

Behavioural Predictors of Students' Career Intentions in the Hospitality and Tourism Industry in Tanzania

Proches Ngatuni¹ Eunice Nderingo Ulomi²

The Open University of Tanzania, Dar es Salaam

proches.ngatuni@out.ac.tz¹; eunice.nderingoulomi@nct.ac.tz

ABSTRACT

This study assessed the career intentions of the hospitality and tourism students to identify their predictors, based on the theory of planned behaviour. Descriptive, correlation, and multiple regression analysis techniques were applied on survey data from a conveniently determined sample of 232 students enrolled in certificate and diploma programmes at the National College of Tourism in Tanzania. The results indicate that students' career intentions were, on average, high and so were their attitudes toward a career in the industry, subjective norms and perceived behavioural control. Career intentions and attitudes towards the career were significantly higher for the hospitality programme and NTA 6 students. Attitudes (perceived behavioural control) were significantly higher (lower) for students in the travel and tourism programme than those of students in the tour guide operations programme. Students with personal exposure to the industry (also in NTA 6) showed higher subjective norms than those without exposure (NTA 5). Students' career intentions were significantly positively predicted by their attitudes toward a career in the industry, subjective norms and perceived behavioural control, even after controlling for the effects of skill level and programme type. Perceived behavioural control had the strongest predictive power. The study calls for a dynamic review of the curricula, resourcing the training institutions, and availability of well supported and monitored internship opportunities.

Keywords: career intentions, theory of planned behaviour, hospitality and tourism industry.

INTRODUCTION

The contribution of the hospitality and tourism industry in the growth of many country's economies across the globe has been on a rapid increase (UNCTAD, 2013; WTO, 2020). In many developing countries, the industry is regarded as an important means of accelerating social-economic development because of the role it plays in foreign exchange earnings and job creation (Wamboye *et al.*, 2020; WTO, 2019; WTTC-Tanzania, 2020). In many African nations, the industry is among the main contributors of gross capital formation, means of transferring

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technology and managerial expertise, improving citizens' quality of life, and of escaping from economic hardships (Anderson and Sanga, 2018). For example, Tanzania's development agenda recognises tourism as among the group of products in which the country is experiencing growth, both in comparative advantage and in demand (URT, 2016). According to Anderson and Sanga (2018), tourism's contribution is recorded at 18 percent of GDP; export earnings at 30 percent, and total employment at 10.9 percent. In 2020, contributions to GDP, export earnings and total employment were estimated at 18.3 percent, 21.4%, and 12 percent, respectively.

In addition, the targets for the same in 2025 have been pegged at 19.5 percent, 21.1 percent, and 11.5 percent, respectively. Moreover, earnings are projected at USD 4.2 billion in 2025 compared to USD 1.9 billion earned in 2014, whereas the number of international tourist arrivals is estimated to be 2.468 million visitors compared to the 1.14 million tourists received in 2014. Despite the recognition of the position of the industry in Tanzania's development agenda together with the recorded achievements so far, the industry is marred with many challenges/constraints. Among the most widely cited challenges that are relevant to the present study are the inadequate skilled (quality and quantity) personnel at all levels (operational and managerial), poor planning for human resource development and investment, and the mismatch between the content of the hospitality and tourism education curricula on one hand and the needs of the hospitality and tourism stakeholders on the other (Anderson and Sanga, 2018). While URT (2016) acknowledges the inadequacy of quality skilled local labour, it further points out the insufficient public investment in tourism training institutions, limiting the potential of such institutions to become internationally accredited. The hospitality and tourism industry is both labour intensive (Baum and Kokkrainkal, 2005) and service quality – dependent. Its growth, therefore, increases the demand for skilled personnel (Anderson and Sanga, 2018). This increased demand of skilled personnel pressurizes the academia to prepare and supply the industry with qualified graduates, who hold skills appropriate and relevant to it, at both operational and managerial levels. Against the identified challenges, several interventions have also been identified, some of which included improving training and skills development (URT, 2016) and increasing coordination of all stakeholders in the industry to ensure that training

capacity if fully utilized and the curricula are made relevant to the needs of the industry (Anderson and Sanga, 2018).

In line with the suggested interventions, the Government of the United Republic of Tanzania has created an environment where both private and public institutions contribute to the preparation of the personnel required by the industry. According to Anderson and Sanga (2018), there are more than 116 hospitality and tourism training institutions in the country, at all levels, yielding an average of 1,000 plus graduates into the job market. However, 78.5 percent of these trainings institutions are accredited by the Vocational Educational Training Authority (VETA), most of which are privately owned. The remaining institutions are technical educational institutions accredited by the National Council for Technical Education (NACTE) (13.8 percent) and Universities accredited by the Tanzania Commission for Universities (TCU) (7.7 percent). Both these public and private training institutions at all levels train and contribute graduates to the industry. However, despite all these efforts; (i) the output is lower than the industry's demand; and (ii) the quality is questionable especially the VETA group, on account of the institutions being ill-resourced, together with the absence of a cohesive professional organ at the national level to coordinate their professions hands-on training (Anderson, 2015). Anderson predicts the demand for human resource in 2020 at 720,000 employees to cater for the predicted 2 million international tourists in the same year against the current supply of about 1,000 graduates per year (p.72). Worse still, not all of the graduates join a career in hospitality and tourism industry (Wen *et al.*, 2018), exacerbating the demand gap. The characteristics of the industry, as perceived by the students, also add to the problem.

