THE ROLE OF EDUCATION IN THE HOSPITALITY INDUSTRY – LITERATURE REVIEW

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Abstract

Purpose - Developing the skills and competencies of employees through education and training is paramount to any business system. In tourism, especially in the hospitality industry, this is particularly important because of the special dynamics of the business, the variability of the environment, and the availability of labor. The purpose of this paper is to summarize and analyze research on education in the hospitality industry in the past decade (2012-2022).
Design /Methodology - To create a systematic literature review, the authors analyzed articles indexed in the Web of Science database (Web of Science Core Collection). Based on a keyword search and content analysis, 138 research articles published in leading tourism and hospitality journals were identified as relevant to this study.
Approach - The analysis of articles and conference proceedings followed a multi-step process. After selecting the relevant articles, two programs were used for further research. For citation and co-authorship analysis, the program Clarivate, and for co-authorship by country elements and co-occurrence analysis, the program VOSviewer.
Findings - The findings of the paper provide an overview of education in the field of the hospitality industry and track the evolution of hospitality education over time. The paper identifies new areas of research in hospitality education.
Originality of the research/Contribution - The contribution of the paper is a systematic literature review of hospitality education. The paper provides analysis of trends in current scientific research and defines under-researched segments of hospitality education.
Keywords education, hospitality industry, literature review, bibliometric analysis

INTRODUCTION

Undoubtedly, it can be said that education plays an important role in human life. It is an essential human virtue, a necessity of society, basis of good life and sign of freedom (Bhardwaj, 2016). The importance of education is also highlighted by UNWTO (2022) in its document Tourism in the 2030 Agenda, which identifies education as Goal 4: Quality Education and points out that a well-educated and skilled workforce is critical for tourism to thrive. For this very reason, it is extremely important to study education through scientific research and constantly work to improve and innovate the education process. Education not only gives us a platform for success, but also the knowledge of social conduct, strength, character and self respect (Bhardwaj, 2016). Each form of education is directly related to a particular sector of the economy, and the purpose of education is to empower the personnel who work in that sector. Education as such plays

an important role in the hospitality sector, but the pandemic COVID -19 has shown the full sensitivity of this sector. Despite the pandemic COVID -19 that crippled all tourism movements in the last two years, the recovery of the tourism and hospitality industry is already visible. The market size of the hotel and resort sector worldwide peaked at 1.52 trillion U.S. dollars in 2019. As a result of the coronavirus (COVID -19) pandemic, the market size dropped below one trillion in 2020 and 2021. In 2022, the market size was forecast to reach 1.06 trillion U.S. dollars (Lock, 2022). The World Travel and Tourism Council (WTTC, 2022) cites the importance of the hospitality industry as a key driver of global value creation. According to recently released WTTC figures, the hospitality industry's contribution to the global economy in 2022 is $8.6 trillion, only 6.4% below pre-pandemic levels. The Hospitality Global Market Report 2022 (EHL Insights, 2022) forecasts the global hospitality market to grow from USD 3,952.87 billion in 2021 to USD 4,548.42 billion in 2022, at a compound annual growth rate (CAGR) of 15.1%. This high growth rate is partly due to recovery from global travel restrictions. The market is expected to reach $6,715.27 billion in 2026, at a CAGR of 10.2%. This kind of growth in the hospitality industry will create a demand for an educate and trained workforce (Ampountolas et al., 2018). This only confirms the importance of continuous education of future employees in the hospitality industry due to the exponential growth projections. The hospitality industry, as an industry that directly depends on the human factor for most of its business, says enough about the importance of putting employees and their benefits first. Elsharnouby and Elbanna (2021), citing Ognjanović (2017), state in their research that the hospitality industry relies heavily on the experience, knowledge, and skills of its employees. Numerous previous studies show the crucial role of human capital in hotel performance (e.g., Adeola, 2016; Bontis, Janošević, and Dženopoljac, 2015; Sardo, Serrasqueiro, and Alves, 2018; Elsharnouby and Elbanna, 2021). Considering these findings related to the importance of the knowledge and skills that employees in the hotel industry must have, the conclusion is that adequate education of employees is of paramount importance to achieve such a goal. Hsu, Xiao, and Chen (2017) emphasize the importance of education and present data showing that the beginning of higher education in the hospitality industry dates back to 1893. Airey and Tribe (2000) refer to Medlik and Airey and note that formal education for the hospitality industry opened in 1910 at Westmisnster Technical College in the United Kingdom. This was followed by the development of educational programs and curricula in schools and universities that increasingly matched the profile of education for specific hospitality occupations. The result of this general progress and development is particularly evident in the late 1970s, when a number of degree and diploma programs in colleges and universities offered various levels of education and training for hospitality management (Airey and Tribe, 2000). Considering the technological progress and the increasing dynamics of changes in all social and economic spheres in the last decade, innovations and changes in all areas of human activities have become inevitable. We are witnessing that the learning, teaching (Ampountoolas et al., 2018) and working environment is constantly changing. This means that a revision of previous scientific research in the field of education for the hospitality industry is necessary to improve all areas of the educational process. In order to identify which areas of education in the hospitality industry are not sufficiently researched and with the aim of improving the educational process, it is necessary to analyze in detail the scientific research conducted so far. The aim of this work is to examine and comment on the research in an area of education and the hospitality industry. For this purpose, a bibliometric analysis of articles published in the Web of

