



## FLEXIBLE TO SHIFT OR TRANSFORM: EFFECTS OF COVID-19 ON THE FUTURE ANXIETY OF HOSPITALITY STUDENTS

H. Kader Şanlıöz-Özgen<sup>a\*</sup>, Göklem Tekdemir<sup>b</sup> and Ece Cankat<sup>c</sup>

<sup>a</sup>Hotel Management Department, Özyegin University School of Applied Sciences, Türkiye;  
ORCID: 0000-0002-5865-7553 / e-mail: hksanlioz@gmail.com

<sup>b</sup>Department of Psychology, Istanbul University Faculty of Literature, Istanbul, Türkiye;  
ORCID: 0000-0002-5988-4176

<sup>c</sup>Hotel Management Department, Özyegin University School of Applied Sciences, Istanbul, Türkiye;  
ORCID: 0000-0001-6806-7795

### KEYWORDS

COVID-19 effects  
Hospitality students  
Higher education  
Future anxiety  
Turkey

### ABSTRACT

COVID-19 has represented a turning point for hospitality industry with enormous effects leading to a potential transformation. This study aims to identify the effects of this period on the pandemic evaluation and future considerations of hospitality students to suggest actions for decision-makers in hospitality education to motivate students into sustainable careers in the sector. The findings of the quantitative research report that students' evaluations of the pandemic are explained by future anxiety and openness. Students with prior work experience have more negative evaluations of the pandemic. The findings of the qualitative research point out that students evaluate the pandemic period with a realistic and optimistic perspective and enhance their capabilities to adapt to changes, transform or shift to a relevant sector.

## 1. INTRODUCTION

COVID-19 has been a type of pandemic leading to the collapse of the many sectors in the hospitality industry on a global scale, including the shutdown of businesses and leisure activities (Higgins-Desbiolles, 2020) leading to a serious employment problem as well (Gössling et al., 2020). Hospitality is among the industries which were hit the most by the pandemic (WEF, 2020) with a decline in employment exceeding 50 percent (Bartik et al., 2020). However, the industry will need qualified employees as international tourism is expected to recover in up to four years (UNWTO, 2020). Therefore, more attention needs to be given to the views of higher education students as prospective labour force in the hospitality field under the conditions of COVID-19 which will affect their future orientation towards the sector.

Hospitality education is a critical domain given its potential to raise workforce for one of the largest global employers (Robinson et al., 2016). However, a major problem in the hospitality industry is the lack of qualified employees looking to pursue a sustainable career for various reasons. These include wages, working conditions, and the inefficiency of curricula in educational institutions (Robinson et al., 2016; Tsai et al., 2017). COVID-19 has posed a severe challenge for the hospitality industry to attract higher education students as qualified employees as this pandemic is a global case, which increases the levels of anxiety of students in higher education in relation to uncertainty about the future (Baloran, 2020; Cao et al., 2020; Faize & Husain, 2021). This is understandable given the nature of anxiety feeling and its association with negative experiences in the surrounding world, including diseases (Zaleski, 1996).

In this respect, this study has been conducted

to comprehend the feelings and considerations of hospitality education students as prospective employees. The aim of the study is to identify the effects of the pandemic period on perceptions and future career considerations of hospitality students and to suggest actions for decision-makers to take to motivate and encourage young people to pursue careers in the field. The research was conducted with a mixed method of quantitative and qualitative techniques. Study 1 as the quantitative part focused on revealing relationships between evaluations of the pandemic and future anxiety (FA) and on understanding the general psychological state and approach of students towards the pandemic with positive-negative affect and personality traits of students. Study 2 included qualitative research and aimed at obtaining some insight into students' experiences and views to complement and interpret the findings of the Study 1 and to develop solutions for relevant parties. This second stage included two focus group interviews with Turkish and foreign students.

## 2. LITERATURE REVIEW

One major aim of higher education is to prepare young people for employment as professionally trained employees or potential managers (Wang & Tsai, 2014). In this respect, hospitality education institutions dedicate their efforts to cultivating future leaders in various segments of the industry (Kim & Jeong, 2018). This necessity becomes even more apparent and urgent today due to the

\*Corresponding Author.

Received 07.11.2022; Received in revised form 03.12.2022; Accepted 05.12.2022

This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

e-ISSN: 2687 - 3737 / © 2021 The Authors. Published by [Anadolu University](https://www.anadolu.edu.tr/).

<https://doi.org/10.48119/toleho.1200532>

rapid development of the sector (Tsai et al., 2017), presenting challenges to institutions in producing well-trained professionals as well (Robinson et al., 2016). However, COVID-19 pandemic has introduced an unexpected source of consideration to keep young individuals on their career path in hospitality industry despite their anxiety about the future.

### 2.1. Student anxiety during the COVID-19 period

The COVID-19 pandemic represents a critical source of uncertainty (Gössling et al., 2020; Gursoy & Chi, 2020) as an indiscriminate disease and has created a crisis where the situation has become more severe because of the fear of the global spread of the associated risks and consequences, leading to a remarkable economic impact and unemployment problems worldwide (Anderson, 2006; Henderson, 2003; Laws & Prideaux, 2005; UNWTO, 2020). These risks posed by COVID-19 have been among the major sources of anxiety for higher education students about their future after graduation as it represented a major threat and challenge for future employees (Mahmud et al., 2020). The literature includes evidence that examines the perceptions, psychological states, and actions of higher education students in conditions of uncertainty, crisis, and risk, given their critical position being confronted with a period of transition from education to professional life (Tsai et al., 2017).

Career anxiety is one psychological state related to this period of transition as a research topic in the field (Boo & Kim, 2020; Mahmud et al., 2020; Tsai et al., 2017; Wang & Tsai, 2014). This type of anxiety may originate from expected economic recessions in any employment environment (Cao et al., 2020; Tsai et al., 2017). Studies reveal the career anxiety of higher education students during the pandemic and their orientation for career adaptability (Boo et al., 2021) and resilience (Üngüren & Kaçmaz, 2022) to balance the effects of anxiety in their lives. In addition, during uncertain periods like COVID-19, students' orientation towards industry may be unstable. In a study after the 9/11 terrorist attacks, undergraduate students in the USA reported higher levels of negative perceptions in relation to intentions to change their career plans; however, they did not express high levels of negative perceptions or concerns about their expected career situations upon graduation (Williams & Clemenz, 2003).

COVID-19, on the other hand, has triggered researchers to focus on student anxiety in general during the pandemic period, especially under the conditions of lockdown leading to the stoppage of higher education at universities. Those studies report COVID-19-related anxiety in two main dimensions: General living-survival and academic-professional pursuit. Reasons for anxiety with a focus on general living-survival pertain to several causes. Students show high degrees of anxiety about food and financial resources, social contact, the safety of family members, economic effects, and general effects of the pandemic on daily life (Baloran, 2020; Cao et al., 2020). Living in urban areas, living with a family, and the family income stability act as protective factors against anxiety (Cao et al., 2020).