Walmsley's (2004) review of previous researches revealed that students perceived the industry's jobs as jobs that are low paid, low skilled, and are seasonal. Walmsley adds that the industry's jobs are exposed to poor management, marred by negative image and they lack career structure, in addition to the industry being viewed as a refugee sector. Jing and Tribe (2009) also opined that the industry's jobs are repetitive and unstable. Thus, besides the mismatch between the industry's demand for adequate and qualified personnel and the output of such personnel from the training institutions, the aforementioned characteristics raise an additional but important question: i.e. whether those who graduate from these institutions do intend to (behavioural intentions), or actually, join and develop careers in the industry (actual behaviour). In China, for example,

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Wen *et al.* (2018) show, from a review of past studies, that 80 to 90% of graduates from the hospitality and tourism programmes joined careers other than the hospitality and tourism industry careers. This trend goes against the understanding that recruiting and retaining well educated and qualified employees can provide companies in this industry with a competitive advantage in the long run (da Silva and do Valle, 2015; Kusluvan and Kusluvan, 2000). However, the intentions of these graduates to join the industry are practically more valuable than their actual behaviour. It is, therefore, important to establish the extent to which the students enrolled in the hospitality and tourism programmes in Tanzania intend to join and develop careers in the industry (career intentions), upon graduation. In addition, understanding the factors that drive these intentions is important and has practical implications for the industry, academia, and other stakeholders, including the students. This is because the resulting knowledge will help all stakeholders to take appropriate actions to ensure that the few graduates do join, and stay in, careers in the industry.

Globally, studies on career intentions are many (Amani and Mkumbo, 2016; Arnold *et al.*, 2006; Gorgievski *et al.*, 2018; Huang, 2011; Park *et al.*, 2017; Wen *et al.*, 2018; Zellweger *et al.*, 2011), but only a few of them are from the hospitality and tourism industry, especially those that deal with behavioural predictors. Even so, these few studies are from the Asian region (Park *et al.*, 2017; Wen *et al.*, 2018), leaving the African region, Tanzania included, under-researched. Majority of these studies also focused on undergraduate students leaving the other competence levels (diplomas and vocational training) under-investigated. The few studies and reports available on Tanzania (Anderson and Sanga, 2018; ATE, 2011; URT, 2016) lay down the ground for this study. Taking the stakeholders' theory view – tourism educators, students, tourism service providers and government authorities - Anderson and Sanga (2018) identify the challenges of the industry to include a serious shortage of specialized managerial and operational skills and a mismatch between hospitality and tourism curricula and the needs of the industry (ATE, 2011). Little, if any, research in Tanzania is directed toward assessing the students' career intentions and their predictors (behavioural or otherwise). One study on behavioural predictors of students' career intentions in Tanzania is the study by Amani and Mkumbo (2016). However, it focused on career intentions of students in disciplines other than

hospitality and tourism and it called for further studies, not only in disciplines other than the four they covered (education, law, engineering and business studies) but also in other cultural groupings. This study is a response to the call.

Training, deploying and developing skilled personnel is one thing, but attracting graduates to join and stay in the industry is something else. The latter, requires managers to have knowledge about these intentions and what determines them. The present study, therefore, extends the existing works by examining the career intentions and their behavioural predictors focusing on technical diploma students in hospitality and tourism programmes, based on the framework of the Theory of Planned Behaviour (TPB). The main objective of this study was to assess the hospitality and tourism students' intentions to join and develop careers in the industry and to identify the behavioural predictors of these intentions. Although only a few studies have investigated the effect of these behavioural predictors (e.g., Amani and Mkumbo, 2016; Park *et al.*, 2017; Wen *et al.*, 2018), the three predictor variables are considered to be conceptually independent determinants of intentions (Hsu, 2012). Moreover, other scholars like Al-Shammari and Waleed (2018) and Hsu (2012) point out that the contribution of these behavioural predictors vary across cases/behaviours and contexts/situations, implying that there is need to learn more from the experiences in different cases and contexts as well as in different cultural groupings (Amani and Mkumbo, 2016). Further, the study compared the TPB variables based on selected variables – gender, skill (programme) level, industry exposure, and programme type. Lastly, the study determined whether the behavioural factors uniquely explained the variance in the students' career intentions after controlling for the effects of programme type and skill level.

Theoretical Foundation

This study mainly applied the TPB's framework of Ajzen (1991). The theory postulates that an individual's actual behaviour is best predicted by behavioural intentions to perform that behaviour, which in turn is predicted by three factors, namely attitudes towards the behaviour, subjective norms, and perceived behavioural control. The basic TPB indicates the predictive relationships among five constructs – actual behaviour, behavioural intentions, attitudes toward the behaviours, subjective norms and perceived behavioural control. The present study, however, restricted itself on the behavioural intentions part of the underlying model by determining its behavioural predictors. It is argued

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that the hospitality and tourism programme students' intentions to join and develop careers in the hospitality and tourism industry are predicted by their attitudes toward a career in the industry, subjective norms and their perceived behaviour control. Behavioural intentions refer to the individuals' readiness to perform a certain behaviour. The importance of these intentions is that they are the immediate and most important antecedent to the actual behaviour (Ajzen, 2002). Thus, the study considers the students' intentions to join a career in the hospitality and tourism industry because it is an antecedent to their actual decision to join the industry when they graduate. Attitude towards a behaviour is the individuals' positive or negative assessment of other people, objects, events, activities, ideas, or just about everything in their environment (Zimbardo *et al.*, 1977, cited in Wen *et al.*, 2018, p.71). Thus, attitude towards a career in the hospitality and tourism industry in the present study is defined as the students' favourable or unfavourable evaluation of careers in the industry (Park *et al.*, 2017). Subjective norms refer to an individual's perception of the social pressures of relevant/significant others who believe that he or she should or should not perform a given behaviour (Ajzen, 1991).

