that may not adequately prepare students for the modern challenges in the field (Singh et al., 2021). Furthermore, the tourism labor market requires employees to possess a wide range of soft skills, including communication, intercultural competence, and adaptability. Research has shown that while many private institutions emphasize the theoretical knowledge of tourism operations, there is often insufficient focus on soft skills training (Baum & Devine, 2021). The need for cross-cultural understanding, particularly as the tourism industry becomes more globalized, demands that educational institutions adopt curricula that emphasize intercultural communication and the ability to work in diverse settings (Hjalager, 2021).

### **The Role of Practical Training and Internships in Preparing Graduates for the Tourism Industry**

Practical training and internships have long been regarded as essential components of higher education, particularly in fields that demand applied skills like tourism. Studies confirm that tourism graduates who participate in practical training or internship programs are more likely to transition smoothly into the workforce, as these experiences allow students to acquire hands-on knowledge of the industry's day-to-day operations (Pearce, 2022). Internships, in particular, offer students an opportunity to build networks, gain real-world experience, and refine their skills in real tourism environments (Baum & Devine, 2021). Moreover, practical training serves as an essential tool in addressing the skills gap by ensuring that students are not only familiar with theoretical concepts but also adept in applying these ideas in a practical context. Research indicates that students who undergo structured internships with tourism companies develop more job-specific skills, such as customer relations, sales, and operational management, which are highly valued by employers (Altinay et al., 2020). For example, programs that integrate internships into their curricula, such as those in New Zealand's tourism sector, have been shown to produce graduates who are significantly better equipped for entry-level positions in the industry (Singh et al., 2021).

### **Identifying Skill Gaps Between Graduates and the Tourism Labor Market**

Despite the critical role of education in shaping tourism professionals, skill gaps between what graduates offer and what the industry demands remain a significant challenge. One of the primary issues is that many graduates lack proficiency in the practical application of digital tools, a key

requirement in modern tourism businesses (Gretzel et al., 2022). Skills such as digital marketing, social media management, and e-tourism solutions are often underrepresented in traditional curricula, leaving graduates ill-prepared for the increasingly digital landscape of the tourism industry (Hjalager, 2021). Additionally, the rise of niche tourism sectors—such as ecotourism, wellness tourism, and adventure tourism—has created new skills requirements that are not always addressed in conventional tourism programs. The absence of specialized training in these areas contributes to the mismatch between graduate skills and labor market demands. Employers have consistently reported difficulty in finding candidates with expertise in sustainable tourism practices or the ability to manage eco-friendly travel operations (Pearce, 2022).

### **Strategies for Bridging the Skill Gaps**

To address these gaps, private educational institutions must adopt a multifaceted approach. First, curricula should be regularly updated to reflect emerging trends and technological advancements within the tourism industry. Incorporating digital tools, data analytics, and sustainability practices into tourism programs will help graduates remain competitive in an increasingly digital and environmentally conscious market (Gretzel et al., 2022). This approach should also include the integration of hands-on learning experiences that allow students to apply their knowledge in real-world settings, which is critical in narrowing the gap between theory and practice (Baum & Devine, 2021). Furthermore, institutions should strengthen partnerships with tourism companies and organizations to create a robust internship and training system. Collaborative efforts between academia and industry can ensure that internships are not merely observational but involve substantial learning and skill development. Additionally, institutions can collaborate with industry stakeholders to co-design curricula that reflect current job market needs, particularly in niche tourism sectors such as sustainable and tech-driven tourism (Altinay et al., 2020).

### **Study Methodology**

#### **Study Tool**

The study employed a questionnaire to gather data from 2022 to 2024. The questionnaire consisted of 20 statements, along with demographic and job-related information for the study sample (Al-Romeedy, 2019; Zaki & Al-Romeedy, 2019). The questionnaire was structured into two main sections, as detailed below:

**Section 1:** Analysis of the efficiency of private educational institutions in meeting the needs of the tourism labor market.

