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The moderating effect of student club membership on the relationship between career intention in the tourism sector and post-graduate employability anxiety

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ABSTRACT

The majority of the studies on students who study tourism reveal that they do not plan to build their careers in the tourism industry. It is important for both educators and the tourism industry to determine the career intentions of tourism students and the factors which affect them. There are many studies on tourism students' attitudes towards the tourism industry. The main purpose of this particular study is how extracurricular student club membership status of tourism students affect their career intentions and post-graduation employability anxiety. It analyzes student club membership status as a moderating variable in building relationships between the career intentions and post-graduation employability anxiety. Data were collected from 512 respondents via survey. The research model is tested with structural equation model (SEM) and to test the moderating role of student club membership status in the relationship in question, PROCESS macro for SPSS is favoured. The study presents both theoretical insights and practical implications.

1. Introduction

While tourism is an industry that keeps growing every year in the world (Insch, 2020), the number of qualified employees required by the tourism sector increases day by day (Stansbie & Nash, 2016; Wang, Huyton, Gao, & Ayres, 2010). This is because well-trained and qualified employees play a key role in the service quality of the hospitality businesses (Kusluvan & Kusluvan, 2000), customer satisfaction and loyalty (Christou, 1999; Jiang & Tribe, 2009; Unguren, Kacmaz, & Kahveci, 2015). There is no doubt that education plays a major role in providing well-trained and qualified employees (Hjalager & Andersen, 2001). In this sense, the qualified workforce required by the tourism and hospitality sector can only be provided through effective and quality tourism education and training. Therefore, the countries offer secondary and tertiary education and increase the number of these educational institutes with a view to providing the tourism and hospitality sector with qualified human resources.

Although the number of tertiary educational institutions and graduates in many countries has increased, the number of well-trained and qualified employees in the tourism industry is still meagre (Blomme, Rheede, & Tromp, 2009; Chuang & Dellmann-Jenkins, 2010;

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Hjalager & Andersen, 2001; Jiang & Tribe, 2009; Kusluvan & Kusluvan, 2000; Richardson, 2009; Stansbie & Nash, 2016; Walsh & Taylor, 2007). For example, more than 50% of the executives employed as a general manager in China do not hold a bachelor's degree (Wen, Li, & Kwon, 2019). The most important reason, among others, behind having such a low number of qualified employees in the tourism sector is because the graduates who study hospitality do not want to work in the tourism sector. A great majority of the studies on the attitudes and career plans of the students of tourism education towards the tourism sector reveals that the students do not want to work in the tourism sector and also the existing employees have the intention to quit the hospitality sector (Aksu & Köksal, 2005; Jenkins, 2001; Jiang & Tribe, 2009; King, Mc Kercher, & Waryszak, 2003; Kusluvan & Kusluvan, 2000; Richardson, 2009; Richardson & Butler, 2012; Wu, Morrison, Yang, Zhou, & Cong, 2014). There are also some studies, to a limited extent though, showing that there are students who wish to build a career in the tourism sector and have a positive attitude towards the tourism sector (Chen, Chu, & Wu, 2000; Jiang & Tribe, 2009; Lu & Adler, 2009; Roney & Oztin, 2007).

Tourism education as well as the employment of the students of this discipline in the tourism industry and considerations on whether the graduates intend to continue their careers in the tourism sector or not are just as important. There is always a need to study the workforce or potential workforce in the hospitality industry because the hospitality industry depends on employees. Only 2%–15% of journal articles published in major hospitality and tourism journals had focused on the topic of hospitality workforce (Wen et al., 2019). Understanding of hospitality students' career decision-making process and career intentions has important implications for educators (Chuang & Dellmann-Jenkins, 2010).

Educational institutions aim at providing the students with basic and specialty competencies through the course contents and programs they create. The schools and universities also offer extracurricular activities, apart from the course contents and curriculum. Extracurricular activities offer remarkable cognitive, social and psychological outcomes. One of the activities performed as part of the extracurricular activities at the universities is the student club's activities. Student clubs are one of the most important elements of the university education process. Student clubs refer to the group formed voluntarily to enable students to participate in scientific, social, cultural, artistic and sports activities on campus during extracurricular times (As an example dance club, environment and ecology society club, entrepreneurship club, folk dance club, gastronomy and culinary arts club, photography club etc). Student clubs which are a part of the extracurricular activities are completely voluntary (Massoni, 2011). The student who is considered an adult within the framework of higher education cover a lot of ground in improving himself/herself while performing some activities that will shape the society by means of the club's activities. A study by Eskici and Aktas (2014) revealed that student clubs allow the students to have a fun time, expand their social environment and offer opportunities for self-improvement. Moreover, the participation in extra-curricular activities enables the students to take a liking to their school, to feel themselves a part of the school (Annu & Sunita, 2014; Massoni, 2011) and have influential implications on their intentions to attend the school (Mahoney & Cairns, 1997).

There are a great number of academic studies that scrutinize the attitudes of students receiving hospitality education towards the tourism sector. These studies generally focused on students' attitudes towards the tourism sector. By and large, research on these issues revealed that the students who display a negative attitude towards the tourism sector do not intend to pursue a career in the tourism sector. This issue is seen as an important problem for qualified hospitality employment. Employability is among the most important issues in higher education. Employability is one of the most important topics in higher education and has been a significant issue for many academics. In particular the enhancement of student employability has become significant due to the pressure of stakeholders including government, employers, and societies (Beaumont, Gedy, & Richardson, 2016). Therefore, there is a great need for research on how to be increased the commitment of hospitality undergraduate students to the tourism sector, how to be ensured their career intentions, and how to be retained them in the sector (Blomme vd. 2009: Chuang & Dellmann-Jenkins, 2010; Qian, Law, & Le, 2019; Ramakrishnan & Macaveiu, 2019; Sibson, 2011; Chuang & Dellmann-Jenkins, 2010; Walsh & Taylor, 2007). It was aimed to fill the gap in this issue with this research. This study aims to determine the moderating role of student club membership on the effect of the intentions of the students to work in the tourism sector, on the post-graduation anxiety of employability. In other words, this study examines the effect of students' career intentions in the tourism sector on the anxiety of employability, depending on the status of student club membership which is considered as part of extracurricular activities and entirely on voluntary basis. This research contributes to retention of young professionals in the tourism industry and the development of higher education programs.

2. Review of literature

2.1. Career attitudes of tourism students towards tourism sector

A great majority of the studies on the attitudes and career plans of the hospitality undergraduate students towards the tourism sector reveals that the students do not want to work in the tourism sector (Jiang & Tribe, 2009; Richardson, 2009; Richardson & Butler, 2012; Wu et al., 2014). An important reason why the hospitality undergraduate students do not wish to work in the sector is that the society has a negative perception of the tourism sector. It has been determined that students with negative attitudes towards the tourism sector perceive the tourism sector as having a low social reputation and prestige, offering limited career opportunities, low wages, no job security and involving stressful and demanding working conditions (Aksu & Köksal, 2005; Altman & Brothers, 1995; Barron & Maxwell, 1993; Baum, 1996; Boella, 2000; Kokko & Guerrier, 1994; Kusluvan & Kusluvan, 2000; Richardson, 2009; Roney & Oztin, 2007; Walmsley, 2004). A study by Poria and Reichel (2020) concluded that the people who have received education in the field of tourism and hospitality feel ashamed of their departments, compared to the graduates of other departments. The fact that they perceive other disciplines more prestigious than their own departments are put forward as the reason for their embarrassment. The participants included in the study introduced themselves as the students of business department rather than a tourism and hospitality student in order to make a decent impression, while they meet new people in social environments. It is understood that the students

perceiving the tourism sector unfavourably due to its structural characteristics do not take the tourism sector as the best pick to build be career and they prefer different other sectors to pursue a career.