As for the reasons for academic-professional pursuit, university students dealing with uncertainties in their lives which have a negative impact on their academic progress report higher levels of anxiety than employed individuals

(Odriozola-González et al., 2020). Although some students may not display high anxiety levels during the COVID-19 pandemic, those with higher levels may have concerns in relation to their upcoming academic studies, performance, and engagement (Baker, 2021; Cao et al., 2020; Faize & Husain, 2021). Nonetheless, in relation to professional concerns, COVID-19 is a negative factor for prospective employees, leading to higher levels of anxiety about their careers (Mahmud et al., 2020). More specifically, hospitality students of higher education institutions may become more susceptible to online learning conditions and future financial expectations during the pandemic period that leads them to experience higher levels of anxiety (Tavitayaman, et al., 2021).

### 2.2. Future anxiety

COVID-19 pandemic has been a source of uncertainty leading to anxiety based on its impact on individuals' emotional state (Gu et al., 2020). Unsurprisingly, it has been a major source of anxiety, leading to the development of a specific measurement scale to assess its current impact and associated issues (Lee, 2020) as well as studies assessing general traits of anxiety related to the pandemic (Duplaga & Grysztar, 2021). As a form of anxiety in relation to future expectations, future anxiety (FA) is regarded as a strong cognitive orientation towards the future (Zaleski, 1996). This anxiety is effective in analysing the strength of motivations for developing preventive and constructive actions and solutions as a response to actual social and political events (Zaleski et al., 2019). Zaleski defines FA as 'a state of apprehension, uncertainty, fear, worry, and concern of unfavourable changes in a more remote personal future' (Zaleski, 1996: 165).

Recent literature with a focus on individuals' anxiety due to the impact of COVID-19 pandemic offers evidence for FA to be effective. Duplaga and Grysztar (2021) report higher FA caused by the effects of the pandemic, especially for working people when compared to business owners and entrepreneurs. Similarly, FA shows a moderate and positive relation to job insecurity in the hospitality industry (Tellioğlu, 2021). A study analysing the academic experiences of university students using the FA scale (Zaleski et al., 2019) reveals greater FA among undergraduate students and international students, leading to a lower sense of well-being (Dodd et al., 2021). FA is found to be one significant predictor of higher education students' likelihood to express multiple health complaints during COVID-19 (Dadaczynski et al., 2022). Moreover, FA is one psychological factor assessed to comprehend resilience and vigilance under the effects of the COVID-19 pandemic (Angela et al., 2022; Lee-Won et al., 2022).

The impact of COVID-19 with a substantial decline in the employment rate in the hospitality industry necessitates an approach with a focus on the future. The assumption of the current study is that although university students' anxiety is based on a variety of issues in relation to the near future, the COVID-19 pandemic is a major component involved in developing and experiencing anxiety about their personal future. Given the stated utilization of the FA scale in various studies during COVID-19, FA conceptualization of Zaleski (1996) appears to be a convenient model to comprehend young individuals' anxiety related to COVID-19 during their student-

work transition period.

### 2.3. Other psychological aspects of the pandemic period

A higher level of FA is a significant predictor of mental health for university students with multiple complaints including depression (Dadaczynski et al., 2022). In addition, how people perceive and react to the pandemic and deal with FA is related to their relatively permanent affective structure, which consists of two distinctive dimensions, defined as positive affect (PA) and negative affect (NA) (Watson et al., 1988). High levels of PA are associated with energetic, focused, and active engagement, whereas low levels of PA reflect sadness and lethargy. High levels of NA are characterized by aversive emotional states such as anger, fear, and nervousness, whereas low scores correlate with states of calm and serenity (Sanmartin et al., 2020; Watson & Pennebaker, 1989).

Few studies in the hospitality field have utilized the Positive and Negative Affect Schedule (PANAS) despite its frequent use in consumer behaviour research (Li et al., 2015). One study states that tourism students' PA leads to academic achievement (Uludag, 2016). PA is a factor in students' intentions to stay in the industry (Walsh et al., 2015) and is effective in enabling genuine hospitality with less emotive dissonance (Chu et al., 2012), in addition to having a mediating effect on the relationship between supervisory support and employee behaviour (Tang & Tsaur, 2016).

Another factor involved in how people evaluate stressful events like the pandemic is personality. The Big Five Inventory (BFI) represents the trait structure of people (McCrae & Costa, 2008). The model asserts that five basic factors describe most personality traits: Neuroticism, openness to experience, extraversion, agreeableness, and conscientiousness (Roccas et al., 2002). Personality traits tend to be stable over time and resistant to normative life events that are stressful (Specht et al., 2011). However, a recent study reveals that changes occur in BFI personality traits during the early phases of the COVID-19 pandemic, and it shows that neuroticism scores of participants who are not in quarantine decrease, while openness, agreeableness, and conscientiousness scores decline of those in quarantine (Sutin et al., 2020).

BFI is a popular tool used in the hospitality field (Leung & Law, 2010). The model is found to be effective in many forms of organizational psychology studies conducted in hotel settings. Findings from such studies reveal various relationships between personality, burnout, and engagement (Kim et al., 2007, 2009), perceptions of workload and frustration (Young & Corsun, 2009), and organizational commitment and satisfaction (Silva, 2006). The study of Teng (2008) reveals a specific situation related to personality in terms of career uptake in hotel businesses and reports the positive effects of extrovert characteristics in opting to work in this industry as students. Recent research on hospitality students reports the impact of students' personality traits on technical, learning, and financial anxieties (Tavitiyaman et al., 2021).

The present study aims to identify the effects of the pandemic period on perceptions and future career considerations of hospitality students and to suggest actions for decision-makers to take to motivate and

encourage young people to pursue careers in the field. Based on the literature with a focus on FA and pandemic evaluations in relation to participants' personality traits and affective structures, the following research questions were developed:

(1) What is the relationship between students' socio-demographic characteristics and the levels of FA?

(2) What is the relationship between students' socio-demographic characteristics and pandemic evaluation scores?

(3) Is the pandemic evaluation influenced by positive and negative dimensions of affective structure, personality traits, and FA?

### 3. METHOD

All the unfavourable effects of the COVID-19 pandemic have been evident in Türkiye, given the dramatic decrease in the numbers of international tourists– 51% on a quarterly basis and 68% and 99% for the months of March and April 2020 respectively, compared to the numbers for the same periods in 2019 (Ministry of Culture & Tourism, 2020). As expected, hotel businesses reduced their staff levels to a limited number of permanent workers, ceasing their internship and seasonal employment programs, and sending their employees on unpaid holidays, provided with a very low amount of unemployment wage from the government. Those restrictive actions continued to be utilized even after openings during the summer period to reduce operational costs. Such negative changes in the hospitality sector led current students and prospective professionals in the sector to be more concerned and anxious about their expectations of living conditions as well as their careers in the future.