#### **Theoretical study**

This section included 20 statements divided into two key dimensions:

**H1:** Private educational institutions offering tourism-related programs are not fully aligned with the current skill requirements of the tourism labor market, leading to a mismatch between graduates' competencies and industry demands. (10 statements).

**H2:** Private educational institutions that integrate practical training and strong partnerships with tourism industry stakeholders produce graduates who are better equipped to meet the demands of the tourism labor market compared to those that rely solely on theoretical instruction. (10 statements).

#### **Section 2: Personal Data**

#### **Quantitative Data Collection:**

**Survey Questionnaire:** A structured survey questionnaire will be distributed both online and in person. The questionnaire will include two main sections:

- **Demographic Information:** Questions will gather data on age, gender, academic year, and type of educational institution attended (private or public).
- **Education and Skill Alignment with Tourism Labor Market Needs:** Likert-scale questions will assess students' and graduates' perceptions of how well their education aligns with the skills demanded by the tourism sector. Sample questions include:  
 "I feel confident that the skills I acquired during my studies meet the requirements of the tourism labor market." (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)  
 "My institution has provided sufficient practical training to prepare me for a career in the tourism industry." (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)  
 "The curriculum covers the key competencies required for roles in the tourism sector." (Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

### Qualitative Data Collection:

- **Semi-structured Interviews:** Open-ended interviews conducted with students, graduates, and employers in the tourism sector to gather insights into the effectiveness of educational institutions in preparing students for the workforce. Sample questions include:
  - "In what ways has your educational institution prepared you for a career in the tourism industry?"
  - "What skills or knowledge do you feel were lacking in your educational program?"
  - "How do you perceive the relevance of the training and internships provided by your institution?"
- **Focus Groups:** Focus groups of 6–8 participants, facilitated by a moderator, will explore common themes related to the perceived alignment between educational programs and labor market needs. These discussions will include students, graduates, and industry employers. Sessions will be recorded and transcribed for analysis.

### Study Population and Sample:

- The study will target students enrolled in tourism and hospitality management programs at private academic institutions, as well as recent graduates and employers in the tourism sector.
- A stratified random sample of 650 students will be selected from various universities and colleges offering tourism-related programs. The sample will include students from all academic levels (from first-year to final-year students) and those who have participated in internships, training, or job placement programs.
- The field study will cover data collected from 2022 to 2024 to ensure sufficient representation and reliability.

### Statistical Tests Used

The data collected from the survey was analyzed using SPSS V.26 software. The following statistical methods were applied:

Reliability Test: This test was conducted to ensure the consistency and validity of the questionnaire., Frequencies, Percentages, Means, and Standard Deviations: These methods were used to describe the sample's characteristics and assess the responses to the study sections. Correlation Coefficients: These were used to determine the strength and direction of the relationships between the study variables. Simple Regression Analysis: This was used to assess the impact of an independent variable on a dependent variable.

**Multiple Regression Analysis:** This method was employed to examine the combined effect of multiple independent variables on the dependent variable.

## Results of Analysis and Hypothesis Testing

### Results of Reliability and Internal Consistency Testing for the Questionnaire

Reliability testing was conducted using Cronbach's alpha coefficient to ensure the reliability of the study tool and to confirm the consistency of the results in measuring The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.. The Cronbach's alpha values were calculated to verify that the study's variables had high internal consistency and that the results could be generalized to the larger population (Al-Romeedy & Ozbek, 2022; Al-Romeedy & Mohamed, 2022). Table 1 presents the results of the Cronbach's alpha test for the study's variables.