These relevant/significant others are the people, opinions and/or expectations of whom the individual values highly. Kim *et al.* (2016) identify these people to include parents and other family members, friends, other relatives, college/university teachers/dons, etc. It is argued that individuals tend to behave in a manner that meets what is expected of them by these significant/relevant others, and in so doing, their behavioural intentions improve (Kim and Cho, 2008). Subjective norms is a two-dimensional construct (Fishbein and Ajzen, 2010 cited in Moore and Burrus, 2019, p. 140), i.e., injunctive norms and descriptive norms. Injunctive norms refer to the social rules about what ought to be done. This is highly practised in African societies where parents tend to exert pressure on their children to pursue what they (parents) believe is the right thing to do; e.g., becoming a teacher, a doctor, or an engineer. Descriptive norms, on the other hand, represents the results of a comparison of the individual's behaviour with that of the friends they value. For example, drawing from Moore and Burrus (2019) on intentions to engage in science, technology, engineering, and mathematics (STEM) fields, it can be argued that students in hospitality and tourism management programmes who have friends or people already in the

industry, and whose opinion they value, would tend to have higher intentions to join a career in the same industry. Perceived behavioural control is the individuals' perception of the relative ease or difficulty with which he/she can perform a given behaviour (Ajzen, 1991).

It is argued that students in hospitality and tourism programmes would evaluate the behaviour (joining a career in the industry) in terms of whether such behaviour is under their control (Han and Lee, 2001) by looking at their skills, ability, knowledge, commitment (internal factors) and time, opportunities and support from others (external factors) (Park *et al.*, 2017). The more they feel that they are in control of the decision to join a career in the industry the higher will be their intentions to execute the decision to join in. The TPB has, for many years, been used to explain the determinants of an individual's behavioural intentions and covered many areas such as sociology, education, health, management and information and communication technology (Akhtar and Das, 2018; Al-Shammari and Waleed, 2018; Amani and Mkumbo, 2016; El-Mosalamy and Metwale, 2018; Malebana, 2014; Suffian *et al.*, 2018; Srirejeki *et al.*, 2019; Zaremohzzabieh *et al.*, 2019). Specifically, in the hospitality and tourism industry, Hsu (2012) used the theory to explore the relationship between the attitudes towards internship, subjective norms, and perceived behavioural control of hospitality vocational college students in Taiwan and their career intentions. Goh and Ritchies (2011) also used the theory to investigate hospitality students' attitudes and perceived constraints towards field trips. In addition, Park *et al.* (2017) and Wen *et al.* (2018) applied the theory to predict hospitality and tourism students' intentions to pursue careers in the industry in Korea and China, respectively.

Hypotheses Development

Behavioral predictors

The TPB-based empirical studies on career intentions in the hospitality and tourism industry as well as their predictors are few, biased toward the Asian region, and much fewer in Africa. Besides, the evidence is varied and covers universities' undergraduate students in hospitality and tourism programmes. Using a sample of 307 undergraduate hospitality and tourism students in Korea, Park *et al.* (2017) found their career intentions in the industry to be positively predicted by attitudes toward the career and perceived behavioural control, but only attitudes were significant. These career intentions were insignificantly negatively predicted by subjective norms. However, the perceived behavioural control in their

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study was measured using indicators different from those that are normally used in the TPB framework – i.e., they were based on language skills and experience requirements. In another study, Wen *et al.* (2018) used a sample of 525 three- and four-year undergraduate degree students in the hospitality and tourism programmes in China. They reported all three TPB variables to predict positively and significantly the career intentions in the industry. Past researches also show conflicting evidence on the relative importance of the behavioural predictors in influencing career intentions. For example, in a review of 19 empirical studies, Ajzen (1991) established that subjective norms contributed very feebly to the intentions to perform different behaviours. This was supported by a subsequent study by Armitage and Conner (2001). Conversely, attitudes toward a behaviour have been shown to be the most important factor influencing behavioural intentions in Park *et al.* (2017). In another study, however, Wen *et al.* (2018) reported that perceived behavioural control is the most important predictor of career intentions. These conflicting results, therefore, support the suggestion in Ajzen (1991, 2002) that the relationship among the three predictors should be studied empirically for each specific behaviour.

The only study on career intentions' behavioural predictors in Tanzania is Amani and Mkumbo (2016) who studied a sample of over a thousand undergraduate students in education, law, engineering and business studies professional disciplines from four universities. They reported career intentions of the education students to be significantly higher than those of their colleagues in the other three disciplines. They further reported that all the three behavioural predictors had positive and significant effects on career intentions, with attitudes toward the career having the most predictive power. They recommended further studies to consider not only other fields and cultural groups but also the final part of the model (i.e., the actual behaviour). From this short review, students' intentions to pursue careers in the hospitality and tourism industry are likely to be predicted by their attitudes toward a career in the industry, subjective norms, and perceived behaviour control. The present study, therefore, hypothesizes that:

H_{1a}: Students' attitudes toward careers in the hospitality and tourism industry will have a significant positive effect on their career intentions in the industry.

- H_{1b}: Students' subjective norms will have a significant positive effect on their career intentions in the industry.
- H_{1c}: Students' perceived behavioural control will have a significant positive effect on their career intentions in the industry.

Other Potential Predictors

Personal exposure to the hospitality and tourism industry: Students earn exposure to the industry in at least two formal ways – through an opportunity to work in it before joining a training programme and through an opportunity to participate in an internship programme while on the training programme. During such exposures students are brought closer to the working environment, professionals, and customers - an opportunity to gain more knowledge about the industry. This exposure, in turn, improves their perceptions about the industry. Park *et al.* (2017) argue that internship programmes increase the students' likelihood of developing favourable perceptions about the hospitality and tourism industry, making them likely to consider joining the industry as a suitable career option.