Considering all the pandemic-related sectoral and educational conditions in the country, the research was carried out at the School of Applied Sciences of a foundation university (will be referred as School in the manuscript) located in İstanbul, Turkey. The School consists of two programs of four-year undergraduate degrees with intensive sectoral links and internship programs: Hotel Management (HM) and Gastronomy-Culinary Arts (GCA), with a total of 399 registered students at the time of the research (63% GCA students and 37% HM students; 92% Turkish and 8% foreign students). To explore the effects of the pandemic period in an extensive scope, the research was conducted with two studies since a combination of different methods is critical to comprehend individual responses (Li et al., 2015). Study 1 included a survey on FA, other psychological aspects, and pandemic evaluations of students whereas Study 2 included two focus group interviews with Turkish and foreign students to capture insight about students' feelings and considerations.

#### 3.1. Study 1: FA and other psychological aspects survey

##### 3.1.1. Participants

The participants were recruited by sending the survey link (an online Google form) via email to all undergraduate students (N:399) at the School. The online form included consent text, demographic information questions, and the other scales mentioned in the measures section (please see below). The data collection for this stage was completed between 20 May and 22 June 2020.

The study was carried out at one higher education institution where a total of 399 students were registered at two undergraduate programs (GCA and HM). Therefore, 196 or more measurements/surveys were required to have a confidence level of 95 percent (significance level .05) with a 5 percent margin of error. Although the online survey link was sent to all the students, 105 students responded by filling out the online form despite three reminder emails. Therefore, the study had a 95 percent confidence level with a 8.05 percent margin of error. Since the margin of error is between 4 – 8 percent at the 95% confidence level is acceptable, the sample size in the study was considered as sufficient and data were taken into the analysis process. Average age of the respondent group was 22.06 (with a standard deviation of 2.5). Other demographic and descriptive statistics of the respondents are presented in Table 1.

**Table 1:** Characteristics of the Respondents

	N	%
Gender		
Female	67	36
Male	38	64
Nationality		
Foreign	11	10
Turkish	94	90
Mother's Education		
Primary school	17	16.Şub
High school	42	40.0
University	46	43.8
Father's Education		
Primary school	12	11.Nis
High school	38	36.2
University	55	52.4
Department		
GCA	69	66
HM	36	34
School Year		
Prep	7	7
Freshman	22	21
Sophomore	22	21
Junior	25	24
Senior	29	28
Current Accommodation		
University dorm	8	7.Haz
Alone	11	10.May
Family	86	81.9
Permanent Residence		
İstanbul	82	78.1
Other cities	18	17.Oca
Abroad	5	4.Ağu
Current Residence		
İstanbul	77	73.3
Other cities	20	19.Oca
Abroad	8	7.Haz
Work/Internship Experience		
Yes	81	77.1
No	24	22.Eyl
Family member working in the hospitality sector		
Yes	35	33.3
No	70	66.7
Webinar/Activities Follow-Up		
Yes	61	58.1
No	44	41.9

As seen in Table 1, most of the students were female (64%) and Turkish students (90%) with prior work experience (77.1%) in the field. Most of the students lived in Istanbul with their families. The tendency of students to follow sectoral webinars and other online activities (58.1%) was also remarkable, leading to a certain level of cognition of the current effects and conditions (Zaleski, 1996).

3.1.2. Measures

The following measures were used to gather quantitative data to comprehend the general psychological state and FA orientation of the participants (See Appendix for survey questions):

- PANAS: This scale consists of 10 negative and 10 positive mood terms and a 5-point Likert-type response scale, with scores ranging between 10 and 50 (Watson et al., 1988).

- BFI: This scale uses short phrases to assess the most prototypical traits associated with each dimension: Openness, conscientiousness, extraversion, agreeableness, and neuroticism (John et al., 1991). The 44 BFI items are rated on a 5-point scale.

- FA: A shortened version of the scale (Zaleski et al., 2019), with five items rated on a 7-point Likert scale, is used in the study.

- Pandemic Evaluation Survey: This section was included to assess the participants' evaluation of the pandemic period with reference to their expectations of sectoral or employment issues. The questions were generated with a descriptive research design and aimed at addressing probable relations with other variables of the study. This survey was not developed as a scale and consisted of items that assess the attitudes of the students in relation to the pandemic and its probable impact on their future careers. The goal was to determine whether general evaluations of the students were positive or negative. Therefore, face and content validity of the survey was carried out via a panel of experts in the field of hospitality. This survey consisted of 10 items rated on 5-point Likert scale. Of these 10 items, those numbered 1, 4, 8 and 10 were reversely coded so that the total score would reflect a positive evaluation of the pandemic.

3.2. Study 2: Future and career considerations

As a supportive technique to comprehend students' views, this study was carried out to capture insight into the future and career considerations of students and to interpret the findings of Study 1.

3.2.1. Participant characteristics

Two focus group interviews (one for Turkish students and the other one in English for foreign students) were conducted for data collection. Each session included six students from the GCA and HM departments. Table 2 summarizes the details about the participants.

**Table 2:** Characteristics of Focus Group Participants

Session	Code	Dept.	School Year	Age	Permanent Residence	Current Residence	Professional Experience	Nationality
1	T1	HM	2	21	Dorm	Family	Yes	Turkish
	T2	HM	3	22	Student House	Family	Yes	Turkish
	T3	GCA	4	24	Apartment	Family	Yes	Turkish
	T4	GCA	1	19	Dorm	Family	No	Turkish
	T5	HM	4	24	Family	Family	Yes	Turkish
	T6	GCA	3	22	Apartment	Family	Yes	Turkish
2	F1	HM	1	19	Dorm	Alone	No	Canadian
	F2	GCA	3	22	Dorm	Family	Yes	Pakistani
	F3	GCA	3	22	Apartment	Family	Yes	Jordanian
	F4	GCA	4	21	Apartment	Family	Yes	Pakistani
	F5	GCA	4	20	Dorm	Family	Yes	Pakistani
	F6	HM	2	21	Apartment	Alone	Yes	Moroccan

### 3.2.2. Focus group interviews

Study 2 included two sessions of focus group interviews with 12 participants in total to obtain insights about the perspectives of students in terms of the effects of COVID-19 and recommended solutions. The topics of the interview questions were determined as follows:

- Description of the feelings and thoughts about the pandemic.
- Expectations about the future of the sector upon graduation (within a year or longer).
- Opinions and expectations about career upon graduation.
- Recommendations for decision-makers.

### 3.2.3. Procedure

Two separate sessions of interviews for Turkish and foreign students were organized on the Zoom platform (the duration of each interview was 90 minutes on average) during the first week of June 2020. Each session included six students from the GCA and HM departments. In order to enhance the ease of response and openness to share, one research assistant at the School with a major in GCA and a minor in HM moderated the interviews. The interviews were recorded as video files and transcribed for separate data analyses by two authors of the study. The qualitative analysis of focus group data involved thematic analysis of the transcripts of focus group interviews and was carried out separately by two authors. The written transcripts were analyzed by evaluating each sentence of the participants and the relevant excerpts were coded using open coding in accordance with Braun and Clarke (2006). The process of open coding resulted in common themes which were agreed upon by two authors of the study.

## 4. RESULTS

The findings of Study 1 and Study 2 will be presented respectively.