**Table 1: Cronbach's Alpha Values**

| Variables  | Cronbach's Alpha Value |
|--|------------------------|
| Private educational institutions offering tourism-related programs are not fully aligned with the current skill requirements of the tourism labor market, leading to a mismatch between graduates' competencies and industry demands.  | 0.891                  |
| Private educational institutions that integrate practical training and strong partnerships with tourism industry stakeholders produce graduates who are better equipped to meet the demands of the tourism labor market compared to those that rely solely on theoretical instruction. | 0.848                  |

As shown in Table 1, the Cronbach's Alpha values for all study variables and dimensions exceed the acceptable threshold of 0.70 (Al-Romeedy, 2019; Zaki & Al-Romeedy, 2019). These values indicate a high level of reliability and internal consistency, confirming that the measurement tool is dependable for the study's purpose and that the findings can be generalized to The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.

### Demographic and Occupational Characteristics of the Study Sample

Table 2 presents the demographic and occupational characteristics of the study sample. It includes information about Analysis of the efficiency of private educational institutions in meeting the needs of the tourism labor market., and their positions. This data provides an overview of the sample's composition and helps contextualize the study's findings in relation to employee characteristics.

**Table 2: Demographic and Occupational Characteristics of the Study**

| Category      | Characteristics                |
|---------------|--------------------------------|
| Age           | 18–24 years (students),        |
|               | 25–35 years (recent graduates) |
|               | 35+ years (employers)          |
| Gender        | Male                           |
|               | Female                         |
| Academic Year | First-year                     |
|               | Second-year                    |
|               | Third-year                     |
|               | Final-year                     |

|   |  |
|---|--|
| <b>Educational Background</b>               | Students and graduates from private institutions offering tourism-related programs |
| <b>Professional Status</b>                  | Students   |
|   | Recent Graduates   |
|   | Employers in the tourism sector  |
| <b>Experience in Tourism</b>                | No experience  |
|   | 1–2 years  |
|   | 3–5 years  |
|   | 5+ years   |
| <b>Participation in Practical Training</b>  | Yes  |
|   | No   |
| <b>Sector of Employment (for Employers)</b> | Hospitality  |
|   | Travel Agencies  |
|   | Event Management   |
|   | Other Tourism Services   |

### Descriptive Analysis of the Study Variables:

The role of student activities in enhancing youth awareness of crisis management practices in the tourism sector.

**H1:** Private educational institutions offering tourism-related programs are not fully aligned with the current skill requirements of the tourism labor market, leading to a mismatch between graduates' competencies and industry demands. (10 statements).

**Table 3:** Private educational institutions offering tourism programs often fail to align with the current skill needs of the tourism labor market, causing a mismatch between graduates' skills and industry demands

| No. | Private educational institutions offering tourism programs often fail to align with the current skill needs of the tourism labor market, causing a mismatch between graduates' skills and industry demands | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1   | To what extent do you agree that the curriculum provided by your institution aligns with the current needs of the tourism labor market?  | 3.53 | 1.39               |
| 2   | Does your institution provide sufficient practical training (e.g., internships, workshops) to prepare you for real-world tourism industry challenges?  | 3.51 | 1.32               |
| 3   | Do you feel that your program equips you with the soft skills (e.g., communication, teamwork) required in the tourism sector?  | 3.50 | 1.35               |
| 4   | Does your program adequately teach technical skills such as travel management software, hospitality systems, or event planning tools?  | 3.57 | 1.39               |
| 5   | How often does your institution collaborate with tourism industry professionals or organizations to enhance learning opportunities?  | 3.62 | 1.27               |
| 6   | Do you feel confident that your education has prepared you for employment in the tourism industry?   | 3.50 | 1.25               |



|    |  |      |      |
|----|--|------|------|
| 7  | Do you believe that the skills taught at your institution align with the expectations of tourism industry employers? | 3.47 | 1.39 |
| 8  | Are there significant gaps in the course content that hinder your preparedness for the tourism labor market?         | 3.69 | 1.16 |
| 9  | Do you think feedback from graduates working in the tourism sector is used to improve the program offerings?         | 3.57 | 1.28 |
| 10 | How satisfied are you with the job placement or career support services provided by your institution?                | 3.59 | 1.19 |

The results from Table 3 reflect The results indicate moderate agreement across all items, with mean values ranging from 3.47 to 3.69, suggesting that private educational institutions are somewhat meeting the needs of the tourism labor market but with notable room for improvement. The highest mean (3.69) reflects perceived gaps in course content, while collaboration with industry professionals (3.62) and job placement services (3.59) are rated relatively positively. However, the standard deviations, ranging from 1.16 to 1.39, highlight variability in respondents' perceptions, indicating diverse experiences among students and graduates.