Science Core Collection database in the last ten years is conducted (Hsu, Xiao, Chen, 2017). Bibliometric analysis is used to uncover key articles and objectively show the connections between and among articles on a given research topic or field (Fetscherin, Usunier, 2012).

1. DATA AND METHODOLOGY

In this research, a bibliometric analysis of the articles indexed in the Web of Science database (Web of Science Core Collection) is performed. The main purpose is to find out how much scientific research is devoted to the study of education related to the hospitality industry. In addition, the goal of this bibliometric analysis is to statistically identify important articles and authors based on the number of citations. With the intention of examining the analyzed bibliographic units in detail, an additional focus is placed on specific areas of education in the hospitality industry that have been the subject of scientific research. For this purpose, an analysis of the co-occurrence of keywords is conducted. Two programs were used for this research, Clarivate for citation and co-authorship analysis and VOSviewer for co-authorship by country and co-occurrence analysis (van Eck and Waltman, 2020a).

Data mining was conducted from July 25-27, 2022, and a three-stage approach was also used to collect relevant data. At the beginning of the research, a Boolean search was conducted for articles containing the keywords "education" AND "hospitality industry". The search was limited to a ten-year period (July 1, 2012-July 1, 2022), to English-language articles, and to articles representing a document type. The first part of the search yielded 412 units.

In the second part of the research, the results obtained were filtered by research area: Hospitality Leisure Sport Tourism, Education Educational Research, Management, Business and Economics, and by document type, which included only articles and proceeding papers. After the second part of the research, 238 articles were included in further analysis.

The third part of the research focused on a detailed analysis of the articles, in which the authors identified relevant articles by analyzing the titles of the articles, the abstracts and keywords, and the entire full text. Finally, 138 articles were selected for further bibliographic analysis.

2. RESULTS

Data on annual cumulative number of publications and global citation score were analyzed using descriptive statistics. Between July 2012 and July 2022, 138 relevant articles were published on education and hospitality industry (EHI), with a total number of 1.246 citations from all sources reported in WOS. The average number of citations per relevant article is 9,03 with an h-index of 19.