### 4.1. Findings of study 1

First, the Cronbach's alpha values of the PANAS, BFI, and FA in the current study were .70, .71, and .82 respectively. To determine whether FA and pandemic evaluation scores were normally distributed in relation to the sample characteristics (gender, department, nationality, family member with experience in the hospitality field, prior work/internship experience in the hospitality field, and sectoral activities follow-up), Shapiro-Wilk's tests ( $p > .05$ ) were carried out. Based on the results, t-tests for independent samples were applied to the pandemic evaluation scores only in relation to sample characteristics. After inspecting the results of Levene's tests ( $p > .05$ ), one-way analysis of variance was used for sample characteristics, for which the homogeneity of variance assumption was not violated (types of accommodation, permanent and current residence, and years at school). Multiple linear regression was performed to assess the ability of PA, NA, BFI, and FA and predict the effects on the pandemic evaluation. Preliminary analyses were performed to ensure that there was no violation of the assumption of normality. To check for the violation of the collinearity assumption, tolerance, and variance inflation factors (VIFs) were evaluated. An alpha level of .05 was used for all statistical tests.

#### 4.1.1. Pandemic evaluation and FA: Socio-demographic variables

T-tests for independent samples and ANOVA were used to assess the first and second research questions of the

study and to determine whether sample characteristics (gender, department, nationality, and sectoral activities follow-up) resulted in significant group differences in pandemic evaluation scores only as the assumption of normality was violated for FA scores. Significant differences in terms of pandemic evaluation were found between groups of participants with and without prior work/internship experience in hospitality sector [ $t(103) = 2.668, p < .01$ ]. Participants with no prior work/internship experience ( $M = 32.42, SD = 5.03$ ) evaluated the pandemic more positively than those with prior experience ( $M = 29.01, SD = 5.61$ ).

For the rest of the socio-demographic variables with more than two groups (types of accommodation, permanent and current residence, and years at school), ANOVA tests were performed to find out if group differences existed in FA and pandemic evaluation. The only significant group difference was found among participants who reported different places of current residence and only in FA levels [ $F(2;104) = 3.235, p < .05$ ]. To specify the groups with significantly different from each other, a post hoc Tukey's B test (Tukey's honestly significant difference test) was carried out. This test showed that participants who reported their current place of residence as other cities of Türkiye ( $M = 23.40, SD = 8.29$ ) expressed significantly higher FA levels than those living in İstanbul ( $M = 22.39, SD = 8.27$ ) and abroad ( $M = 15.13, SD = 6.01$ ). The participants currently living abroad reported significantly lower levels of anxiety than both groups.

#### 4.1.2. Pandemic evaluation: Psychological considerations

The higher scores in the pandemic evaluation survey indicated a tendency to interpret the pandemic as a phenomenon that could have a positive impact on the hospitality sector and career expectations, so further examinations were carried out for clarifying the relationships between pandemic evaluation and psychological characteristics of the participants. To that end, two groups of participants were generated using the median (Median=30) of the pandemic evaluation total scores, with the aim of determining whether those groups were different in terms of PA, NA, FA, and BFI scores. The first group with negative evaluations included participants with lower scores than the median value and the second with positive evaluations involved those with higher scores. Shapiro-Wilk's tests revealed that the assumption of normal score distribution was violated for PA, FA, and BFI of conscientiousness and openness. The differences between constituted groups with high and low pandemic evaluation scores were therefore inspected regarding NA, extraversion, agreeableness, and emotional stability (neuroticism).

A t-test for independent samples was performed and the analysis revealed that the pandemic evaluation groups did not differ significantly in terms of BFI. However, there were significant group differences in NA [ $t(103) = 3.77, p < .001$ ]. The group of participants with less positive evaluations of the pandemic reported significantly lower levels of NA ( $M = 27.91, SD = 6.61$ ) than the group with more positive evaluations ( $M = 22.38, SD = 7.99$ ). These results indicated that the participants did not show a negative mood despite their awareness of the impacts of the pandemic on the sector and career expectations reflected by their fewer positive evaluations. This orientation can be explained by the relatively high level of follow-up of the latest news from the webinar/activities on COVID-19 (58.1%) and the School's sectoral orientation to establish dynamic relations and gain updated sectoral insight.

4.1.3. Predictors of pandemic evaluation: PA, NA, BFI, and FA

Several correlational analyses were performed to examine the relationships between PA, NA, BFI, FA, and pandemic evaluation using the Pearson Product Moment Correlation Test (see Table 3) to answer the third research question. Results of the Pearson correlation indicated that pandemic evaluation showed a significant positive association with PA ( $r(104) = .26, p < .01$ ) and openness ( $r(104) = .19, p < .05$ ). Furthermore, negative and significant relationships were found between pandemic evaluation and NA ( $r(104) = -.34$ ), and pandemic evaluation and FA ( $r(104) = -.42, p < .01$ ).

**Table 3:** Correlations among Pandemic Evaluation, FA, PA, NA, and BFI

	7.	8.	9.	1.	2.	3.	4.	5.	6.
1.PA									
2.NA			-.37**						
3.Extraversion			.20*	-.16					
4.Agreeableness			.17	.05	.12				
5.Conscientiousness			.39**	-.10	.31**	.29**			
6.Neuroticism			-.41**	.47**	.34**	-.25**	-.43**		
7.Openness			.33**	.03	.31**	.13	.26**	-.14	
8.FA			-.40**	.60**	-.01	-.06	-.15	.48**	-.03
9.Pandemic evaluation			.26**	-.34**	-.06	.07	-.02	-.18	.19*

\*\*p<.01, \*p<.05

As the highest correlation among the variables is less than .8, VIF scores were all approximately 1 and all tolerance scores were above .2, PA, NA, openness, and FA were included as predicting variables of pandemic evaluation in the regression analysis (see Table 3). A multiple linear regression analysis was subsequently used to develop a model for predicting participants' pandemic evaluation scores from their PA, NA, openness, and FA scores (Table 4).

**Table 4:** Linear Regression Results for Variables Predicting Pandemic Evaluation

Model		B	SE	β	R <sup>2</sup>
1	Constant		36.04	1.43	0.17
	FA	-0.63	0.06	-0.42**	
2	Constant		29.93	3.24	0.19
	FA	-0.28	0.06	-0.41**	
	Openness	0.16	0.07	0.18*	

\*\*p<.001, \*p<.05

The model was significant [ $F(1;104) = 21,73; p < .001$ ] with R<sup>2</sup> of .17 indicating that 17% of the variance in the pandemic evaluation was explained by FA. The next model, including FA and openness, was also significant [ $F(2;104) = 13,40; p < .001$ ] with R<sup>2</sup> of .19 revealing that openness explained an additional 2% of the variance in pandemic evaluation. Therefore, the pandemic evaluation scores were predicted by FA and openness whereas PA and NA scores were not significant predictors of pandemic evaluation.

4.2. Findings of study 2

The qualitative analysis of focus group data involved thematic analysis of the transcripts of focus group interviews and was carried out separately by the first two authors. The written transcripts were analyzed by evaluating each sentence of the participants on Microsoft Excel worksheets and the relevant excerpts were coded using open coding in accordance with the framework recommended by Yin (2011), disassembling, and reassembling the statements of the participants.