On the other hand, other scholars argue that exposure to the industry will have a negative or positive influence depending on the students' degree of satisfaction with the internship experience. Chao (2019) provides evidence that satisfaction with internship positively impacts on tourism's students' occupational choice, while Richardson (2009) found in Australia that students with unsatisfactory experience in the industry are discouraged from joining careers in it. Unsatisfactory experience may also fuel dropouts from the study programme (Baum, 2006). In addition, Chan's (2017) study in New Zealand shows that students formed more negative attitudes toward the hospitality and tourism industry as they gain more exposure to it. Elsewhere, the effect of the internship has been shown to vary across students' generations (Richardson, 2010; Goh and Lee, 2018) and gender, with females showing higher career intentions in the industry the more they are exposed to it (Chuang and Dellmann-Jenkins, 2010). In another study by Hsu (2012), internship attitude was shown to affect positively both the career intentions and the actual behaviour. The present study posits that exposure to the industry is a function of whether the students worked in it before joining the programme of study or had an opportunity of an internship in it, or both. It also posits that exposure will affect either negatively or positively their perceptions about, and attitudes toward, a career in the industry as well as

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their level of confidence that they can decide to join the industry. Thus, the study hypothesizes that:

- H_{2a}. There will be a significant difference in career intentions between students with and without exposure to the hospitality and tourism industry.
- H_{2b}. There will be a significant difference in attitudes toward a career between students with and without exposure to the hospitality and tourism industry.
- H_{2c}. There will be a significant difference in subjective norms between students with and without exposure to the hospitality and tourism industry.
- H_{2d}. There will be a significant difference in perceived behavioural control between students with and without exposure to the hospitality and tourism industry.

Moreover, from the evidence that internship affects students' perception about the industry differently with exposed females having higher career intentions than exposed males (Chuang and Dellmann-Jenkins, 2010), the present study hypothesizes that:

- H_{3a}. There will be a significant difference in career intentions between male and female students.
- H_{3b}. There will be a significant difference in attitudes toward a career between male and female students.
- H_{3c}. There will be a significant difference in subjective norms between male and female students.
- H_{3d}. There will be a significant difference in perceived behavioural control between male and female students.

Skill level and programme type: The diploma programme is a combination of two competence levels – NTA 5 and NTA 6 - with no direct entry to the latter by school leavers. Each level takes a year to complete. NTA 6 students are viewed as students who have interacted more with the programme content. The majority will also have had the opportunity to attend an internship programme. NTA 6 student will be seen as, on average, more knowledgeable about the industry than their NTA 5 colleagues. Thus, the present study hypothesizes that:

- H_{4a}. There will be a significant difference in career intentions between skill level groups.
- H_{4b}. There will be a significant difference in attitudes toward a career between skill level groups.
- H_{4c}. There will be a significant difference in subjective norms between skill level groups.
- H_{4d}. There will be a significant difference in perceived behavioural control between skill level groups.

There could also be differences across the type of programme of study. For example, the tour guide operation programme offers more travel opportunities and contact with foreign visitors than the others, but perhaps it demands high language skills and subject matter expertise. Some will serve as porters, which is more muscular. Thus, this study hypothesizes that:

- H_{5a}. There will be a significant difference in career intentions across programmes of study.
- H_{5b}. There will be a significant difference in attitudes toward a career across programmes of study.
- H_{5c}. There will be a significant difference in subjective norms across programmes of study.
- H_{5d}. There will be a significant difference in perceived behavioural control across programmes of study.

METHODOLOGY

Participants

The study adopted a quantitative, cross-sectional survey design. A structured questionnaire was used to collect data in November 2019. Participants were students pursuing hospitality and tourism management programmes at the National College of Tourism (NCT), Tanzania. NCT is a sector-specific agency run by the Government of the United Republic of Tanzania, through the Ministry of Natural Resources and Tourism (MNRT). The College is responsible for offering technical education in the sector leading to the awards of certificates (NTA 4) and diploma (NTA 5 - 6) at three campuses – Bustani and Temeke (both in Dar es Salaam), and Arusha. All three campuses together enrolled 611 students in different programmes in the 2018/19 academic year. The campuses and the share of enrolment in brackets were: Arusha (149) Bustani (216) and Temeke (246). Programmes of study cover the four skill areas of hospitality, travel and tourism, tour guide operations, and events

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management. Form six leavers and NTA 4 graduates are eligible to join NTA 5 while graduates from NTA 6 are eligible to join degree programmes. There is no direct entry at NTA 6. The college graduated 200 students (2016), 129 (2017) and 209 (2018). Although several other colleges, universities and vocational training institutions have training programmes in hospitality and tourism, NCT was chosen for its role in producing technical personnel much needed in the industry at the supervisory level, the key to any labour-intensive system.

It was also chosen because the hospitality students are better prepared for hospitality jobs than students in the other academic backgrounds since they receive more comprehensive knowledge and practical training related to what the industry requires (Airey and Frontistis, 1997). As an agency of the Government, the college was likely to have the national interests in the hospitality and tourism industry at heart. Four hundred (400) questionnaires were distributed proportionately to the three campuses (Arusha 100, Temeke 170, and Bustani 130). Efforts to promote participation were employed. Finally, a total of 232 filled questionnaires were collected (58 percent response rate overall); 18 from Arusha and 164 and 48 from Temeke and Bustani, respectively.

The Instrument

The instrument included a consent form, as a part of ethical requirements to ensure that students read and consented participation based on full knowledge of the study's purpose and how the data so collected would be used and the results reported. The main section contained items based on the TPB model originated from Ajzen (1991, 1998), but as used in Wen *et al.* (2018). These items were adapted to suit the study's context. Student attitudes toward the hospitality and tourism industry career was measured by four items using semantic differential response format. A sample item was: "I find the idea of having a career in the hospitality and tourism industry...", to which respondents response ranged from 1 = very uninteresting to 5 = very interesting. Another item was "definitely, a career in the hospitality and tourism industry will be (pleasurable...very unpleasurable) for me. This was negatively worded to serve as an "attention trap" to identify unengaged respondents as well as a means for controlling for common method bias (CMB). Subjective norms were measured by two items. One of the items was "Most people who are important to me want me to work in the hospitality and tourism industry after graduation".