Tourism sector is usually perceived as having a low social reputation; not offering all-year guaranteed employment due to the seasonal working routines; not paying much; involving long and exhausting working hours and offering limited career opportunities (Baum, 1996; Hung, 2013; Hwang, Lee, Park, Chang, & Kim, 2014; Jenkins, 2001; Jiang & Tribe, 2009; Kusluvan & Kusluvan, 2000; Richardson & Butler, 2012; Teng, 2008; Tiyce, Hing, Cairncross, & Breen, 2013; Walmsley, 2004; Zopiatis, Kyprianou, & Pavlou, 2011). In a study by Jiang and Tribe (2009), it was determined that the students do not see the tourism sector as a prestigious and decent sector to build a career. According to the results of the research, the students deem the jobs in the tourism sector as short-term jobs that can be done at young ages only. Almost all students do not perceive the jobs in the tourism sector as a promising job and do not wish to pursue a career in the sector. A recent study by Kuşluvan and Kuşluvan (2003) revealed that a good part of the students in tertiary tourism education in Turkey do not see their future in the sector and they planned to work in another sector after the graduation. In a study conducted by Altman and Brothers (1995) in the U.S.A., it has been deduced that 30.6% of graduates of universities giving hospitality education has left the industry within 5 years and worked in other sectors. In the study conducted by Zhang and Wu (2004) in China, it was determined that students in tertiary tourism education had a negative intention to pursue their careers in the tourism sector. In a study conducted by Richardson (2009) in Australia, it was found out that the students who receive tourism education at tertiary level do not wish to pursue a career in the tourism sector in general.

It appears that the students who have a negative perception of the hospitality due to its structural features and do not think that tourism does not suit their personal characteristics do not take the tourism sector as a sector to work permanently and to make a career and thus they leave the tourism sector after a short time. Blomme et al. (2009) conducted a study on the students and graduates of a school giving tourism education at undergraduate level in the Netherlands. The school at where the study was conducted is has its own student selection procedure in place. As a requirement of eligibility for admission to the school, the students are required to have certain social skills as well as motivation to work in the hospitality industry. In a study by Blomme et al. (2009), they identified that the students, graduates and employees had a positive attitude towards the jobs in the hospitality industry. In a study conducted by Wen et al. (2019) in an attempt to determine the career attitudes of the students receiving tourism education at the undergraduate level in China, they suggested that the career and development opportunities as well as the suitability of person-sector were effective on the career decisions. In a study by Teng (2008) conducted in Taiwan, he revealed that there is a significant relationship between the characteristics of the students studying tourism and their attitudes towards the tourism sector.

Another reason why the students studying hospitality at tertiary level do not wish to work in the tourism sector is that the they had not selected the tourism discipline, willingly and knowingly. Aksu and Köksal (2005) figured out that the students with a positive attitude towards the tourism sector prefer the department of tourism and hospitality department as their top choices, willingly and knowingly. In a study by Baltacı, Unguren, Avsallı, and Demirel (2012), it was found that the students of tourism education, who preferred this discipline unknowingly, just because their scores could afford it, do not actually intend to make a career in the tourism sector and that the students have a low satisfaction with the education and high level of anxiety about the future.

Erratic increase in the number of faculties giving tourism education at tertiary level in Turkey has led to several important issues encountered in tourism education. The first problem was experienced in the quality of tourism education. The fact that the newly-established faculties fail to employ competent and adequate number of specialised academic members has affected the quality of tourism education. In addition, the number of the students to be placed at the universities has been jacked up dramatically. Even though the number of students to be admitted was increased, there has been a considerable decline, especially since 2017, in the number of students preferring the tourism faculties and yet the quotas for some departments remained unfilled. Although the quotas were increased, tourism departments were preferred by less students. The decline in students' preferences caused many universities to close down their secondary education programs. Similarly, examining the net marks (exam scores) in the university exams, of the students who have been placed in any tourism-related department, a remarkable decrease is observed compared to previous years (Keles, 2018a, 2018b). The number of placements has been increased, but the admission marks for tourism departments have decreased year by year (Keles, Gultekin, & Pelit, 2017). Especially when the exam success rates of the students who have been placed in the tourism faculties since 2017 are examined, it can be deduced that these faculties have been preferred as the last resort by the students who simply needed to attend any university and failed to be placed at any department of any university (Keles, 2018a). It is apparent that the selections made haphazardly and according to the exam scores also affect the students' approaches to the graduation significantly (Keles, Dogan, & Kaya, 2019). And this is the case in some other countries, as well. In the United Kingdom, the undergraduate entry requirements are measured in UCAS points on a national level; a study conducted in 2012 showed that students required an average of 258.8 UCAS points for tourism, while the average points for medicine were 516.8, for mathematics 402.9, for economics 372.2, and for business studies 312.6. Similarly, the entry points of the tourism programs at the universities in other countries of Europe, Australia and China are quite low, compared to the other disciplines (Ramakrishnan & Macaveiu, 2019).

Another reason why the students who get high scores do not prefer the tourism and hospitality departments at the universities is that it will still be possible to work in the tourism and hospitality sector even without receiving hospitality education. Employment in the tourism sector does not require holding a bachelor's degree in tourism, as is the case with other professions (psychologist, lawyer, etc.). It is possible to work in the tourism sector without receiving any tourism education at tertiary level. Holding a bachelor's degree in tourism does not provide a huge advantage in the sector. In the context of the research results, it is understood that the students who select the department of tourism at the university knowingly and willingly have a positive attitude towards the tourism sector, are aware of the challenges of the sector and prepare themselves for these challenges accordingly and tend to pursue a career in the tourism sector. It can be inferred that if the students select the department of tourism knowingly and willingly, their intention to work and to pursue a career in the tourism sector will increase.

2.2. University students' post-graduate employability anxiety

The primary concern for the future, which is faced by the university students, is post-graduate employability anxiety. One of the major issues of the countries is the employability of university graduates. The number of university graduates increases every year, but the number of jobs does not increase to just as much. Jim Clifton, Chairman of Gallup raises a frightening claim in his book "The Coming Jobs War". His claim is; while there are 3 billion people in the world, seeking pursue quality jobs, there is only 1,2 billion quality jobs in the world and he asserts that world population is growing faster than the number of quality jobs. What is meant here by quality work is not the executive jobs, but rather full-time, permanent jobs offering a social security (Erkurt, 2017). For example, in a recent study conducted in the UK, while the fresh graduates applied for 5.7 jobs approximately in 2009–2010, but they started to apply for 6.9 job on an average in 2011–2012 and peaked in 2013–2014 with 7.5 jobs, reaching an all-time high (Beaumont et al., 2016). 2019 unemployment rate in Turkey was 13,7% with a an increase by 2,7 point compared to the previous year. The unemployment rate for young population that covers the age group between 15 and 24 in Turkey was 25,4% with an increase by 5,1 points compared to the previous year (Turkish Statistical Institute, 2020).