This process resulted in common themes, which were agreed upon two of the authors. During the focus group interviews, Turkish and foreign students were asked to answer the questions mentioned above. In general, the findings from the qualitative analysis support and expand those from the quantitative stage and provide insights into how students interpret the current and expected conditions.

4.2.1. Perceptions about the current conditions and pandemic considerations

First, students' perceived conditions include both negative and positive aspects. Negative aspects incorporate dealing with new experiences happening unexpectedly in terms of life setting (moving to the family house, living in a limited space with other family members), learning (distance learning, workload), and concerns (considerations of uncertainty). However, these negative aspects are balanced with positive factors in terms of a life-changing frame of mind leading to participants' accounts indicating self-awareness, self-confidence, and self-actualization. In accordance with the findings of this study, showing the lowest level of FA for students living abroad, foreign students who could return home underlined their relief about being with family in such uncertain times and under lockdown conditions. Despite some psychological problems, participants did not express a direct relationship between certain feelings and emotions triggered by the pandemic, as supported by the lower NA scores of participants despite their negative pandemic evaluations.

As for considerations and feelings during the pandemic, foreign students tend to have more positive and optimistic feelings compared to their Turkish peers. Anxiety-related evaluations on uncertainty are more evident for Turkish students and this situation has been proven by higher FA levels among participants from İstanbul or other cities in Türkiye than among foreigners. Their main consideration is based on economic reasons and being unable to pay for education. Junior and senior students emphasized their concerns more than other students in terms of financing their education.

4.2.2. Sectoral and career considerations

Concerning the perceptions of the hospitality industry upon graduation, major estimates and expectations are explained in two main directions by the participants in focus groups. Demand-side issues focus on the immediate and long-term effects of the pandemic. The general belief is that the industry would have some challenges in the summer of 2020 and the situation would become better within a year. One participant (T5) stated that the industry will experience an 'explosion', because people have been locked down for some time, longing to spend time with loved ones, leading to a quick recovery with better results than before. Two students (T3 and T6) also drew attention to the immediate return to normality from isolated life potentially extending the pandemic, with negative effects on the hospitality industry.

Specifically senior and junior students expressed their concerns about unemployment. On the one hand, uncertainty about the time needed to return to normality is evident; thus, many establishments have had to limit employment and even send their permanent staff on unpaid leave. This situation decreases hopes for employment just after graduation. On the other hand, the hospitality industry has suffered from the pandemic in relation to its core advantages, such as offering international jobs. Nevertheless, in the long run, according to most of the participants, people will start to go out or

go on holiday again to come together with friends and family members.

With this knowledge and general confidence, students seek their own ways to adapt to the situation with some flexibility in their career plans – for example, seeking a job in the field to earn money and plan their career path when everything becomes normal (T5), looking for other sectors where their knowledge and professional experience will be applicable (F3, T3), postponing starting their own business for more years and profiting from other opportunities offered by the extensive scope of the industry (F4). All these findings verify that students' optimistic views are generally effective in relation to their decisions and strategies despite their negative evaluations of the pandemic (part 4.1). Students show a realistic and optimistic manner of interpreting the current conditions to form their career strategies.

The second kind of perspective mentioned by the participants, involved supply-side issues, based on various aspects that are mainly triggered by technological developments leading to flourishing businesses. Students assume that digitization will increase, intensify, and spread in hospitality businesses to limit contact between people (F6). Requirements for digitalization or digital marketing knowledge and relevant skills will therefore be higher. The business scope will change and incorporate increasing numbers of small businesses (T2), employment of fewer but more qualified people (T3), and implementation of hygiene and new rules (F2, T3). Business structures will also introduce new units and positions instead of traditional departments (T5), new systems and concepts (ghost restaurants) (T6), and food delivery instead of face-to-face restaurant services (F2). In addition, sustainability will regain importance, particularly with a greater focus on local production. This orientation will restrain 'crazy consumption' (T4), resulting in a cleaner environment.

Students tend to have positive expectations about their careers, depending on favourable estimates about the hospitality industry. One reason for this optimistic view is based on educational aspects such as School education, which is recognized by the quality of graduates employed (T1, T3) and the scope of hospitality education applicable in other service businesses (T2). Based on feelings of uncertainty resulting from the pandemic period, most participants in both Turkish and foreign groups opt to extend their knowledge and skills in hospitality and other sectors. A variety of options exist for participants to consider, such as managerial training (T1), training and certificate programs in digitalization (T1), online education programs in various fields (T2), academic research into gastronomy from a sustainability perspective (F5, T4), postgraduate studies in other fields to extend knowledge (T6), and advanced level or specialization programs (F3, T3). All the students expressed their intention to pursue career in hospitality in the future. However, they feel that they needed to keep taking action to overcome the difficulties of the pandemic period, especially in terms of earning their lives. In this sense, the participants indicated alternative paths to follow, such as temporary take-over of family businesses (T1, T3), gaining professional experience in hospitality (F2, F4, F6), and looking for jobs in other relevant sectors (T2).

#### 4.2.3. Recommendations

In accordance with those orientations, foreign participants' recommendations mainly concern actions to take to improve their learning environment including better organization of distance learning with practical

sessions in safety settings (F1, F3) and development of new practices in a hybrid (distance and face-to-face) education system. Some foreign students offered suggestions related to self-development, such as gaining new skills according to individual needs (F1) and self-care, self-control, and awareness of others' safety (F4, F5) given the possible lack of institutional regulations. Turkish participants' views focus on the awareness of hygiene, safety necessities and applications (T3), and the needs of visitors as experiencers with a desire for safe holidays (T1, T5, T6). In addition, sharing international information and experience (T4), open-air facilities (T5), healthcare in terms of nutrition and immunity (T6), and the need for extended practices and methods for the delivery of scarce sources of foods (F5) were all suggestions. These aspects may guide the content required in the curriculum for hospitality education to prepare prospective employees for the sector's new normal.

## 5. DISCUSSION

This study aims to identify the effects of the pandemic period on perceptions and future career considerations of hospitality students and to suggest actions for decision-makers to take to motivate and encourage young people to pursue careers in the field. As a result of two studies, findings reveal that students' pandemic evaluations were predicted by their levels of FA. The results of the current study in terms of FA are consistent with the findings that the COVID-19 pandemic has led to uncertainty and anxiety (Duplaga & Grysztar, 2021; Gu et al., 2020). In addition to FA, the second predictor of pandemic evaluations was openness. This finding is also remarkable given the effect of openness on attempts at new experiences, discoveries, and risk-taking behaviours based on consciousness and motivation to seek out the unusual (McCrae & Costa, 1997). This orientation is also evident in the other findings of the study in terms of lower levels of NA and positive expectations about the new normal stated in the interviews.