Figure 1. **Number of publications (cumulative) and total global citations from 2012-2022**
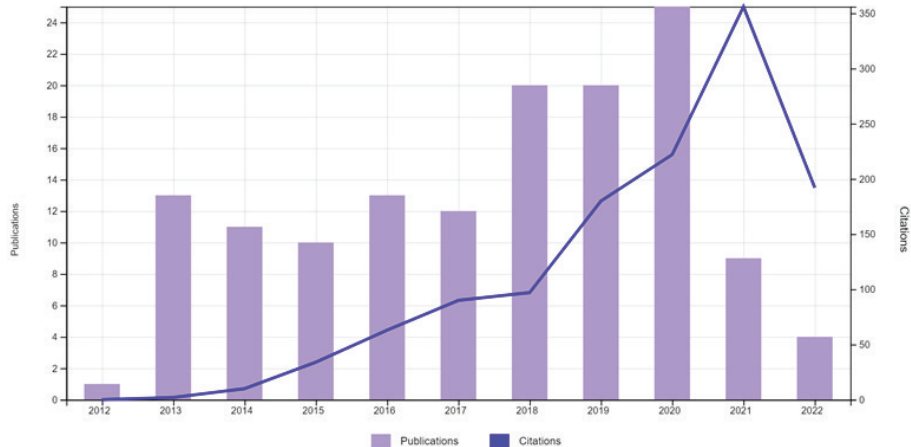
In 2020, the largest number of published papers (25) was in the field of education and hospitality industry. In the previous two years (2018-2019), the number of published papers was the same (20), while in 2021, there was a significant decrease and only 9 papers were published in the education and hospitality industry. It is believed that due to the pandemic COVID-19, the number of researches in tourism and consequently in hospitality decreased drastically (Korstanje, 2021; Sigala, 2020). In addition, the changes that characterized the education sector during the pandemic COVID -19 produced some new forms of educational programs (Sălceanu, 2020; Pokhrel and Chhetri 2021) that will be the subject of scientific research in the coming periods.

Figure 2. **TreeMap of publication selected from Web of Science Core Collection according to WOS Categories**
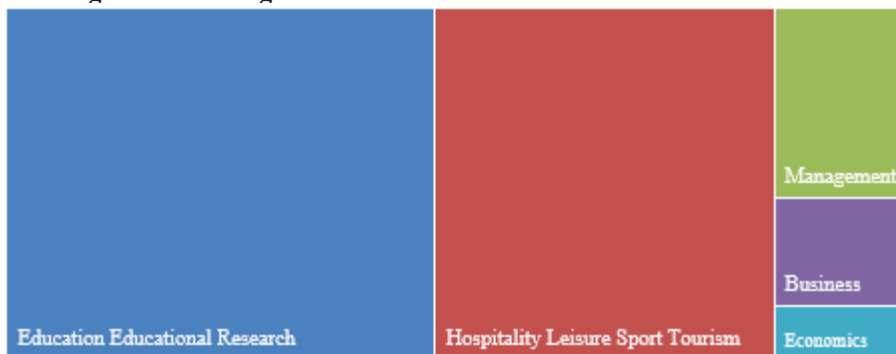
The largest percentage of articles (59.4%) were published in the field of Education Educational Research, while a slightly smaller percentage of relevant articles (47.1%) were published in a filed Hospitality Leisure Sport and Tourism. In the field of Management, 10,1% of the studied articles were published, and the remaining 8.7% of the published articles were from the field of Business and Economics.

Table 1: **Analysis of published works by place of publication**

Proceedings paper	Articles in Journals		
18	**120**		
	#	# of Articles	TC
		Journal	
	1	JHTE	25	335
	2	JoHLSTE	18	212
	3	JTTT	14	71
	4	IJCHM	10	271
	5	WHTT	7	22

Note: JHTE - Journal Of Hospitality & Tourism Education; JoHLSTE - Journal Of Hospitality Leisure Sport & Tourism Education; JTTT - Journal Of Teaching In Travel & Tourism; IJCHM - International Journal Of Contemporary Hospitality Management; WHTT - Worldwide Hospitality And Tourism Themes

The largest percentage of relevant papers was published in journals (87%), while a smaller percentage of papers appeared in proceedings of scientific conferences. Leading journal in EHI is JHTE with 21% of published papers and 335 total citations. It is interesting to note that the journal IJCHM ranks fourth in terms of the number of articles published, but from the number of citations (271) it can be concluded that the papers are considered highly relevant to the EHI field by researchers. According to the analysis, the most influential article in the EHI field was published in the International Journal of Hospitality Management by authors Brown, Thomas, and Bosselman (2015) (Table 2).