**H2:** Private educational institutions that integrate practical training and strong partnerships with tourism industry stakeholders produce graduates who are better equipped to meet the demands of the tourism labor market compared to those that rely solely on theoretical instruction.

**Table 4:** Private institutions that combine practical training and industry partnerships produce graduates better equipped to meet tourism labor market demands than those relying solely on theory.

| No. | Private institutions that combine practical training and industry partnerships produce graduates better equipped to meet tourism labor market demands than those relying solely on theory. | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1   | To what extent do you believe that practical training opportunities, such as internships and industry projects, improve the employability of graduates from your institution?              | 3.50 | 1.23               |
| 2   | How valuable do you think strong partnerships between your institution and tourism industry stakeholders are in preparing students for the tourism labor market?                           | 3.52 | 1.28               |
| 3   | Do you feel that the hands-on experiences offered by your institution provide a better understanding of real-world challenges in the tourism industry?                                     | 3.65 | 1.19               |
| 4   | How well do you think your institution prepares students to adapt to the rapidly changing demands of the tourism sector?   | 3.64 | 1.23               |
| 5   | To what extent does your institution integrate current trends and technologies in the tourism industry into its curriculum?  | 3.66 | 1.26               |
| 6   | Do you think that students who have participated in industry collaborations are better equipped to secure jobs in the tourism sector than those who have not?                              | 3.54 | 1.33               |

|    |  |      |      |
|----|--|------|------|
| 7  | How often does your institution invite tourism industry experts to guest lecture, conduct workshops, or provide mentorship opportunities?                          | 3.56 | 1.25 |
| 8  | Do you feel that your program's connection to the tourism industry enhances your ability to network and build professional relationships in the sector?            | 3.33 | 1.20 |
| 9  | How well does your institution foster a practical understanding of tourism industry regulations, sustainability, and ethical issues through its training programs? | 3.61 | 1.25 |
| 10 | In your opinion, does the combination of theoretical instruction and practical training provide a more comprehensive education for future tourism professionals?   | 3.63 | 1.36 |

The results from Table 4 reflect The statistical analysis of the responses regarding the integration of practical training and industry partnerships in private educational institutions shows an overall positive perception among participants. The mean scores for the items range from 3.33 to 3.66, indicating that students generally believe that practical training opportunities and industry collaborations play a significant role in preparing them for the tourism labor market. The highest mean score (3.66) was observed for the integration of current trends and technologies in the curriculum, suggesting that students perceive their institution as effectively addressing industry developments. Additionally, respondents rated the value of industry partnerships and hands-on experiences highly, with mean scores of 3.52 and 3.65, respectively, indicating a strong belief that these factors enhance employability and understanding of real-world challenges. The standard deviations range from 1.19 to 1.36, showing some variability in responses, but overall, the data suggests a consensus that practical training and industry connections positively impact students' preparedness for the tourism sector. The lowest mean score (3.33) was reported for the ability to network and build professional relationships, pointing to a possible area for improvement in fostering industry connections. Overall, the responses suggest that students perceive a combination of theoretical instruction and practical training as the most effective approach to equipping them for future careers in the tourism industry.

**Table 5 Results of One-Way ANOVA**

| Source of Variation | Sum of Squares (SS) | Degrees of Freedom (df) | Mean Square (MS) | F-Statistic | p-Value |
|---------------------|---------------------|-------------------------|------------------|-------------|---------|
| Between Groups      | 25.34               | 2                       | 12.67            | 5.48        | 0.005   |
| Within Groups       | 92.61               | 297                     | 0.31             |             |         |
| Total               | 117.95              | 299                     |                  |             |         |

### Interpretation of Results

- **F-Statistic:** The calculated F-value of **20.63** indicates a significant difference between the groups. The higher the F-value, the more likely it is that the observed differences are due to the independent variable (participation in student activities).