Some of the primary reasons why the students attend higher education are to enjoy good living comfort and realize themselves, to name but a few. According to the 2014 Sodexo University Lifestyle research results, 76% of the students stated that the main reason for attending university was to improve their job prospects (Beaumont et al., 2016). In Western countries, students choose hospitality management as their major based on the reputation of the school, opportunity for job placement, and the structure of the curriculum (Wen et al., 2019). Richardson (2009) investigated the career choices of students studying tourism at undergraduate level in Australia, for the tourism sector. This research revealed that undergraduate students who are studying tourism and hospitality in Australia do not believe that the industry offers them the attributes that they see as important in choosing a future career. If hospitality graduates are entering the industry without an accurate understanding of the industry, this could be the cause of many leaving the hospitality industry. A disparity between what employees' prospect and what they experience has been suggested as one of the reasons hospitality employees leave the industry (Blomme et al., 2009).

Person's perception of incompetence in any field is among the most important causes of anxiety (Tahmassian & Jalali-Moghadam, 2011). In this context, the students' feeling of incompetence in the major from which they graduate leads to anxiety of the future. An individual who complete his/her university education will have spent approximately 16–17 years in education life. The reasons why the individuals get education vary from person to person, but developing the skills and securing a job suitable for their interests and skills are among the common reasons for everyone. An individual who completes his/her education life and chooses his/her profession introduces his/her skills and abilities into the labor market in an effort to find a job. The disparity between the qualifications required by the labor market and the qualifications offered by the education system today stands as one of the most important problems in terms of connection between education and employment. Failure by the graduates to meet the requirements and expectations of the business world causes an anxiety of the future. In a recent study conducted by Unguren et al. (2015) in Turkey, it has been set forth that the hotel managers find the employees who received tourism education incompetent in terms of their professional qualifications.

The students who do not pick tourism knowingly at the university usually get to know about the discipline later in the process. Especially, the students whose personal attributes are not suitable for the tourism sector and who do not prefer the department of tourism knowingly tend to perceive the challenges caused by the construct of the tourism sector, negatively. At the same time, these students are incompetent for the skills and qualification required by the industry. In this framework, the students struggle in realizing their expectations of the sector, on the other hand the sector cannot offer the sort of position that will satisfy the expectations of the students. In a study by Ehtiyar and Unguren (2008), it has been put forward that the students of tourism education, who select the department of tourism knowingly and willingly, are positive about and hopeful for the future and their anxiety levels are low. One of the factors that increase students' anxiety of the future the most is the uncertainty. Students who are uncertain about what to do in the future following the graduation and whose career goals are not clear experience more anxiety. Career selection is a very important point. This is because the profession a person chooses reveals what kind of a life he/she will lead, his/her ambition in life, identity, the way to use his/her potential, self-respect, social support, financial gain and the way he/she spends the time. The students' attitudes towards the tourism sector will be an important factor that determines whether they will work in the tourism sector after the graduation, since the personal attributes and attitudes affect the behaviours and decisions (Coetzee & Schreuder, 2002; Janes, Wisnom, & Pybus, 2003; Tokar, Fischer & Subich, 1998). It is inferred that the students who perceive the structural features of tourism sector negatively and whose personal characteristics are incompatible with the tourism sector will experience more anxiety about securing a job after the graduation.

2.3. Effect of student club membership on the students

Extracurricular activities offered at schools and universities, as well as the course contents and curriculum, allows the students to get very important cognitive, social and psychological acquisitions. In general, extracurricular activities are examined under two titles: structured and unstructured (Won & Han, 2010). Structured activities are the ones that have specified goals and outputs and are performed by the students in a controlled, scheduled and planned manner for a given purpose. On the other hand, unstructured activities are those in which the students often participate to have fun and spend a good time, without any predetermined schedule and control. Student clubs are considered as part of the structured extracurricular activities. Student clubs within the scope of extracurricular activities are completely voluntary (Massoni, 2011).

One of the most important elements of the university education process is the student clubs. Structured extracurricular activities provide the students with an environment for social interaction. Social interaction affects the students' academic successes positively

(House, 2000) and increases their academic motivations as well as successes (Ryan, 2000). In a study conducted by Balci-Yangin and Kirca (2013) it was determined that educational satisfaction of the students who did not attend student clubs was low while the satisfaction of students who attended student clubs was high. In a study conducted by Kahyaoglu-Sut, Kucukkaya, Cumur, and Ozdemir (2019) on the nursing students, it was determined that the students with high academic grade point average participated in social and cultural activities more often than students with low grade point average. The study also concluded that the students who participate in social and cultural activities have a much higher satisfaction with life. In a study conducted by Ozdemir, Baykara-Acar, Acar, and Duyan (2010) on social service students at Hacettepe University, it was revealed that total social skill scores of the students who participated in extracurricular artistic, athletic and social activities were significantly higher than those of the students who did not participate in any such activity. In a study conducted by Eskici and Aktas (2014) to determine the attitudes of university students towards student clubs, it is found out that student club activities improve their social environments and offer them the opportunity to develop themselves. In a study conducted by House (2000) on the college students in the U.S.A., it was determined that students' involvement in volunteer works was significantly associated with their perceptions to attain success and their self-confidence in their intellectual abilities. It was determined that there was a positive relationship between students' participation in the student clubs and their intellectual abilities and self-confidence.

The most important cause of stress and anxiety for the fresh university graduates is that they cannot be employed in the field they studied or in any other field. Social problems, e.g. unemployment, cause the young population to have concerns about their future (Poyraz, 2003). Participation of students in structured extracurricular activities has positive effects on the course success and loyalty to school and also allows the students to contain the technical qualities required by the labor market (Eccles, Barber, Stone, & Hunt, 2003). Engagement in extracurricular activities enables the students to discover their skills and to gain a number of competencies such as leadership, teamwork, analytical thinking, problem solving and time management, etc. (Massoni, 2011). The students actively participating in extracurricular activities experience less concern for the future since the involvement in extracurricular activities improves social and human skills, increases self-respect and affects the academic success positively. It has been found out that the student participating in the extracurricular activities experience less anxiety (Fauth, Roth, & Brooks-Gunn, 2007). As a result, student club memberships within the scope of extracurricular activities contribute greatly to the personal development of university students. It is observed that academic success of the students who attend the extracurricular activities regularly and systematically has increased; they have established communication with their friend more strongly; they have made more realistic career plans that suited their skills and the have gained additional advantages for their employment after the graduation.

3. Methodology

This research is a descriptive and explanatory study due to its scope. The data obtained about the sampling addressed in the descriptive study is described in order to define its basic features. In this context, descriptive study aims to reveal the student club membership status of the students receiving tourism education, their career intentions in the tourism sector and the level of post-graduation anxiety of employability. Explanatory study tries to understand and explain the relationships between a set of variables related to the facts, by examining them through the causality. In this context, a literature review was conducted on the attitudes of students receiving tourism education towards the tourism sector. In the explanatory study, it was aimed to determine the moderating role of student club membership on the effect of the intention of the students receiving tourism education to work in the tourism sector on the post-graduation anxiety of employability. Fig. 1 shows the study model that includes the dependent, independent and moderator (i.e. moderating) variable of the study. Moderator variable is defined as a criterion that affects the relational power or direction of an independent variable on the dependent variable (Baron & Kenny, 1986).