Table 2: **The most influential articles in education and hospitality industry field for 2012-2022 period**

#	Author(S)	Publication	Number Of Pages	Total Citations	Average Per Year
1	Brown, Thomas, Bosselman (2015)	International Journal Of Hospitality Management	7	**96**	12
2	Sisson, Adams (2013)	Journal Of Hospitality & Tourism Education	14	**85**	8,5
3	Wang (2013)	International Journal Of Contemporary Hospitality Management	22	**61**	6,1
4	Wang, Tsai (2014)	Journal Of Hospitality & Tourism Education	10	**55**	6,11
5	Chon, Zoltan (2019)	International Journal Of Contemporary Hospitality Management	23	**43**	10,75

They addressed the issue of turnover among Generation Y hospitality workers who have training in the hospitality industry. Their findings suggest that hospitality educators have the opportunity to play a role in creating realistic career expectations in the minds of students through a variety of methods. The research findings of Sisson and Adams (2013) state that undergraduate programs should emphasize the teaching hospitality

students soft skills in favor of hard skills. Weng's (2013) comprehensive analysis to create a model of hospitality workers' career competencies for career success led to two conclusions. First, that career competencies are moderately related to career satisfaction and influence personal satisfaction, and second, that career competencies can be divided into four dimensions: Career Development, Career Adjustment and Control, Workplace Attitude, and Communication and Networking. Based on the findings, Weng suggests that hospitality education programs can offer a "hospitality career and employability skills" course to help future students. Wang and Tsai (2014) strive to investigate the impact of hospitality education components on specific competencies leading to graduate employability. The results showed that from the perspective of senior students and managers, both students and graduates lack confidence in their employability, especially in areas of professional management skills, which means that changes and innovations in educational programs are essential. Chao and Zoltan (2019) sought to determine the role of servant leadership in the contemporary hospitality industry and the role of education in this process. Their findings indicated that a consistent leadership style from education to business can promote positive outcomes for people and the industry. The results of their study demonstrate that role models SL and constant support from the beginning to the end of their studies help to increase students' passion for the industry.

To analyze which countries stand out in the field of EHI research, Table 3 provides data on nine countries that have contributed the most publications and play an active role in education and hospitality research.

Table 3: **Most productive countries in the research field**

Country	Documents	Citation	Total link strenght
USA	44	529	10.00
Taiwan	8	185	0.00
People R China	17	181	11.00
Australia	12	134	5.00
England	10	79	5.00
India	5	58	1.00
Switzerland	5	17	2.00
Romania	5	9	2.00
Russia	5	3	0.00

The additional analysis included seven out of nine countries, as no links to another country were found in the case of Russia and Taiwan. As can be seen in Figure 3, further investigation determined 4 clusters following 10 links.

Figure 3: **Co-author Collaboration Network by Country**

The co-author collaboration network shows that U.S. authors of the USA with 44 published documents and 529 citations have been greatly collaborated with the co-authors of the Peoples R China. In the second cluster, People R China plays the most significant role with strong links to co-authors from Switzerland. England plays the most significant role in the third cluster with a slightly larger number of links.

EHI's co-occurrence analysis was based on a total of 698 keywords, with at least five keywords set as number of occurrences. A total of 41 keywords meet the threshold. Tourism is the most frequently used keyword with 36 occurrences and 121 total links, followed by hospitality industry (34 occurrences, 112 total link strength) and education (31 occurrences, 102 total link strength).