Despite their lower levels of positive evaluations of the pandemic, students display lower levels of NA and thus express a realistic view of the current conditions of the pandemic and an optimistic perspective on the future. As explained in the interviews, this tendency may be related to the positive expectations of students about the recovery or adaptation of the hospitality industry after the COVID-19 outbreak. This orientation was most probably created by follow-up from webinars or other pandemic-related activities such as information sources (Faize & Husain, 2021; Zaleski, 1996) and supports the view of Zaleski (1996) in relation to the cognitive orientation towards the future. Those activities may also be beneficial for students as opportunities to meet their concern- and curiosity-related psychological resources during the pandemic (Boo et al., 2021).

In addition, the group of participants with less positive evaluations of the pandemic reported significantly lower levels of NA than the group with more positive evaluations. These results indicate that, although the participants in the more positive evaluations group tended to experience the world in a more negative way, this led to an evaluation of the pandemic as a positive phenomenon and perhaps an opportunity for the hospitality sector. Positive evaluations of the pandemic despite higher levels of NA can be explained by self-concept clarity (Alessandri et al., 2020) based on the findings of the qualitative analysis in the current study. Students express their awareness and intention to study hospitality and their satisfaction with the university support and program content in relation to sectoral aspects.

The current research also confirms the findings of previous studies (Baker, 2021; Baloran, 2020; Cao et al., 2020; Faize & Husain, 2021; Mahmud et al., 2020; Odriozola-González et al., 2020; Tavitiyaman et al., 2021) in relation to issues creating anxiety such as concerns about family, social life, health, financial sources, academic life, and learning pursuits. The findings also point to foreign students' lower levels of FA, which may be explained by the effect of being with family and protecting against the anxiety caused by the pandemic (Cao et al., 2020). In relation to lower levels of negative pandemic evaluations with no prior work experience, as per the early stage of education, the findings of the qualitative analysis revealed relatively high levels of anxiety among junior and senior students. This tendency is understandable given that these students are at their transition stage from educational to professional roles, experiencing anxiety about the expected economic recession (Tsai et al., 2017) given the expected unemployment problems in such global crises (Anderson, 2006; Henderson, 2003; Laws & Prideaux, 2005, UNWTO, 2020).

In general, students appear prudent within the current conditions and immediate negative effects of the pandemic and do not show a high negative tendency to change the sector, which confirms the findings of Williams and Clemenz (2003). They are generally optimistic about returning to normality in the industry in a few years, and possible changes, which may require new skills, will occur. In this respect, students also show some degree of hope despite the current challenges (Zhong et al., 2021). Most of the participants showed awareness of these challenges, demonstrating understanding and flexibility to adapt and find solutions. Students cool, prudent, and problem-solving approaches can be explained by various factors such as their intention to follow up webinars and sectoral events (part 4.1).

Students focus on adapting to changes by shifting to relevant fields or acquiring new skills based on optimistic views of the industry underlines their choice of productive and support-seeking strategies (Boo & Kim, 2020). This orientation also confirms the findings of a prior study in terms of young individuals who are realistic about the lack of a current work environment but seek some solutions such as networking and relocating (Parola & Felaco, 2020). Students' intention to adapt to changes by various means of career adaptability or resilience as an individual resource against challenges reduces anxiety and worries about their abilities, career, and employment environment (Boo et al., 2021; Üngüren & Kaçmaz, 2022).

University support is a key factor in balancing the negative and positive aspects of the pandemic situation. Easy and rapid adaptation of universities to distance learning, accessibility of instructors always for questions or help, and an understanding manner on the part of universities and universities' successful management of the conditions were all important. Thus, open communication supported by university administration and engagement between relevant parties has proved critical in overcoming uncertain conditions (Anderson, 2006; Huang et al., 2008; Williams & Baláž, 2015; Zhong et al., 2021). Moreover, findings also reveal that the engagement of the School to distance education and online learning with current technologies and the strong involvement of the informatics team in order to support faculty members in improving their online instructional practices is effective for student motivation during pandemic (Teodorescu et al., 2021). In addition, according to the findings of the qualitative analysis, the sector- and vocation-oriented nature of the School helps students observe the current conditions and pursue more realistic

career awareness and adaptation (Tsai et al., 2017).

Participant statements about the recommended solutions reveal a new challenge for hospitality education programs. Educators need to revise their curricula and academic content to incorporate the new normal as another development factor (Tsai et al., 2017). There is a challenge for educators to raise well-trained professionals in the face of recent transformative changes (Robinson et al., 2016; Sigala, 2021). In addition to transferable soft skills and capabilities, sustainability- and technology-oriented subjects to foster innovation competencies of hospitality students will become inevitable to include in the new curricula to recover tourism in a better future (Phi & Clausen, 2020; Sigala, 2021).

## 6. CONCLUSIONS AND IMPLICATIONS

This study with a focus on students' perspectives and experiences during COVID-19 offer insightful findings for official and professional bodies to undertake effective plans for encouraging young individuals to a sustainable career in the hospitality industry. Notwithstanding some theoretical contribution is also worth mentioning.

### 6.1. Theoretical implications

The current study, which has been conducted as interdisciplinary research of hospitality and psychology fields, introduces the FA scale (Zaleski, 1996; Zaleski et al., 2019) in the hospitality literature to assess the higher education students' FA given their education-work transition. In this respect, the current research introduces the utilization of the FA scale to assess future-oriented anxiety triggered by the example of COVID-19 effects and contributes to the existing literature on the future career anxiety of hospitality students (Tsai et al., 2017).

In addition, research into these issues will help understand various aspects and dimensions, leading to introducing new subjects, concepts, approaches, and perspectives in hospitality education curricula at a period of transformation. More specialized courses to develop the creative and innovative mentality of students to open new job opportunities may be inevitable (Kim & Jeong, 2021). In this regard, interdisciplinary research, especially in association with the field of psychology, as in the case of the current study, promises to offer insightful findings, enhancing the implementation of such projects and programs in a wider and more constructive scope.

The findings of the study in terms of lower NA despite lower levels of positive pandemic evaluations reveal the critical role of sectoral involvement in hospitality education so that students will be self-aware and self-confident with their knowledge and skills, courageous in their pursuit of a realistic career, and enabled to try new things because of the vision and experiences they gain from sectoral interactions. In this respect, future research into hospitality education in association with various psychological aspects including self-concept clarity (Alessandri et al., 2020) holds the potential to help scholars and practitioners with a comprehensive understanding of student assessments about the effects of the pandemic. Young professionals will therefore overcome the difficulties posed by the uncertain conditions of crises such as COVID-19, leading to their pursuit of sustainable careers in the sector.

### 6.2. Practical implications

COVID-19 represents a turning point for the hospitality industry with enormous negative effects on businesses and individuals. This temporary stop has the potential to transform many usual applications into better practices, embracing a wide range of stakeholders, factors, and



aspects (Gössling et al., 2020; Higgins-Desbiolles, 2020). Students as prospective professionals are also among those shaping the sector and businesses soon. However, the pandemic has caused a serious bloodletting in qualified associates and enthusiastic young individuals to pursue a sustainable career in the sector.