3.1. Sampling and data analysis

The population of the study (survey sample) consists of the students receiving tertiary tourism education in Turkey. According to the research performed by Tourism Research Association (TURAD) (2016), there are 63.886 tertiary education students studying hospitality in Turkey (Kement, Cavusoglu, & Uslu, 2019). Due to time and cost constraints, the data was collected via the random sampling method from the students studying at the Tourism Faculties of 9 various state universities. The data was collected between November and December 2019 through the face-to-face interview method. Out of 600 surveys sent 512 valid surveys have been received and included in the analysis. Before the research model is tested, extreme outliers are identified with boxplot and mahalanobis analysis. To determine the normal distribution, skewness and kurtosis values are examined. Data on the demographic characteristics of the participants were examined by frequency and percentage distributions. Analyses of the research model were carried out in two

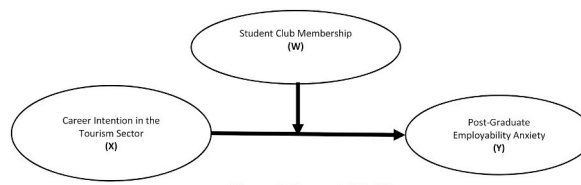


Fig. 1. Research model.

stages. In the first phase, the measurement model was tested with confirmatory factor analysis (CFA), and findings regarding the validity of the measurement were obtained. In the second stage, structural equation model (SEM) was used to describe the antecedents and relations between the structures in the model. The moderator effect was analyzed with Process Macro developed by Hayes (2018).

3.2. Instrument

The current study used questionnaires as a data collection tool. The questionnaire form comprises three parts. In the first part of the questionnaire form, there are questions to find out the demographic characteristics of the students, department they study, the reason for selecting the department, work experience, student club membership and the level of participation in student club activities. The second part of the questionnaire consists of statements intended to determine the students' intentions to pursue a career in the tourism sector. The last portion of the questionnaire consists of the questions to find out whether the students feel any anxiety about finding a job after the graduation. Draft scales were formed by utilizing the studies conducted by Blomme et al. (2009), Chuang & Dellmann-Jenkins, 2010, Kuşluvan and Kuşluvan (2003), Kuşluvan and Kuşluvan (2000), Wen et al. (2019) to determine the intentions of students to build a career in the tourism sector; and the studies conducted by Cinar & Yenipinar (2019), Lev-Wiesel and Kaufman (2004), Mohammed and Devecioglu (2018), Ozcan and Yilmazsoy (2018) to measure the students' post-graduation employability anxiety. Once formed, the scales were then submitted for review by two specialist academicians. Following the specialist review of the scales, a preliminary test was performed with the participation of 50 students in order to test the style of the questionnaire form and the clarity of the statements in the form. At the end of the pre-test, one statement was removed from each scale to complete the questionnaire form. All scale items were measured with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

4. Findings

4.1. Findings regarding the demographic characteristics of the participants

Descriptive statistics of the students included in the study are given in Table 1, by showing them with frequency and percentage analyses by the status of student club membership, so that the participant profile can be seen more clearly. While 69% of the students included in the study are not a members of any student club, 31% of them is the members of a student club and participate actively and regularly in the student club's activities. Even though the male and female students have a low participation rate in the student clubs, the rate of participation in student clubs is higher in the male students (34%) compared to the female students (25%). The freshmen are the student profiles with the lowest rate of participation in the student clubs. Although the number of students who become a member of a student club following the first year at the university increases, the number of students remains at a similar level in the later years (34%). The students studying in four different departments participate in the study. The rates of membership of students in student clubs vary by their departments. Half of the students included in the study preferred their departments just because their score could afford it. And, 27% of the students preferred their departments willingly and knowingly while 15% preferred it simply to move away from their environment and families. Examining the findings given in Table 1, student club memberships differ according to the reasons why the students preferred their departments. The students with a work experience have a higher rate of membership to the

Table 1
Profile of the survey sample (n = 512).

	Student Club Membership	
	No (68,8%)	Yes (31,3%)
Gender		
Female	74,6%	25,4%
Male	65,8%	34,2%
Academic Year		
Freshmen	83,1%	16,9%
Sophomore	64,7%	35,3%
Junior	65,5%	34,5%
Senior	67,6%	32,4%
Department		
Gastronomy and Culinary Arts	70,1%	29,9%
Tourism and Hospitality Management	82,6%	17,4%
Tourism Guiding	31,5%	68,5%
Recreation	79,8%	20,2%
Reason to Prefer the Department		
Intentional	48,9%	51,1%
Preference as the scores could afford	71,0%	29,0%
Escape from the environment and family	97,3%	2,7%
Advice	69,4%	30,6%
Work Experience		
No work experience	79,4%	20,6%
Work experience outside tourism	64,7%	35,3%
Work experience in tourism sector	64,7%	35,3%

student clubs, as compared to then students without any work experience.

4.2. Findings related to reliability and validity

In the first phase of the analyses regarding the survey model, the findings on the validity and reliability of the scales by means of the confirmatory factor analysis (CFA). According to the results of confirmatory factor analysis given in Table 2, all standardized factor loading values of the scale items are above 0,70. All of the scale items have high t values and were statistically significantly ($p < 0,05$) loaded onto the relevant implicit variable. In general, goodness-of-fit statistics for the model ($\chi^2 = 140,283$, $df = 85$, $\chi^2/df = 1,650$, $p < .000$, $RMSEA = 0,036$, $GFI = 0,966$, $CFI = 0,995$, $IFI = 0,995$, $NFI = 0,987$, $RFI = 0,984$) indicate that the measurement model is an acceptable model. Based on the confirmatory factor analysis, it was confirmed that the scales “Intention to Make a Career in Tourism Sector” and “Post-Graduation Anxiety of Employability” have a single-factor construct. Internal consistencies of the scales were examined with Cronbach Alpha values. And the Cronbach’s Alpha values were seen to be in the range of 0.959 and 0.971. Besides, the Skewness and Kurtosis values related to the scale items are given in Table 2. The fact that the skewness and kurtosis coefficient values for the scale items ranges between +1,5 and -1,5 shows that the data conform with the multivariate normality assumption (Tabachnick & Fidell, 2007). The high construct (i.e. composite) reliability indicates that internal consistency is high and the items in the factor therefore represent the same construct consistently. The values obtained reveal that the scales are reliable at an acceptable level.

When testing the validity and reliability of the scales, it will also be required to check upon the convergent and discriminant (i.e. divergent) validity in addition to the goodness-of-fit indices. Convergent validity expresses that the statements related to the variables are associated with each other and the factor they form. The convergent validities of the scales, CR (construct reliability) and AVE (average variance extracted) values were calculated. For convergent validity, all CR values related to the scales are expected to be greater than AVE values and AVE value to be greater than 0,5. In the study, it was discovered that AVE and CR values of the scales were greater than 0,50 and also the CR values were greater than the AVE values. These results suggest that the variables of the study have a convergent validity.