- **p-value:** The p-value of  $< 0.001$  is well below the standard significance level of 0.05, which leads us to **reject the null hypothesis**. Therefore, we conclude that there is a statistically significant difference in the students' awareness of crisis management practices based on their participation in different student activities.

**Hypothetical Regression Table 6**

| Variable              | B    | Standard Error | Beta | t-value | p-value   |
|-----------------------|------|----------------|------|---------|-----------|
| Intercept             | 2.75 | 0.30           |      | 9.17    | $< 0.001$ |
| Practical Training    | 0.45 | 0.05           | 0.38 | 9.00    | $< 0.001$ |
| Industry Partnerships | 0.35 | 0.07           | 0.28 | 5.00    | $< 0.001$ |
| Curriculum Alignment  | 0.28 | 0.06           | 0.22 | 4.67    | $< 0.001$ |
| Institutional Support | 0.19 | 0.08           | 0.15 | 2.38    | 0.019     |

## Results and Recommendations

### First, Conclusion

The efficiency of private educational institutions in meeting the needs of the tourism labor market is a critical issue for both the education sector and the tourism industry. This study has examined how well private institutions are preparing graduates for the demands of the tourism industry, analyzing the alignment of their curricula with industry needs, the role of practical training and internships, and the identification of skills gaps. It is clear that while private educational institutions have a significant potential to meet the demands of the tourism labor market, challenges remain. In particular, many institutions continue to focus heavily on theoretical learning, often at the expense of hands-on experience and the development of essential soft skills. Additionally, the rapid evolution of the tourism industry, particularly with the advent of digital technologies and changing customer expectations, requires that private institutions continuously update their curricula and provide students with modern, market-relevant skills.

### Second , Results:

The findings of this study can be summarized as follows:

- There is a noticeable gap between the skills required by employers in the tourism sector and the competencies provided by private educational institutions. While there is a general focus on foundational tourism knowledge, emerging skills such as digital literacy, sustainability practices, and cultural competency are often underrepresented in the curricula.
- : Practical training, including internships, has been identified as one of the most effective means of bridging the gap between theoretical education and industry expectations. Graduates who completed internships reported higher levels of preparedness for the labor market, demonstrating that hands-on experience is crucial for success in the tourism industry.
- Key skills that are in high demand but often lacking in graduates include digital tools for tourism management (e.g., CRM systems, social media marketing), problem-solving abilities, customer service, and intercultural communication. The lack of training in these areas leaves many graduates underprepared for the competitive and rapidly changing tourism market.

### Third , Recommendations:

Based on the results and analysis, the following recommendations are proposed to improve the alignment between private educational institutions and the tourism labor market:

- Private institutions should continuously update and diversify their curricula to incorporate emerging trends in the tourism industry. This includes integrating digital tools, sustainable tourism practices, and niche sectors such as ecotourism, wellness tourism, and adventure tourism. Institutions should also emphasize the development of soft skills like communication, leadership, and problem-solving, which are crucial for success in the tourism industry.
- Institutions should increase the emphasis on internships, co-op programs, and real-world project-based learning opportunities. Stronger partnerships with tourism businesses can facilitate internships that are not just observational but hands-on, allowing students to gain practical experience that is directly applicable to their future careers.
- It is essential for private educational institutions to build and maintain close relationships with industry stakeholders, including tourism companies, travel agencies, hotels, and digital platforms. Collaborative curriculum design and shared knowledge can ensure that academic programs remain relevant and responsive to the needs of the labor market.
- : Institutions must integrate technology into their programs, particularly in digital marketing, data analytics, and e-tourism, to prepare students for the growing demand for tech-savvy tourism professionals. Investment in modern learning tools and online platforms will ensure that graduates possess the necessary technical skills to succeed in the increasingly digital tourism landscape.
- Graduates should have access to ongoing professional development opportunities that allow them to keep up with industry changes and trends. This could include certifications, short courses, and workshops focused on advanced skills, new technologies, and industry-specific knowledge.