WEF (2020) reminds the critical position of hospitality as an industry of displaced workers potentially for future and starter sector for young individuals. Therefore, global crises such as COVID-19 may deepen the problems of finding and retaining qualified employees. The study findings underline this critical situation by revealing the intention of participating students in other sectors. With respect for UNWTO (2020) expectations for a recovery in a few years, the hospitality industry will need higher numbers of qualified employees. Thus, more focus on how prospective employees perceive the effects of the pandemic is crucial to make the necessary efforts to pursue a career path in the hospitality sector. Those efforts can be more effective with the collaboration of government, industry, and academia based on the various roles of each part. University and government can share the responsibilities for research, consultancy, funding and sourcing, planning, and legislation (Yang & Ren, 2021).

On the other hand, as a population in a state of transition from education to professional life (Tsai et al., 2017), higher education students, especially junior and senior students, may face unemployment problems or anxieties because of global crises such as COVID-19 (UNWTO, 2020), which are major threats for prospective employees who plan to work in the short run (Mahmud et al., 2020). The mental health of university students therefore needs to be carefully monitored to enable timely psychological actions and preventative measures in such critical times (Odriozola-González et al., 2020).

In respect for those concerns, the study findings reveal the importance of caring for higher education students as they are oriented to shift to another sector in the case of a crisis such as COVID-19. Particularly findings from the qualitative study disclose the concerns of senior students about unemployment and necessity to earn living in the short run. Given sectoral orientation and interest in the current happenings, students try to keep prudent and prefer flexibility in their career plans. However, both government and educational bodies need to develop more effective plans to support student development opportunities also by extracurricular activities, reduce health and safety concerns among young individuals, and keep their engagement to the sector through industry-academia projects.

From another point of view, the findings highlight the integration of sectoral partners and recall the interference of the industry, considering students as critical parts of their businesses as per their position as prospective employees and leaders. One target of the current study is to link this critical focus and dimension related to students and education to sustainable support for the hospitality industry as a global employer (Robinson et al., 2016). Sectoral partners need to develop awareness of current perceptions and feelings of students about their futures and career expectations given the effects of COVID-19 to help them maintain a realistic and optimistic view and pursue sustainable careers in the field.

### 6.3. Study limitations

The study has several limitations, which may inspire further research, particularly in the field of hospitality education. First, the study was conducted in only one research field. A similar study with a comparable design including various state or foundation universities,

different departments in the hospitality field or a variety of countries with relevant programs may produce a more comprehensive understanding of the anxiety of hospitality students during COVID-19. Intercultural studies including various countries may generate results reflecting diverse aspects of this global happening. In addition, the potential contribution of interdisciplinary approaches, including a variety of issues in relation to hospitality education, to future research will offer extensive knowledge to academic and sectoral efforts and works.

### Acknowledgements

Authors are thankful to the Heads of Departments at the Özyeğin University School of Applied Sciences for their efforts to facilitate the students' participation to the research: Assoc. Prof. Özge Samancı from Gastronomy & Culinary Arts (also for her contribution to the preparation of survey questions) and Asst. Prof. Aydın Beyhan from Hotel Management departments.

### REFERENCES

- Alessandri, G., De Longis, E., Golfieri, F., & Crocetti, E. (2020). Can self-concept clarity protect against a pandemic? A daily study on self-concept clarity and negative affect during the COVID-19 outbreak. *Identity*, 1–14.
- Anderson, B. A. (2006). Crisis management in the Australian tourism industry: Preparedness, personnel, and postscript. *Tourism Management*, 27, 1290–1297.
- Angela, S., Fonseca, G., Lep, Ž., Li, L., Serido, J., Vosylis, R., Crespo, C., Relvas, A. P., Zupančič, M., & Lanz, M. (2022). Profiles of emerging adults' resilience facing the negative impact of COVID-19 across six countries. *Current Psychology*, 1-13.
- Baker, M. A. (2021). Educational distancing: A mixed-methods study of student perceptions in the time of coronavirus. *Journal of Hospitality & Tourism Education*, 33(3), 207-221.
- Baloran, E. T. (2020). Knowledge, attitudes, anxiety, and coping strategies of students during COVID-19 pandemic. *Journal of Loss and Trauma*, 25(8), 635–642.
- Bartik, A. W., Bertrand, M., Cullen, Z. B., Glaeser, E. L., Luca, M., & Stanton, C. T. (2020). How are small businesses adjusting to COVID-19? Early evidence from a survey (No. w26989). National Bureau of Economic Research, Doi: 10.3386/w26989
- Boo, S., & Kim, S. (2020). Career indecision and coping strategies among undergraduate students. *Journal of Hospitality & Tourism Education*, 32(2), 63–76.
- Boo, S., Wang, C., & Kim, M. (2021). Career adaptability, future time perspective, and career anxiety among undergraduate students: A cross-national comparison. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100328.
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287, 112934.
- Chu, K. H., Baker, M. A., & Murrmann, S. K. (2012). When we are on stage, we smile: The effects of emotional labor on employee work outcomes. *International Journal of Hospitality Management*, 31(3), 906–915.
- Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2022). University students' sense of coherence, future worries, and mental health: findings from the German COVID-HL-survey. *Health Promotion International*, 37(1), daab070. Doi: 10.1093/heapro/daab070
- Dodd, R. H., Dadaczynski, K., Okan, O., McCaffery, K. J., & Pickles, K. (2021). Psychological wellbeing and academic