Table 4: **Keyword co-occurrence analysis in education and hospitality industry**

Keyword	Occurrences	Total Link Strength
tourism	36	121
hospitality industry	34	112
education	31	102
hospitality	28	93
perceptions	25	112
hospitality education	20	58
industry	16	75
attitudes	13	66
competences	12	52
management	12	48
career	11	57
work	11	49
satisfaction	10	53
soft skills	10	33
students	10	38
curriculum	9	36
performance	9	38
skills	9	37
hospitality management	8	28
model	8	23

competency	7	23
employees	7	39
expectations	7	31
hospitality students	7	20
motivation	7	28
competencies	6	19
employability	6	38
higher education	6	23
knowledge	6	26
perspectives	6	39
quality	6	25
commitment	5	26
employers	5	35
experience	5	18
experiences	5	21
human resources	5	17
impact	5	20
job-satisfaction	5	16
management education	5	19
managers	5	18
undergraduate tourism students	5	22

Mentioned research areas in hospitality education can be linked to global social, economic, and environmental changes. Research focusing on students, their satisfaction, and their perceptions of careers in hospitality can be related to changes brought by new generations and generational differences (Li, 2021). Analysis of curricula, required performance, and competencies can be associated to changes brought by technological innovations, sustainability issues, and the pandemic (Dunlop and Rushton, 2022; Tadesse and Muluye, 2020, Rajap and Nagasubramani, 2018). Research areas such as employability, motivation, and engagement can be connected to changes arising from an aging population and migration (Balachandran et al., 2022).

Figure 4 is presenting visualization of co-keyword network where the size of circle represents the occurrence of the keyword.

Figure 4. **Co-keyword network visualization based on the occurrences**
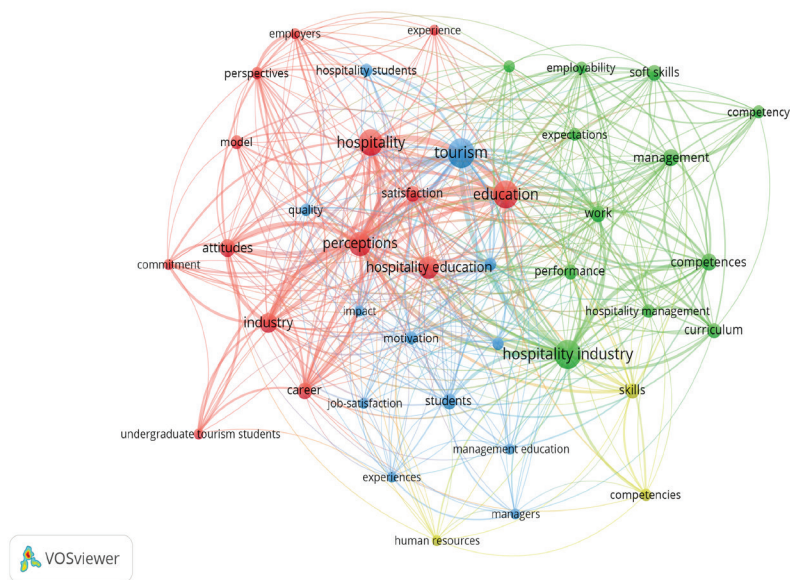
It is noticeable that with the largest circle the word tourism is marked as the most frequently used keyword. The visualization network of keywords shows four specific clusters of data grouping. The red cluster represents keywords such as education, hospitality, perception, industry, satisfaction, attitude, career, etc. It can be related to the theme of "hospitality education in relation to perceptions of a career in hospitality". The blue cluster includes keywords such as tourism, education, motivation, students, quality, experience, etc. This cluster would represent "tourism education and student motivation". The green cluster is represented by the terms "hospitality industry, curriculum, soft skills, performance" while the yellow cluster includes terms such as skills, competencies, and human resources.