Perceived behavioural control was measured by two items. A sample item was “It is completely up to me to decide whether I will work in the hospitality and tourism industry after graduation.” Finally, career intentions were measured by three items. A sample item was “I plan to work in the hospitality and tourism industry after graduation”. In all the three measurement scales, a Likert-like scale was used with five responses ranging from 1 = strongly disagree to 5 = strongly agree. Age was measured continuously from the year of birth, gender = 1 if male, 0 otherwise, and qualification level = 1 if NTA 4, 2 if NTA 5 and 3 if NTA 6 (later redefined as a skill level dummy with 1 if NTA 6, 0 otherwise). Whether the respondent had worked in the hospitality and tourism industry before joining the programme (Yes/No), and whether the respondent had an opportunity to attend an internship programme in the industry (Yes/No). These two were later redefined as “personal industry exposure” dummy scoring 1 if the respondent had either worked or had an opportunity for internships in the industry, 0 otherwise. Programme of study (hospitality, travel and tourism, tour guide operators, and event management) was dummy coded in three dummy variables – hospitality, travel and tourism, and tour guide operations, with the latter used as a reference category in the *post hoc* comparisons in the analysis of variance (ANOVA). No student in the event management programme participated in the survey. The last item was whether a closest relative was engaged in the hospitality and tourism industry (Yes/No). The instrument was pilot tested on 35 students conveniently sampled from Bustani (11) and Temeke (24). From the results, the instrument was fine-tuned and administered to the rest of the sampled students.

Data Screening, Processing and Analysis

The 232 questionnaires represented a response rate of 58 percent, higher than the minimum of 35 to 50 percent acceptable in business research (Mellahi and Harris, 2016). Using frequency distribution, errors in data entry were identified and corrected. A total of 58 cases were lost due to: (i) missing values in all the TPB variables (12); (ii) lack of engagement in filling the questionnaire (44) identified by the use of an attention trap; and (iii) outliers (2) for having scores larger than the Mahalanobis Distance cut-off of $\chi^2_{(3)} = 16.27$, $p < .001$ (Tabachnick and Fidell, 2018). Finally, 174 usable questionnaires were retained for analysis. The fourth item of the attitudes scale was reverse-coded. A scale test for reliability analysis was used to check for internal consistency of each of the four scales. Mean scores were computed for each of the four scales followed by both

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descriptive and correlation analysis. The following linear multiple regression (1) and hierarchical regression (2) models were run:

$$CI = \beta_0 + \beta_1AT + \beta_2SN + \beta_3PBC + \varepsilon$$

(1)

$$CI = \beta_0 + \beta_1Hosp + \beta_2Skill + \beta_3AT + \beta_4SN + \beta_5PBC + \varepsilon$$

(2)

Where, CI = career intentions in the industry, AT = attitudes toward a career in the industry, SN = subjective norms and PBC = perceived behavioural control, Hosp = hospitality programme dummy (=1) and Skill = skill level dummy (1= NTA6). Other underlying regression assumptions were checked: Normality (Normal P-P plot inspection), multi-collinearity (bivariate correlation in pairs of independent variables and variance inflation factors), Linearity (bivariate correlation between dependent and independent variables), and homoscedasticity [Breusch – Pagan Lagrange Multiplier (LM) and Koenker tests using Ahmad Daryanto plugin tool in SPSS (Daryanto, 2013)].

FINDINGS

Sample Description

Table 1 summarises the respondents' characteristics. Majority of the respondents were male (72.1%) and from Temeke campus (70.5%). Over half of the respondents were registered in the Travel and Tourism programmes (51.1%) while the tour guide operations programme contributed only 17.2% of the respondents. All NTA 4 respondents were lost in the data cleaning process, leaving three-quarters of the respondents in NTA 5 (75.6%). About half (49.4%) of the respondents had an opportunity to attend internship programmes and 23.7% had an opportunity to work in the hospitality and tourism industry before joining the study programme. The two groups put in perspective had personal exposures to the hospitality and tourism industry either before or during the programme. These were taken as students who had personal knowledge about various aspects of the industry. It is expected that this exposure would bear on their career intentions, attitudes toward the industry, social influence and the feeling of being in control over the career decisions and their implementation. Lastly, respondents with parents or relatives working in the hospitality and tourism industry constituted 45.4% of the sample.

Table 1: Sample description

Variable	Frequency	Percentage
Gender [<i>N</i> = 172]		

Male	124	72.1
Female	48	27.9
Campus [<i>N</i> = 173]		
Bustani	37	21.4
Temeke	122	70.5
Arusha	14	8.1
Programme [<i>N</i> = 169]		
Hospitality	50	29.6
Travel and Tourism	89	51.1
Tour Guide operations	30	17.2
Skill level [<i>N</i> = 172]		
NTA 5	130	75.6
NTA 6	42	24.4
Internship [<i>N</i> = 172]		
Yes	85	49.4
No	87	50.6
Worked in HTI [<i>N</i> = 172]		
Yes	42	23.7
No	132	76.3
HTI Exposure [<i>N</i> = 174]		
Yes	92	52.9
No	82	47.1
Relatives in HTI [<i>N</i> = 174]		
Yes	79	45.4
No	95	54.6

Reliability, Descriptive and Correlation Statistics

From the scale test for reliability analysis, the Cronbach's alpha coefficients (Table 2) ranged from .74 (SN) to .77 (AT, CI) indicating acceptable internal consistency while that PBC was .62, indicating questionable internal consistency but usable (George and Mallery, 2019; Hair *et al.*, 2019). All mean scores were higher than the cut-off point of 3.5 based on a 5-point Likert scale (Albdour and Altarawneh, 2014). These mean scores indicate that students had high intentions to join careers in the hospitality and tourism industry. The scores also indicate that the students had high attitudes toward the industry and felt high social pressure from the people, opinion of whom they value highly, to join the industry. They had a high feeling of being in control of the

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decision to join the industry. Perceived behavioural control had a higher mean score than the rest of the predictor scales.