Another indicator of construct validity is the discriminant validity. The fact that AVE values are greater than the squares of the correlations between the scale sizes points to a divergent validity (Fornell and Larcker 1981). The results in Table 3 show that the mean explained variation value for each implicit variable is greater than the square of the correlations between that variable and other variables. These findings reveal that discriminant validity has been achieved.

The results of the *t*-test given in Table 4 indicates that students’ intentions to work in the tourism sector do not show a statistically significant difference by their gender [$t_{(510)} = -1639$; $p > 0,05$], while the post-graduation anxiety of employability differs significantly [$t_{(510)} = 4370$; $p < 0,05$]. The intentions of both male and female students to work in the tourism sector are low. It was determined that female students experience the post-graduation anxiety of employability more intensely than the male students do. According to the results of Anova analysis, students’ intentions to work in the tourism sector differ statistically by their class levels [$F_{(3, 511)} = 4410$; $p < 0,05$]. It is concluded that the students show some intention to work in the tourism sector in the first year of university

Table 2
Results of confirmatory factor analysis and reliability assessments concerning the scales.

	Mean	S.D.	Standardized Loadings	Cronbach’s Alpha	AVE	CR	Skewness	kurtosis
Career Intention 1	2,54	1,26	,904	,959	0,785	,956	,579	-,688
Career Intention 2	2,66	1,19	,919				,679	-,557
Career Intention 3	2,54	1,17	,938				,671	-,488
Career Intention 4	2,65	1,08	,907				,602	-,452
Career Intention 5	2,59	1,12	,825				,597	-,458
Career Intention 6	2,56	1,09	,816				,647	-,377
Anxiety 1	3,39	1,25	,916	,971	,787	,971	-,255	-,972
Anxiety 2	3,47	1,24	,930				-,241	-,107
Anxiety 3	3,31	1,18	,910				-,283	-,883
Anxiety 4	3,36	1,16	,927				-,209	-,993
Anxiety 5	3,36	1,18	,923				-,189	-,101
Anxiety 6	3,31	1,13	,918				-,222	-,879
Anxiety 7	3,29	1,23	,823				-,156	-,108
Anxiety 8	3,31	1,20	,797				-,234	-,101
Anxiety 9	3,31	1,21	,825				-,206	-,108

Career intention 1: I want to work in the tourism industry after the graduation (+). **Career intention 2:** I want to pursue a career in the tourism industry (+). **Career intention 3:** I see my future in the tourism sector (+). **Career intention 4:** I do not plan to pursue a career in the sectors other than the tourism sector (+). **Career intention 5:** I do not plan to work in the tourism sector (-). **Career intention 6:** I plan make a career in the sectors other than the tourism sector after the graduation (-). **Anxiety 1:** I am concerned about my future after the graduation (+). **Anxiety 2:** The thought of not being able to find a job after the graduation makes me feel anxious (+). **Anxiety 3:** I clearly don’t know what to do after the graduation (+). **Anxiety 4:** I think it will be difficult to find a job after the graduation, in the field I want and in conditions I need (+). **Anxiety 5:** The idea of being left unemployed after the graduation scares me (+). **Anxiety 6:** I think I will have difficulties in finding a job in the field from which I graduated and in conditions I want (+). **Anxiety 7:** I think I can easily find a job in the area I want after the graduation (-). **Anxiety 8:** I believe that I will start to work with a decent salary after the graduation (-). **Anxiety 9:** I am not worried about finding a job after the graduation (-).

Table 3

Squares of correlations and AVE.

	Mean	S.D.	1.	.2.	AVE
1 Career Intention in Tourism Sector	2,59	1,05	1	-,316 ^a	0,785
2 Anxiety of Employability	3,46	1,08	-,316 ^a	1	0,787

^a Correlation is significant at the 0.01 level (2-tailed).**Table 4**

Career Intention and Post-Graduate Employability Anxiety according to the characteristics of the participants.

		Career Intention in Tourism Sector				Post-Graduate Employability Anxiety			
		Mean*	sd	t	p	Mean*	sd	t	p
Gender	%								
Female	33,8	2,48	,074	-1639	,102	3,63	,080	4370	,000
Male	66,2	2,64	,059			3,19	,058		
Academic Year	%	Mean*	sd	F	p	Mean*	sd	F	p
Freshmen	15,0	2,61	,950	4410	,004	3,40	1,06	1673	,172
Sophomore	16,6	2,94	1,07			3,10	1,02		
Junior	32,8	2,45	1,00			3,39	1,16		
Senior	35,5	2,52	1,09			3,39	1,04		
Department	%	Mean*	sd	F	p	Mean*	sd	F	p
Gastronomy and Culinary Arts	17,0	2,99	,979	16,277	,000	3,27	1,03	19,993	,000
Tourism and Hospitality Management	37,1	2,35	1,01			3,60	,951		
Tourism Guiding	21,7	2,96	1,01			2,71	,941		
Department of Recreation	24,2	2,32	,79,642			3,57	,941		
Reason of Preference	%	Mean*	sd	F	p	Mean*	sd	F	p
Intentional	27,1	3,74	,932	140,870	,000	2,58	1,02	52,072	,000
Preference as the scores could afford	51,2	2,14	,752			3,46	,951		
Escape from the environment and family	14,6	2,16	,585			4,18	,561		
Advice	7,0	2,20	,667			3,69	1,01		
Work Experience	%	Mean*	sd	F	p	Mean*	sd	F	p
No work experience	27,5	2,26	1,02	21,123	,000	3,34	,951	,296	,744
Work experience outside Tourism	26,6	2,38	,754			3,40	1,07		
Work experience in Tourism Sector	45,9	2,90	1,03			3,31	1,04		
Student Club Membership	%	Mean*	sd	t	p	Mean*	sd	t	p
Not a Member	68,8	2,40	,922	-5950	,000	3,89	,801	30,327	,000
Member	31,3	2,98	1,02			2,13	,497		

* Based on a 5-point Likert scale of agreement (1 = Strongly Disagree to 5 = Strongly Agree).

education, and their intention to work diminishes remarkably towards the later years of education. Even though the students feel post-graduation anxiety of employability by all class levels, the level of anxiety do not differ significantly by the class levels [$F_{(3-511)} = 1673$; $p > 0,05$]. It is concluded that while the students of the department of Gastronomy and Culinary Arts and Tourism Guiding show some intention to work in the tourism sector, the students of Tourism Management (Hospitality) and Department of Recreation do not intend to work in the tourism sector [$F_{(3-511)} = 16,277$; $p < 0,05$]. It has been determined that other students, except the Department of Tourism Guiding, have high levels of post-graduation anxiety of employability [$F_{(3-511)} = 19,993$ $p < 0,05$]. The intention of the students to work in the tourism sector varies significantly by the reasons of selecting the department [$F_{(3-511)} = 140,870$; $p < 0,05$]. It has been found out that while the students who prefer the department of tourism willingly have a strong intention to work in the tourism sector, the students who prefer the department for other reasons (because their scores could just afford it; advice; escaping from their family and environment, etc.) do not have an intention to work in the tourism sector. Similarly, it is concluded that students who have preferred the department of tourism do not worry about finding a job after the graduation, but the students who prefer the department of tourism for other reasons experience anxiety about finding a job after the graduation [$F_{(3-511)} = 52,072$; $p < 0,05$]. While the intentions of the students to work in the tourism sector differ significantly depending on whether they have any work experience or not [$F_{(3-511)} = 21,123$; $p < 0,05$], the levels of post-graduation anxiety of employability do not differ significantly [$F_{(3-511)} = ,296$; $p > 0,05$]. According to the results in Table 4, it is understood that the students with a work experience do not have an intention to work in the tourism sector, while the students with no work experience have a comparable intention to work in the tourism sector. Students' intention to work in the tourism sector [$t_{(510)} = -5950$; $p < 0,05$] and the levels of post-graduation anxiety of employability [$t_{(510)} = 30,327$; $p < 0,05$] show statistically significant difference based on whether they are a member of a student club or not. The students who are a member of a student club and participate in the club activities on a regular basis have a higher level of intention to work in the tourism sector, compared to the students who are not a member. It has been determined that the students who are a member of a student club do not have any post-graduation anxiety of employability, whereas the students who are not a member

experience the anxiety of employability to a greater extent.