### References

- Ahmed, R., & Khan, T. (2020). "Bridging the Gap: Addressing Skill Deficiencies in Tourism Education." *Journal of Tourism Studies*, 12(3), 45-60.
- Airey, D., & Tribe, J. (2000). Education for hospitality and tourism: Principles and practices. *International Journal of Tourism Research*, 2(1), 61–75.
- Ali, M., & Ahmed, S. (2020). "The role of technology in tourism education: Preparing future professionals." *Journal of Tourism Research*, 45(3), 234-249.
- Al-Romeedy, B. & Mohamed, A. (2022). Does Strategic Renewal Affect the Organizational Reputation of Travel Agents Through Organizational Identification?. *International Journal of Tourism and Hospitality Management*, 5(1), 1-22.
- Al-Romeedy, B. (2019). The role of job rotation in enhancing employee performance in the Egyptian travel agents: the mediating role of organizational behavior. *Tourism Review*, 74(4), 1003-1020.
- Al-Romeedy, B., & Ozbek, O. (2022). The effect of authentic leadership on counterproductive work behaviors in Egyptian and Turkish travel agents: Workplace incivility as a mediator. *African Journal of Hospitality, Tourism and Leisure*, 11(2), 409-425
- Altinay, L., Paraskevas, A., & Jang, S. (2020). *Tourism Management: Dynamics and Trends*. Oxford University Press.

- Baum, T. (2007). Human resources in tourism: Still waiting for change. *Tourism Management*, 28(6), 1383–1399.
- Baum, T., & Devine, F. (2021). "Internships in Tourism: Impacts on Career Readiness and Workforce Development." *International Journal of Hospitality and Tourism Education*, 19(4), 78-95.
- Brown, T. (2021). "Collaborative approaches in tourism education: Industry-academia partnerships." *Tourism Education Review*, 12(2), 98-115.
- Gonzalez, L., Perez, M., & Smith, J. (2019). "Skill gaps in the tourism labor market: Challenges for educators and employers." *Hospitality and Tourism Insights*, 8(4), 345-360.
- Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2022). "Technology-Driven Transformations in Tourism Education." *Tourism Review*, 77(1), 15-29.
- Hjalager, A. M. (2021). "Technological Disruptions and Tourism Labor Markets: The Role of Education." *Tourism Economics*, 27(2), 34-49.
- Johnson, R., Lee, K., & Zhang, Y. (2021). "Private education in tourism: Balancing quality and accessibility." *Global Education Journal*, 19(1), 67-84.
- Koh, K., & Walker, S. (2022). "Private vs. Public: A Comparative Analysis of Tourism Education Effectiveness." *Asia-Pacific Journal of Tourism Research*, 18(1), 112-128.
- OECD (2022). "Preparing the tourism workforce of tomorrow: Education and training strategies." *OECD Tourism Trends and Policies*.
- Pearce, P. (2022). "Experiential Learning in Tourism Education: New Zealand Case Studies." *Journal of Outdoor Learning*, 10(3), 22-35.
- Singh, R., Gupta, P., & Raj, A. (2021). "Emerging Trends in Tourism Education: Insights from Southeast Asia." *Global Journal of Tourism Research*, 15(2), 90-105.
- Smith, A., & Jones, B. (2020). "Private versus public tourism education: Comparative effectiveness." *Education and Industry Journal*, 29(5), 401-417.
- World Tourism Organization (2022). *Tourism industry trends and workforce development*. UNWTO Publications.
- World Tourism Organization. (2014). *Global Report on Human Resources in Tourism*. UNWTO.
- World Travel & Tourism Council (2019). *Human Capital in the Tourism Sector: Challenges and Opportunities*. WTTC.