Against Cohen's (1988) cut-offs, the Pearson Product-Moment correlation analysis results (Table 2), show that there were strong positive correlations between career intentions and attitudes toward a career in the industry ($r = .49$, $n = 174$, $\rho < .001$), subjective norms ($r = .57$, $n = 174$, $\rho < .001$) and perceived behavioural control ($r = .63$, $n = 174$, $\rho < .001$), indicating satisfaction of the linearity assumption of multiple regression analysis. There were also moderate correlations between pairs of the independent variables ranging from .33 and .46. Against the maximum correlation of .90 (Pallant, 2016), the results indicate the absence of multicollinearity problem in the data. This result was subsequently confirmed by the variance inflation factor (VIF) test from the regression's collinearity diagnostics, which were found to range from 1.25 to 1.38 (Table 3). A VIF of above 5.0 (Rogerson, 2001) would indicate concerns for multicollinearity problems in the data. Therefore, both assumptions – linearity and no multicollinearity – were met. The homoscedasticity assumption test returned Breusch-Pagan LM $\chi^2_{(3)} = 82.95$, $\rho < .001$ and Koenker $\chi^2_{(3)} = 53.35$, $\rho < .001$, indicating the presence of heteroscedasticity problem in the data. This problem was then, controlled by generating and reporting heteroscedastic robust standard errors (Table 3) (Hayes and Cai, 2007; Daryanto, 2013). In addition, the correlation coefficient was estimated between TPB variables and respondents' age. Age had moderate positive and significant relationship with attitudes toward career in the industry ($r = .35$, $n = 145$, $\rho < .001$), and weak but significant positive correlations with subjective norms ($r = .17$, $n = 145$, $\rho = .04$),

Table 2: Reliability, descriptive and correlation statistics

	Cronbac						
	h's α	Mean	S.D.	1	2	3	4
1. Career intentions (CI)	0.77	4.55	0.64				
2. Attitudes (AT)	0.77	4.43	0.73	0.49 **			
3. Subjective Norms (SN)	0.74	4.42	0.72	0.57 **	0.46 **		
4. Perceived Behavioural control (PBC)	0.62	4.48	0.68	0.63 **	0.33 **	0.42 **	
5. Age in years		21.25	2.09	0.13	0.35 **	0.17 *	0.05

* $\rho < .05$; ** $\rho < .001$

Multiple Regression Results

Multiple Regression analysis was used to determine whether the TPB variable predicted the students career intentions. The results show that the model (Table 3) as a whole explained 54.7% of the variance in career intentions, and fitted the data well ($F_{(3,170)} = 68.46$, $\rho < .001$). Career intentions were positively and significantly predicted by attitudes toward careers in the industry ($b = 0.180$, $t = 2.10$, $\rho = .037$), subjective norms ($b = 0.254$, $t = 2.687$, $\rho = .008$) and perceived behavioural control ($b = 0.419$, $t = 3.954$, $\rho < .001$). Perceived behavioural control was the strongest predictor of the variance in career intentions ($\beta = .445$, $\rho < .001$).

Table 3: Multiple regression results

	b	SE(b)	beta	t	VIF
(Constant)	0.752	0.504		1.493	
Attitude	0.180	0.086	.207	2.100*	1.38
Subjective norms	0.254	0.095	.289	2.687**	1.40
Perceived behavioural control	0.419	0.106	.445	3.954***	1.25

$R^2 = .547$; $F\text{-Stat } (3,170) = 68.46$, $\rho < .001$

* $\rho < .05$; ** $\rho < .01$; *** $\rho < .001$

Results based on heteroscedastic consistent standard errors (HC3) (Cai & Hayes, 2007; Daryanto, 2013).

Hierarchical Regression Results

Hierarchical multiple regression was used to assess the ability of the TPB variables to predict levels of the career intentions, after controlling for the influence of skill level and programme type (Table 4). Skill level and programme type (dichotomized as 1 = hospitality, 0 = other programmes) were entered at Step 1, explaining 4.8% of the variance in the career intentions. After entering the TPB variables at Step 2, the total variance explained by the model as a whole was 55.3%, $F_{(5,166)} = 40.99$, $\rho < .001$. The three TPB variables explained an additional 50.5% of the variance in career intentions, after controlling for skill level and programme type, $\Delta R^2 = .505$, $\Delta F\text{-Stat } (3,166) = 62.43$, $\rho < .001$. In the first model, only skill level was statistically significant (Table 4).