4.3. Regression analysis with moderator variable

The moderating variable is the variable that determines the direction and severity of the relation between the dependent variable and the independent variable. Therefore, moderating variable determines the time when the independent variable is associated with the dependent variable. It can therefore be said that the moderating variable is a variable that has a situational effect (Gurbuz & Sahin, 2016). Moderating effect requires that transactional effect of the moderating variable on the dependent variable be statistically significant. The study has revealed that how the intentions of the students who are/are not a member of a student club to build a career in the tourism sector affect the post-graduation anxiety of employability. The study analyses the moderating effect of the status of membership of a student club, by means of the Process Macro developed by Hayes (2018). The moderating effect of the status of membership to student clubs was tested using Model 1 of the SPSS PROCESS macro.

Based on the results of regression analysis given in Table 5, it was determined that the students' intention to work in the tourism sector and the status of student club membership had a significant transactional (moderating) effect on the post-graduation anxiety of employability ($r = .864$, $r^2 = .746$, $F(3,508) = 498,6593$; $p < .000$). In other saying, the effect of the intention of the students receiving tourism education to work in the tourism sector on the post-graduation anxiety of employability differs depending on whether the students are a member of a student club [$b = .4105$, 95% CI (.316; .505), $t = 8,52$, $p < .001$]. Significance analysis was calculated with 5.000 samples, using the Bootstrap method at 95% confidence interval. The moderating effect is considered significant unless there is a zero (0) value between the LLCI and ULCI values.

According to the results of the regression analysis in Table 5, the intention to pursue a career in the tourism sector after the graduation has a negative effect on students' post-graduation anxiety of employability [$b = -.461$, 95% CI (-.510; -.413), $t = 18,73$, $p < .001$]. Put it differently, the higher the intention of students to make a career in the tourism sector, the lower the level of anxiety to find a job after the graduation. Similarly, it appears that also the status of membership of student clubs affects the post-graduation anxiety of employment negatively [$b = -1,5826$, 95% CI (-1,69; -1,448), $t = -28,96$, $p < .001$]. It is indicated that the status of membership of student clubs has a larger effect on the post-graduation anxiety of employment, than their intention to pursue a career in the tourism sector has. Table 6 shows how the power of the effect of intention to build a career in the tourism sector on the anxiety of employment differs depending on the status of student club membership.

Table 6 shows the power of effect of the career intention of the students who are/are not a member of a student club in the tourism sector on the post-graduation anxiety of employability. According to the results in Table 6, the power of effect of the intention to pursue a career in the tourism sector on the anxiety of employability is much higher in the students who are not a member of a student club [$b = -.589$, 95% CI (-.652; -.527), $t = 18,53$, $p < .001$]. As the students who are not a members of a student club want to make a career in the tourism sector, the post-graduation anxiety of employability diminishes significantly. The intention of the students who are a member of a student club to build a career in the tourism sector has a diminishing, yet a lower effect on the post-graduation anxiety of employability [$b = -.179$, 95% CI (-.250; -.108), $t = 18,53$, $p < .001$]. According to these findings, it is seen that the effect of the intention to pursue a career in the tourism sector on the anxiety of unemployment is much higher in the students who are not a member of a student club. While the intention to pursue a career in the tourism sector has much higher effect in reducing the anxiety of employability in the students who are not a member of a student club, it has a lower effect in the students who are a member of a student club.

Effect graph is given in Fig. 2 to better understand the moderating effect of the status of student club membership on the effect of the intention of the students to build a career in the tourism sector on post-graduation anxiety of employability. According to the effect graph, the anxiety of employability increases considerably as the students who are not a member of a student club deviate from their intention to pursue a career in the tourism sector. However, it seems that such effect does not apply as much to the students who are a member of a student club. The reluctance of the students who are a member of a student club to build a career in the tourism sector increases the anxiety of employability to a lesser extent.

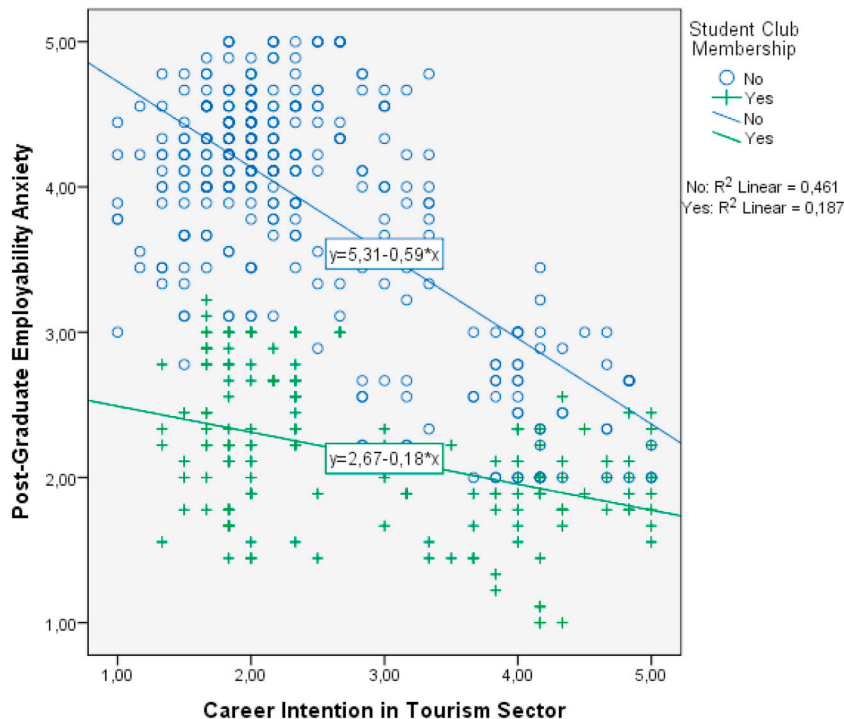
Table 5
Analysis results of moderating effect.

Model Summary	R	R ²	F	df1	df2	p
	.8640	.7465	498,6593	3,00	508,00	.000
Model	Coeff	SE	t	p	LLCI	ULCI
Constant (Y)	3,2945	.0250	131,6946	.000	3,2454	3,3437
Career Intention (X)	-.4611	.0246	-18,7292	.000	-.5095	-.4127
Membership (W)	-1,5826	.0546	-28,9609	.000	-1,690	-1,4753
Int_1 (X.W)	.4105	.0482	8,5158	.000	.3158	.5052
		R ² chng	F	df1	df2	p
Interactions (X*W)		.0362	72,5188	1,0000	508,0000	.0000

Table 6

Conditional effect of X on Y at Values of the Moderator.