The results of the analysis point to new areas of research that have recently come into focus. Hsu at al. (2017) note that between 2005 and 2014, research in hospitality and tourism education has mainly focused on the following topics: Teaching and learning, student development, curriculum and program, education environment, and faculty development. In more recent research, the focus of analyzes has moved towards examining the impact of education on students' perceptions of hospitality careers (Le et al., 2018; Bury and Oka, 2017; Brown et al., 2015), the relationship between education and motivation (Chen et al., 2018; Gibbs and Slevitch, 2019; Iorgulescu and Tapescu Alina, 2016), the importance of skills and competencies (Singh and Jaykumar, 2019; Katunian and Zirnele, 2018; Mahfud et al., 2017). It can be concluded that the earlier focus of research on education, programs, and teaching methods in the new research is shifting to students, their motivation, skills, and competencies.

Figure 5. **Co-keyword network visualization based on the occurrences and average publication per year scores**
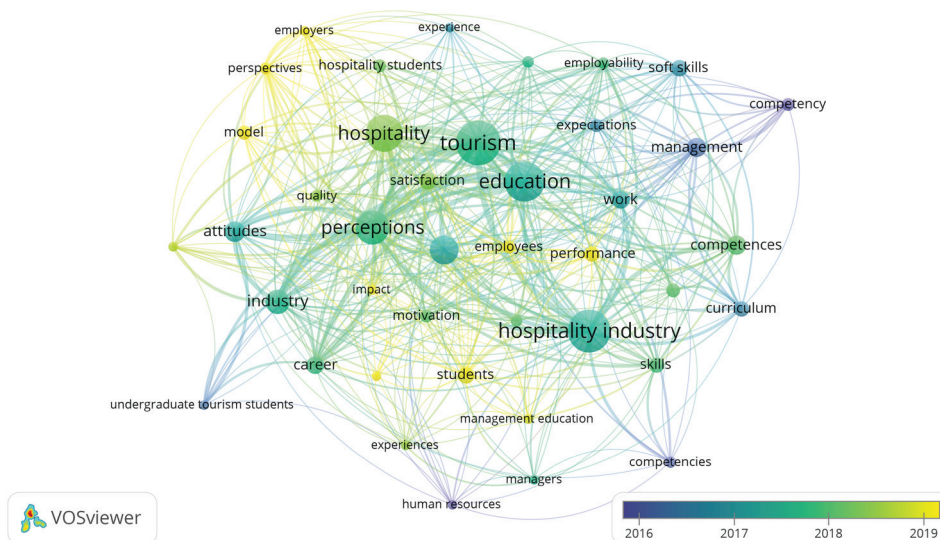

Figure 5 shows the co-keyword network based on occurrence and average publication over time. Shown is the most intensive period of scientific research analyzed, where the most influential keywords are grouped by year and frequency of occurrence. According to the analyzed data, in 2016 the terms "competence and management" appeared most frequently (Luka, 2016; Iorgulescu and Tapescu Alina, 2016; Nyanjom and Wilkins, 2016; Okumus et al., 2016). A year later, the keywords "hospitality industry, education, tourism, and perception" were used most frequently (Bury and Oka, 2017; Hemmington and Gibbons, 2017; Wan et all., 2017; Jiang and Alexakis, 2017; Mahfud, Jati, and Mulyani, 2017; Morosan, Dawson, and Whalen 2017). "Hospitality, satisfaction, hospitality students" are the most common buzzwords in 2018 (Angel Fernandez-Gamez et all., 2018; Chen, Shen, and Gosling, 2018; Le, Klieve, and McDonald, 2018; Le, McDonald, and Klieve, 2018; Leung, Wen, and Jiang, 2018; Mottier and Marshall, 2018; Wen et all, 2018; Xu, Van Hoof, and Martinez, 2018; Katunian and Zirnele, 2018), and the last observed period was characterized by the use of the keywords "performance, employees and students" (Chon and Zoltan, 2019; Frawley, Goh, and Law, 2019; Gibbs and Slevitch, 2019; Guillet et al., 2019; Takacs, Vaduva, and Miklo, 2019; Wen, Li, and Kwon, 2019). The results of this research are interesting in the context of a comparison with the research on hospitality and tourism education conducted by Kim and Jeong in 2017. In their research, Kim and Jeong predict several trends for the field of hospitality and tourism education, such as: cultural intelligence or competence as crucial soft skill leading to hospitality career success; all forms of teaching methods, including active learning and experiential learning; and hospitality graduate studies in doctoral programs. We can say that their predictions were fairly accurate and that the areas highlighted in their predictions were the subject of scientific research in a later period.