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Table 4: Hierarchical regression results

	Unstandardized Coefficients	
	Model 1	Model 2
(Constant)	4.43***	0.790**
Skill level	0.274*	0.079
Hospitality	0.187	0.085
Attitude		0.166**
Subjective norms		0.250***
Perceived behavioural control		0.419***
R^2	.048	.553
F-stat	4.225*	40.99***
ΔR^2		.505
ΔF -Stat		62.43***

* $\rho < .05$; ** $\rho < .01$; *** $\rho < .001$

Comparison of TPB Variables across Demographics

The independent samples t-test and analysis of variance (ANOVA) (with *post-hoc*) techniques were used to compare the mean scores in the TPB variables across respondents' groups based on exposure to the industry, gender, skill level, and programme of study. The results (Table 5) show that there was a significant positive difference only in subjective norms between respondents who had, and those who had no personal exposure to the hospitality and tourism industry (Mean diff. = 0.23, $t_{(172)} = 2.144$, $\rho = .033$). Those who were personally exposed to the industry had significantly higher subjective norms. Male students had higher but insignificant career intentions. Male students also had lower but insignificant attitudes toward a career in the industry, subjective norms, and perceived behavioural control, than female students. There were also statistically significant differences between skill levels, i.e. NTA 6 vs. NTA 5, in career intentions (Mean diff. = 0.26, $t_{(170)} = 2.29$, $\rho = .023$), attitudes toward the career (Mean diff. = 0.42, $t_{(170)} = 4.33$, $\rho < .001$), subjective norms (Mean diff. = 0.25, $t_{(170)} = 1.98$, $\rho = .049$), but not in perceived behavioural control (Mean diff. = 0.13, $t_{(170)} = 1.04$, $\rho = .30$). Thus, career intentions, attitudes and subjective norms were higher for NTA level 6 than for NTA level 5 students. Lastly, a one-way between-groups analysis of variance (ANOVA) shows that across the three programme types, there were statistically significant differences at $\rho < .05$ level in career intentions ($F_{(2, 166)} = 3.605$, $\rho = .029$), in attitudes toward

careers in the industry ($F(2, 166) = 8.455, \rho < .001$), in perceived behavioural control ($F(2, 166) = 3.867, \rho = .023$), but not in subjective norms ($F(2, 166) = 2.642, \rho = .074$).

Post-hoc comparisons based on Hochberg GT_2 and Games-Howell (Field, 2018), with the tour guide operations group as a reference category, indicated significantly higher career intention (Mean diff = 0.38, $\rho = .028$) and attitudes toward the career (Mean diff. = 0.55, $\rho < .001$) for students in the hospitality programme. Means scores for subjective norms (perceived behavioural control) were higher (lower) for the hospitality group, but the differences were insignificant. There were significantly higher (lower) scores of attitudes toward the career, Mean diff. = 0.59, $\rho = .004$ (perceived behavioural control, Mean diff = - 0.38, $\rho = .023$), for students in the travel and tourism programme. No significant differences were found in career intentions and subjective norms across programme types.

Table 5: Group comparison analysis

Variable	Mean differences			
	CI [#]	AT ^γ	SN [#]	PBC [#]
HTI Exposure [<i>Yes = 1</i>]	0.16	0.15	0.23*	0.12
Gender [<i>Male = 1</i>]	0.13	- 0.22	- 0.06	- 0.003
Skill level [<i>NTA 6 = 1</i>]	0.26*	0.42***	0.25*	0.13
Programme [‡]				
Hospitality	0.38*	0.55**	0.35	-0.02
Travel and Tourism	0.29	0.59***	0.32	-0.38*

* $\rho < .05$; ** $< .01$; *** $\rho < .001$

CI = Career intentions; AT = Attitude towards a behaviour; SN = Subjective norms; PBC = Perceived behavioural control. [‡]ANOVA with Post hoc comparison using the tour guide operations programme as a reference group. # = Hochberg's GT_2 , γ = Games-Howell.

DISCUSSION

The purpose of this study was to assess the behavioural predictors of the career intentions of hospitality and tourism students in Tanzania. The specific objectives were to (1) determine students' level of career intentions to join a career in the hospitality and tourism industry after graduation; (2) to determine the behavioural predictors of career intentions; and (3) identify the differences of career intentions and predictors using personal exposure to the industry groups, gender, skill level and programme type. Hospitality and tourism students were found to have high intentions to join careers in the industry, attitudes toward careers in the industry, subjective norms and perceived behavioural control. These students, therefore, are of significant potential to the industry. Since many of them were at the beginning of their respective programmes of study, the results call for the institution to encourage them and nurture their intentions, attitude as well as their level of self-confidence so that they maintain these intentions and attitudes up to the time of graduation. All three behavioural predictors significantly positively predicted the students' career intentions in the hospitality and tourism industry, confirming hypotheses H_{1a} - H_{1c}. The findings are consistent with the theory of planned behaviour, which posits that individuals' behavioural intentions are determined by their attitudes toward the behaviour, subjective norms and perceived behavioural control. The three predictors together explained over half of the variance in the career intentions, even after controlling for the effects of other variables (programme type and skill level). This proportion of variance explained is higher than the average of 41 percent reported in other sectors such as the Godin and Kok's (1996) meta-analytic study which covered a range of health-related behaviours.

The findings on individual predictors are consistent with some of the previous studies (e.g., Wen *et al.*, 2018), but inconsistent with the results reported in Park *et al.* (2017) that subjective norms and perceived behavioural control did not have a significant effect on students' career intentions in the hospitality and tourism industry. In the present study, perceived behavioural control was the most influential predictor, similar to the findings by Wen *et al.* (2018), while attitudes toward the career was the weakest contributor contrary to the findings by Amani and Mkumbo (2016) and Park *et al.* (2017). Moreover, the findings are inconsistent with Ajzen's (1991) and Armitage and Conner's (2001) extensive studies,

which highlighted subjective norms as the weakest predictor. Unlike in Park *et al.* (2017), attitude in this study was the weakest predictor, contradicting the findings in Amani and Mkumbo (2016) and Wen *et al.* (2018). These contradictions viewed together lend support to the observations and suggestions that the contributions of the three variables vary across cases and contexts (Al-Shammari and Waleed, 2018) and that the relationship among the TPB variables should be empirically tested for each specific behaviour (Ajzen, 1991; 2002). Only subjective norms differed between the exposure groups, confirming hypothesis H_{2c}, but not H_{2a, b, & d}. The gender differences were insignificant in all four variables (H_{3a} – H_{3d} not supported). Career intentions, attitudes toward a career, and subjective norms differed significantly between skill levels, confirming hypotheses H_{4a}, H_{4b}, and H_{4c}, but not H_{4d}. They were all higher in NTA 6 than in NTA 5 students.