Student Club Membership Status	Effect	SA	t	p	LLCI	ULCI
No	-,5894	,0318	-18,5349	,0000	-,6519	-,5269
Yes	-,1789	,0362	-4,9372	,0000	-,2501	-,1077

**Fig. 2.** Effect chart.

5. Discussion

There are a number of academic studies that addresses the attitudes of students studying tourism towards the tourism sector. In general, it is seen that students who have a negative attitude towards the tourism sector do not have any intention to pursue a career in the tourism sector. This study analyses the effect of the intention of the students who have received tourism education on the post-graduation anxiety of employability, by the status of student club memberships. In other words, this study discusses the moderating role of student club membership on the effect of the intention of the students receiving tourism education to work in the tourism sector on the post-graduation anxiety of employability. As in other studies (Aksu & Köksal, 2005; Jenkins, 2001; Jiang & Tribe, 2009; King et al., 2003; Kusluvan & Kusluvan, 2000; Richardson, 2009; Richardson & Butler, 2012; Wu et al., 2014), this study too reveals that the students who have received tourism education usually have a rather low intention to work in the tourism sector and have a high post-graduation anxiety of employability, but suggests that the students who have preferred the department of tourism willingly and knowingly as well as the students who are a member of a student club and participate in club activities regularly have some intention to work in the tourism sector and experience less anxiety to secure a job after the graduation.

It is thought that the students who perceive the structural features of tourism sector negatively and whose personal characteristics are not suitable for the tourism sector will experience intense anxiety about securing a job after the graduation. In particular, the students whose personal characteristics are not suitable with the tourism sector and who do not prefer the department of tourism knowingly perceive the challenges caused by the construct of the tourism sector negatively. Career selection matters greatly, as the profession a person chooses indicates what kind of a life he/she will lead, his/her self-respect, financial gain and the way he/she spends the time. The students' attitudes towards the tourism sector will be an important factor that determines whether they will work in the tourism sector after the graduation, since the personal attributes and attitudes affect the behaviours and decisions (Coetzee & Schreuder, 2002; Janes et al., 2003; Tokar, Fischer & Subich, 1998).

Graduates who want to work in the hospitality industry have to have a positive attitude toward the hospitality industry and the aspects of working in this industry. In other words, a certain feeling of belonging to and affection for the hospitality industry is a condition to work in the hospitality industry (Blomme et al., 2009). Person-sector suitability has a profound effect on career decisions.

In a study in Taiwan, it is understood that the students who select the department of tourism at the university knowingly and willingly have a positive attitude towards the tourism sector, are aware of the challenges of the sector and prepare themselves for these challenges accordingly and tend to pursue a career in the tourism sector (Teng, 2008). In a study conducted in Turkey, it is determined that the students who select the department of tourism knowingly and willingly are positive and hopeful for the future and have a low level anxiety (Ehtiyar & Unguren, 2008). It is found out that the employees who have studied tourism in the Netherlands and have had a motivation to work in the hospitality industry have a positive attitude towards jobs in the hospitality industry (Blomme et al., 2009). Also in this study, it was concluded that the intentions of making a career in the tourism sector will improve if the students prefer the department of tourism knowingly and willingly.

The study indicates that the intention of students to pursue a career in the tourism sector affect the post-graduation anxiety of employability negatively. Put it differently, the higher the intention of students to make a career in the tourism sector, the lower the level of anxiety they feel in finding a job after the graduation. According to the results of the regression analysis performed within the framework of the second objective of the study, it is determined that the effect of students' intention to work in the tourism sector on the post-graduation anxiety of employability differs depending on the status of student club membership. It was determined that the status of student club membership constitutes a moderating role on the effect of students' intention to work in the tourism sector on post-graduation anxiety of employability. Briefly, the effect of the intention of the students who have received tourism education to work in the tourism sector on the post-graduation anxiety of employability differs based on whether they are a member or not.

The moderating variable indicates the time when the independent variable is associated with the dependent variable. In this context, it was found out that the negative effect of the intention to pursue a career in the tourism sector on post-graduation anxiety of employability was much higher in the students who are not a member of a student club. As the students who are not a member of a student club want to make a career in the tourism sector, the post-graduation anxiety of employability diminishes significantly. The intention of the students who are a member of a student club has a less negative effect on the post-graduation anxiety of employability. While the intention to pursue a career in the tourism sector has much higher effect in reducing the anxiety of employability in the students who are not a member of a student club, it has a lower effect in the students who are a member of a student club.

A university where the individuals attend during a period from adolescence to adulthood of particular importance as an institution of education and socialization. That's because the formation of identity and personality, the efforts to gain independence from the family and the hopes for the future occur intensively during the university period (Poyraz, 2003). In this context, universities are the basic institutions that prepare young people for social life. Academic education given at the universities enables the students to acquire specialisation in a particular field. Add to this, some other facilities and opportunities are offered and extra-curricular social, cultural and athletic activities are held at the universities so that the students can develop themselves and improve their social and communication skills. The social activities in which the university students participate during their university education allow them to meet different people receiving education in different disciplines and to improve their communication skills (Kolayli, Avci, Cankaya, Karabacak & Can, 2017). Apart from the education given by the universities, various other opportunities offered also affect the way of social living. Undoubtedly, it is important how the teenagers spend the time frame during the university period in which the personality traits are formed and young people integrate into the society (Kilic & Sener, 2013).

Extracurricular activities have several positive effects on education. Extracurricular activities that are organized in accordance with a structured and special-purpose system orient the behaviors of the students in a positive way, increase their loyalty to school and improve their academic success (Akyuz, 2013; Massoni, 2011). There are studies in support of the relationship between students' experiences of structured extracurricular activities and their cognitive development (Batchelder & Root, 1994; Hattie, Marsh, Neill, & Richards, 1997; Terenzini, Pascarella, & Blimling, 1996). It is observed that students who do not fancy their school or do not feel themselves belonging to their school are not as successful as the students who like their school. Participation in extra-curricular activities enables the students to take a liking to their school, to feel themselves a part of the school (Annu & Sunita, 2014; Massoni, 2011) and have influential implications on their intentions to attend the school (Mahoney & Cairns, 1997).

There is a positive relationship between participation in extracurricular activities and students' self-esteem (Daniels & Leaper, 2006; Mahoney, Harris, & Eccles, 2006; Zhang, 2001). In other saying, participation in extracurricular activities strengthens the self-esteem of the students by enabling them to develop important skills and create social networks (Kort-Butler & Hagewen, 2010). In a study conducted by Zhang (2001) on university students in Hong Kong, he found a positive correlation between the students' participation in extracurricular activities and self-esteem. In a study conducted by Alexandrov, Tenisheva, and Savelyeva (2017) in Russia, it was determined that engagement in extracurricular activities had a positive effect on students' academic achievement and self-esteem. Other studies have also shown that students who join extra-curricular social activities at school have a higher academic success and self-esteem compared to the students who do not join any social activities (Eccles et al., 2003; Mahoney & Cairns, 1997; Marsh, 1992; Marsh & Kleitman, 2002; Urlings-Strop, Themmen, & Stegers-Jager, 2019). The universities carry out activities to encourage the student to take part in the student clubs since active involvement in student clubs affects the students' social skills and academic success positively. To give an example, Sabanci University and Dogus University grants "Extracurricular Activity Awards" at the end of the spring term, to the students who actively participate in student club activities, in an effort to encourage the participation of their students in extracurricular activities. Individual or team achievements attained in art, sports, social and scientific fields are considered for the awards (<https://www.dogus.edu.tr>; <https://clubs.sabanciuniv.edu/tr/odul>).