CONCLUSION

The world today is faced daily with changes that are rapid, unpredictable, and often dramatic. The only proper response to the challenges that change confronts us with is education. History has shown that education has been the solution to overcome all turning points, be they economic or social. For education to be successful and adaptable to the needs of all stakeholders, it is important to identify all the necessary information, assess the situation and determine the future direction. For this reason, studying previous research is the only correct way to make recommendations and suggestions for future scientific research that will improve educational processes.

The environment in which hospitality education takes place today is changing dramatically. The technological advances and demographic changes we are experiencing will change the way the hospitality industry operates. Information technologies are becoming inevitable in every segment of the hospitality industry, and the shortage of qualified and properly trained workers is an obvious problem that no one is immune to anymore. What the entire hotel industry needs is employees who embrace change, see it as a challenge for improvement, and are willing to lead others in that direction.
For this reason, hospitality education must continue to develop innovative, creative and dynamic programs to meet the industry's demand for a well-educated and trained workforce.

The academic community, through its research on the current problems facing the hospitality industry, can provide appropriate solutions and models for the future activities of educational institutions. This research identified the areas of academic research and educational segments in the hotel industry that are of greatest interest to scientists.
As a result of this research, directions for future scientific research in an educational segment of the hospitality industry were defined so that educational programs could fully address the specifics of the hospitality labor market.
The interests of the academic community in the field of education in the hotel industry should develop in the following directions:

- Exploring the motivation of the Millennial generation for education and work in the hotel industry.
- The impact of incorporating artificial intelligence and virtual reality into educational programs on student performance.
- Developing curricula for practice base learning and exploring benefits of online virtual internships.
- Methods for developing and defining learning outcomes that align with online curricula.
- Develop new instructional models and techniques that are aligned with alumni and advisory board experiences and information, and employer needs.
- Defining a program that combines soft skills development and interdisciplinary knowledge (business management, entrepreneurial skills, psychology).
- The impact of the executive education program on the level of acquisition of the quality of specific knowledge.

We must not forget that education serves its purpose only when it is a partner in the realization of a better future. Hospitality education must no longer be just a discipline concerned with arbitrary research and the creation of short-term solutions to the

challenges facing the hotel industry. Hospitality education must become a driving force in the hotel industry, anticipating situations and scenarios and responding immediately to the needs and challenges of the hotel industry, creating a synergy that is stronger than a partnership.

LIMITATIONS AND FUTURE RESEARCH

Notwithstanding the fact that this study represents a comprehensive understanding of educational research in the hospitality industry, it has some limitations. The present findings presented in this paper may change over the years in terms of the number of citations, but this does not diminish their significance.

The limitations of this work lie in the sample size given the parameters set, which included a specific set of keywords and only one database (WOS). The analysis was also limited to articles and conference papers as document types. For future research, a comparison of articles from the WOS database and other representative databases with a larger sample is suggested. It is also recommended to include all document types of publications with multiple combinations of keywords.

In this way, it would be possible for researchers and practitioners to better understand knowledge development and gaps in hospitality education. For future research, it is suggested to investigate the relationship between tourism education and crises, since we live in turbulent times. It is important to investigate whether education has the potential to respond to challenges and solve problems. Despite these limitations, this bibliometric analysis provides useful insight into key research trends in hospitality education.

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