The career intentions, attitudes toward careers in the industry and perceived behavioural control differed significantly across programmes of study, confirming hypotheses H_{5a}, H_{5b}, and H_{5d}. Career intentions were significantly higher for students in the hospitality programme (relative to colleagues in the tour guide operations programme). Both these results and those of significant differences in the mean scores of all TPB variables across skill-level, call for the need to re-examine the curricula's content (and the associated learner support services) across the programmes. The review will help to ensure that both the curricula and learner support services enable the student to make informed career decisions irrespective of their level, or programme, of study. Consistent with the aforementioned interpretation, the attitudes of both hospitality and travel and tourism students toward a career in the industry were significantly higher than those of their colleagues in the tour guide operations group. In addition, the attitudes of the students in NTA 6 were also significantly higher than those of their colleagues in NTA 5. On the other hand, subjective norms were significantly higher for NTA 6 as well as for those personally exposed to the industry. These two results suggest that skill level and personal exposure to the industry could be working together because the students in NTA 6 are highly likely to have engaged in internships. The skill level variable included students who had an opportunity to work in the industry before joining the programme. Therefore, skill-level and personal exposure results may signal the importance of having in place well-designed and well-supervised internship programmes. Such importance arises from the assumption that student's interaction with colleagues, people who matter in the industry,

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as well and the industry's environment and set up, will increase the pressure on them to see working in the industry as a good career option. This will, in turn, elevate their intentions to join the industry after graduation. Finally, the differences in the perceived behavioural control across programmes of study may indicate differences in the curricula's ability to impart knowledge and skills so that the students feel confident enough and able to see opportunities in the industry instead of seeing inabilities and barriers.

CONCLUSION AND RECOMMENDATIONS

The present study extended the empirical knowledge on behavioural predictors of career intention literature in several ways. Firstly, it tested and added evidence from a frontier tourism market (Tanzania). Secondly, it engaged students in technical level programmes, rarely studied before, as opposed to the dominance of university-level students (see for example Amani and Mkumbo, 2016) in Tanzania. The study, therefore, concludes that the TPB model applies in predicting career intentions of non-university level hospitality and tourism students, and in the Tanzanian context. Thirdly, the study extends the study by Anderson and Sanga's (2018) by offering support to the stakeholders' view in bridging the gap between academia and the hospitality and tourism industry. Both the academia and the industry should work together to ensure that the content of the curricula is relevant, up-to-date, and capable of fuelling student's positive intentions of joining the industry. These desires will be satisfied if the curricula are capable of building the right attitudes and providing skills, knowledge, emotions, and abilities. The satisfaction of the desires also requires the curricula to be capable of illuminating on the opportunities available in the industry. Personal exposure to the industry is also important but its value will be enhanced by cooperation between the stakeholders – instructors and on-the-field supervisors.

These two players should work together to offer sufficient value-adding support to the students so that they see opportunities and responsibility from the eyes of their superiors and professionals in the industry. The resulting pressure will increase the students' intentions to join the industry. Learner support services ought to be right and supportive of the acquisitions of these attributes by the students. Technical education colleges should monitor closely their students' internship engagements in the industry to identify and mitigate the challenges they face. Then the

colleges and the industry should work together to bridge any observed gaps by carefully considering the benefits and the challenges of the students' engagement experiences in the hospitality and tourism industry. The two parties should align these experiences with the curricula to better influence the professional lives of the current and future students so that they become potentially valuable players in the hospitality and tourism industry when they graduate and join it. The two ministries – Ministry of Education Science and Technology and Ministry of Natural Resources should work together to equip the training institutions with appropriate teaching and learning environment (physical, human and financial resources). They should also create a supportive environment for the private sector institutions to increase their investments, and subsequently, improve on their contribution to the training efforts. The regulators - VETA, NACTE and TCU - should also ensure that the curricula are appropriate, and the training institutions under their respective jurisdictions meet the minimum programme accreditation criteria. They should also play a supportive role to ensure that the curricula are frequently updated to meet the changing dynamics in the industry. Parents and other social groups have the responsibility of shaping their children's attitude towards the hospitality and tourism industry.

These contributions notwithstanding, the study's findings are limited in terms of their support to the theory of planned behaviour as well as generalizability. This study used the TPB to examine the behavioural predictors of hospitality and tourism students' career intentions focusing on its behavioural predictors. The consequences of behavioural intentions on the actual behaviour as well as that of perceived behavioural control and its interaction with behavioural intentions in predicting the actual behaviour were beyond the scope of this study. This makes it difficult to reflect the results on the entire or the revised TPB model. Furthermore, the analysis included students who were studying various aspects of hospitality and tourism programmes at diploma level from one college, excluding those who were studying at the same level in other colleges. It also excluded those who are studying similar programmes at university or vocational training levels. In these regards, therefore, any generalization of the results presented in this paper to students in hospitality and tourism students in Tanzania should be made with caution. Future research should consider a sample drawn from across levels and from other institutions, and consider the excluded parts of the TPB model. This approach will help coming up with a more generalized understanding of how these behavioural predictors affect the career choices of Tanzania's hospitality

and tourism students. A longitudinal study assessing career intentions at the beginning and the end of the programme could help to capture the influence of the programmes' content, including internships and/or field trips, on the career intentions. Among the benefits of doing this extension will be to capture not only the impact of the curriculum but also the effect of behavioural intentions and perceived behavioural control (and the mediation thereof) on the actual behaviour.

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