Another key outcome of involvement in structured extra-curricular activities is the effect it has on the social and life skills (Perkins et al., 2007). Structured extra-curricular activities expand and improve the social skills of the students. In conclusion, it is understood that students' involvement in extracurricular activities has an important effect on their success in life. Student clubs, among others, are the primary formation that is influential during the socialization process of the young people at the universities. The key role of the clubs that enable the students to make use of their out-of-school times positively on the campus cannot be denied (Kilic & Sener, 2013).

Given the positive outcomes created on the educational and social skills of the students thanks to the structured extracurricular activities, the educators are advised to attach importance to this aspect and take the necessary actions. Due to the positive results of on students' education and life skills, it is recommended that (Annu & Sunita, 2014). Creating social environments and spaces for the students to make use of their out-of-school times at the university will both increase student satisfaction and contribute to the development of their social skills and help them take a liking to their departments and universities and feel themselves belonging to their institutions and departments.

5.1. Conclusions

This study focused on a sample of hospitality undergraduate students. In this study, it was determined that career intention of students in the tourism sector had a negative effect on post-graduate employability anxiety. The striking result of the study was that the effect of students' intention to work in the tourism sector on the post-graduation anxiety of employability differed depending on the status of student club membership. It was determined that the power of effect of the intention to pursue a career in the tourism sector on the anxiety of employability is much higher in the students who are not a member of a student club. In the study, it was concluded that the student club membership status had a moderator effect on the effect of the intention to have a career in the tourism sector, to reduce the anxiety of employability. As a result, in this study, it was concluded that being a member of a student club had an effect on creating a clear career plan and significantly reduced the post-graduation anxiety of employability.

5.2. Theoretical implications

The quality of service at the tourism establishments can be augmented to a large extent by training the persons that will be involved in this industry and employing the educated work force in the tourism sector. The main purpose of the schools giving hospitality education is to prepare the students for the tourism sector (Hoyle, 2003). Attracting and retaining well-educated hospitality graduates is critical to the long-term success of the hospitality industry (Wen et al., 2019). But one of the major challenges for the hospitality industry is to find and retain highly-educated and highly-skilled employees (Blomme et al., 2009). The aspects such as exhausting and long work hours, low wages, seasonal work, lack of job security, high staff turnover rate and limited career opportunities are some of the main structural problems of the tourism sector (Chuang & Lei, 2011; Cleveland et al., 2007; Hwang et al., 2014; Jogaratnam & Buchanan, 2004; Pizam & Thornburg, 2000; Tiyce et al., 2013). These problems caused by the structure of the tourism sector make it difficult for the graduates who have received hospitality education to start to work in the sector and remain in the sector (Blomme et al., 2009; Chuang & Dellmann-Jenkins, 2010; Richardson, 2009; Walsh & Taylor, 2007). Despite the increase in the number of tertiary educational institutions giving hospitality training and the graduates, the number of well-educated and qualified employees in the tourism sector is still quite low (Hjalager & Andersen, 2001; Jiang & Tribe, 2009). Recent studies shows suggest that most of the graduates who have received tourism education work in the fields other than tourism and tend to leave the tourism sector (Richardson, 2009; Wu et al., 2014). Therefore, there is a great need for research on how to be retained of hospitality undergraduate students to the tourism sector (Macaveiu, 2019; Qian et al., 2019; Ramakrishnan ve; Sibson, 2011).

In this study, it was concluded that being a member of a student club helped to determine a more specific career plan and significantly reduced the post-graduation anxiety of employability. The results obtained in the study contribute to the literature of career psychology. Social Cognitive Career Theory, which was developed by Lent, Brown and Hackett (1994) based on the social cognitive theory of Bandura and which is one of the important theories of career psychology, has made significant contributions to understanding the career development and career seeking behaviors of individuals. One of the central components of the SCCT is self-efficacy (Lent, Brown, & Hackett, 1994). Self-efficacy is about individuals' belief in their ability to carry out the tasks. Self-efficacy serves as a mediator to motivate people to achieve a special goal, such as pursuing a career in the hospitality industry (Chuang & Dellmann-Jenkins, 2010). One of the most important elements of the university education process is the student clubs. Student clubs are deemed as structured extracurricular activities. Student clubs which are a part of the extracurricular activities are completely voluntary (Massoni, 2011). The student who is considered an adult within the framework of higher education cover a lot of ground in improving himself/herself while performing some activities that will shape the society by means of the club's activities. The student club activities expand the students' social environment and offer them the opportunity to develop themselves (Eskici & Aktas, 2014). In a study conducted on the college school students in the U.S.A., House (2000) found out that involvement of the students in volunteer works is significantly associated with their perception of attaining success and their self-confidence in their intellectual abilities. It was determined that there was a positive relationship between students' participation in student clubs and their intellectual abilities and self-confidence.

5.3. Limitations and future directions

This study was limited by hospitality and tourism undergraduate students in Turkey. This study is limited to a questionnaire survey and future research could employ qualitative research approaches to enrich the research results. The results of this study suggest that the effect of the career intention of the students receiving hospitality education to work in the tourism sector on the post-graduation anxiety of employability differs depending on whether they are a member of a student club or not. This result shows the effect of membership of a student club and regular participation in the club's activities on the concerns for the. In this context, it is considered that it will contribute greatly in improving and developing the hospitality education if the further studies focus on the reason why the students who are not a member of a student club have not become a member; examine what made the students who are already a

member become a member; discuss whether the perceptions of self-sufficiency, self-esteem, academic achievements, social skills, e.g. as communication and teamwork, of the students who are a member, differed between pre-membership and post-membership period; study the attitudes of the academics towards the student clubs and whether they support such activities; and address the life stories of the managers who received hospitality education and built a career in the tourism sector. The novel coronavirus (COVID-19) was first reported in Wuhan (China), in December 2019 and it has quickly spread to countries worldwide and severely impacted on the tourism industry and employment (Yang, Hongru, & Xiang, 2020). Hotels, restaurants, tour operators, airlines and cruise ships have had to suspend their activities indefinitely in all countries. Also due to this outbreak the higher education system in tourism has moved to online classrooms. In this context, empirical research is needed on the impact of COVID-19 on hospitality and tourism education and students' career plans.

Disclosure statement

No potential conflict of interest was reported by the authors.

CRediT authorship contribution statement

Engin Unguren: Conceptualization, Methodology, Software, Validation, Formal analysis, Investigation, Writing - original draft, Writing - review & editing. **Tahire Huseyinli:** Conceptualization, Investigation, Writing - original draft, Writing - review & editing.

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