- experience of university students in Australia during COVID-19. *International Journal of Environmental Research and Public Health*, 18, 866.
- Duplaga, M., & Grysztar, M. (2021). The association between future anxiety, health literacy and the perception of the COVID-19 Pandemic: A cross-sectional study. *Healthcare*, 9, 43.
- Faize, F. A., & Husain, W. (2021). Students with severe anxiety during COVID-19 lockdown – exploring the impact and its management. *Journal of Mental Health Training, Education and Practice*, 16(2), 153–163.
- Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism, and global change: A rapid assessment of COVID-19. *Journal of Sustainable Tourism*, 29(1), 1–20.
- Gu, Y., Gu, S., Lei, Y., & Li, H. (2020). From uncertainty to anxiety: how uncertainty fuels anxiety in a process mediated by intolerance of uncertainty. *Neural Plasticity*, <https://doi.org/10.1155/2020/8866386>
- Gursoy, D., & Chi, C. G. (2020). Effects of COVID-19 pandemic on hospitality industry: review of the current situations and a research agenda. *Journal of Hospitality Marketing & Management*, 29(5), 527–529.
- Henderson, J. C. (2003). Managing a health-related crisis: SARS in Singapore. *Journal of Vacation Marketing*, 10(1), 67–77.
- Higgins-Desbiolles, F. (2020). Socializing tourism for social and ecological justice after COVID-19. *Tourism Geographies*, 22(3), 610–623.
- Huang, Y., Tseng, Y., & Petrick, J. F. (2008). Crisis management planning to restore tourism after disasters. *Journal of Travel & Tourism Marketing*, 23(2–4), 203–221.
- Kim, H. J., & Jeong, M. (2021). What has happened and what will drive changes in hospitality and tourism education?. *Journal of Hospitality & Tourism Research*, 45(5), 942–944..
- Kim, H. J., & Jeong, M. (2018). Research on hospitality and tourism education: Now and future. *Tourism Management Perspectives*, 25, 119–122.
- Kim, H. J., Shin, K. H., & Swanger, N. (2009). Burnout and engagement: A comparative analysis using the Big Five personality dimensions. *International Journal of Hospitality Management*, 28(1), 96–104.
- Kim, H. J., Shin, K. H., & Umbreit, W. T. (2007). Hotel job burnout: The role of personality characteristics. *International Journal of Hospitality Management*, 26(2), 431–434.
- Laws, E., & Prideaux, B. (2005). Crisis management: A suggested typology. *Journal of Travel & Tourism Marketing*, 19(2-3), 1-8.
- Lee, S. A. (2020). Coronavirus anxiety scale: A brief mental health screener for COVID-19-related anxiety. *Death Studies*, 44(7), 393–401.
- Lee-Won, R. J., Jang, I., Kim, H. S., & Park, S. G. (2022). The Relationship between future anxiety due to COVID-19 and vigilance: The role of message fatigue and autonomy satisfaction. *International Journal of Environmental Research and Public Health*, 19(3), 1062. <https://doi.org/10.3390/ijerph19031062>
- Leung, R., & Law, R. (2010). A review of personality research in the tourism and hospitality context. *Journal of Travel & Tourism Marketing*, 27(5), 439–459.
- Li, S., Scott, N., & Walters, G. (2015). Current and potential methods for measuring emotion in tourism experiences. *Current Issues in Tourism*, 18(9), 805–827.
- Mahmud, S., Talukder, M. U., & Rahman, M. (2020). Does 'fear of COVID-19' trigger future career anxiety? An empirical investigation considering depression from COVID-19 as a mediator. *International Journal of Social Psychiatry*, 67(1), 35–45.
- McCrae, R. R., & Costa, P. T. (1997). Conceptions and correlates of openness to experience. In R. Hogan, J. Johnson, & S. Briggs, (Eds.), *Handbook of Personality Psychology* (pp. 825–847). Elsevier.
- McCrae, R. R., & Costa, P. T. (2008). The five-factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (pp. 159–181). The Guilford Press.
- Ministry of Culture & Tourism. (2020). *Tourism Statistics April 2020*. <https://yigm.ktb.gov.tr/TR-9851/turizm-istatistikleri.html>.
- Odriozola-González, P., Planchuelo-Gómez, Á., Iruetia, M. J., & Luis-García, R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. *Psychiatry Research*, 290, 113108. <https://doi.org/10.1016/j.psychres.2020.113108>
- Parola, A., & Felaco, C. (2020). A narrative investigation into the meaning and experience of career destabilization in Italian NEET. *Mediterranean Journal of Clinical Psychology*, 8(2), <https://doi.org/10.6092/2282-1619/mjcp-2421>
- Phi, G. T., & Clausen, H. B. (2020). Fostering innovation competencies in tourism higher education via design-based and value-based learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 100298, <https://doi.org/10.1016/j.jhlste.2020.100298>
- Robinson, R. N. S., Ruhanen, L., & Breakey, N. M. (2016). Tourism and hospitality internships: influences on student career aspirations. *Current Issues in Tourism*, 19(6), 513–527.
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The Big Five personality factors and personal values. *Personality & Social Psychology Bulletin*, 28(6), 789–801.
- Sanmartin, R., Vicent, M., González, C., Inglés, C. J., Reinoso-Pacheco, R., & García-Fernández, J. M. (2020). Factorial invariance, latent mean differences of the PANAS and affective profiles and its relation to social anxiety in Ecuadorian sample. *Sustainability*, 12(7), 2976. <https://doi.org/10.3390/su12072976>
- Sigala, M. (2021). Rethinking of tourism and hospitality education when nothing is normal: Restart, recover, or rebuild. *Journal of Hospitality & Tourism Research*, 45(5), 920–923.
- Silva, P. (2006). Effects of disposition on hospitality employee job satisfaction and commitment. *International Journal of Contemporary Hospitality Management*, 18(4), 317–328.
- Specht, J., Egloff, B., & Schmukle, S. C. (2011). Stability and change of personality across the life course: the impact of age and major life events on mean-level and rank-order stability of the Big Five. *Journal of Personality and Social Psychology*, 101(4), 862–882.
- Sutin, A., Luchetti, M., Aschwanden, D., Lee, J. H., Sesker, A. A., Strickhouser, J. E., Stephan, Y., & Terracciano, A. (2020, May 6). Change in five-factor model personality traits during the acute phase of the Coronavirus Pandemic. *Plos One*, 15(8), <https://doi.org/10.1371/journal.pone.02379056>
- Tang, Y. & Tsaur, S. (2016). Supervisory support climate and service-oriented organizational citizenship behavior in hospitality: The role of positive group affective tone. *International Journal of Contemporary Hospitality Management*, 28(10), 2331–2349.
- Tavitiyaman, P., Ren, L., & Fung, C. (2021). Hospitality students at the online classes during COVID-19 – How personality affects experience? *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 1000304. <https://doi.org/10.1016/j.jhlste.2021.100304>
- Tellioglu, S. (2021). The effect of job insecurity on future anxiety: A research on tourism sector employees. *Saffron Journal of Culture and Tourism Researches*, 4(1), 41–56.
- Teng, C. (2008). The effects of personality traits and attitudes on student uptake in hospitality employment.

International Journal of Hospitality Management, 27(1), 76–86.

Teodorescu, D., Aivaz, K. A., & Amalfi, A. (2021). Factors affecting motivation in online courses during the COVID-19 pandemic: the experiences of students at a Romanian public university. *European Journal of Higher Education*, 12(3), 332–349.

Tsai, C., Hsu, H., & Hsu, Y. (2017). Tourism and hospitality college students' career anxiety: Scale development and validation. *Journal of Hospitality & Tourism Education*, 29(4), 158–165.

Uludag, O. (2016). The mediating role of positive affectivity on testing the relationship of engagement to academic achievement: An empirical investigation of tourism students. *Journal of Teaching in Travel & Tourism*, 16(3), 163–177.

UNWTO. (2020). Impact assessment of the COVID-19 outbreak on international tourism. <https://www.unwto.org/impact-assessment-of-the-covid-19-outbreak-on-international-tourism>.

Üngüren, E., & Kaçmaz, Y. Y. (2022). Does COVID-19 pandemic trigger career anxiety in tourism students? Exploring the role of psychological resilience. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 100369. <https://doi.org/10.1016/j.jhlste.2022.100369>

Walsh, K., Chang, S., & Tse, E. C. (2015). Understanding students' intention to join the hospitality industry: the role of emotional intelligence, service orientation and industry satisfaction. *Cornell Hospitality Quarterly*, 56(4), 369–382.

Wang, Y., & Tsai, C. (2014). Employability of hospitality graduates: student and industry perspectives. *Journal of Hospitality & Tourism Education*, 26(3), 125–135.

Watson, D., & Pennebaker, J. W. (1989). Health complaints, stress, and distress: Exploring the central role of negative affectivity. *Psychological Review*, 96(2), 234–254.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. *Journal of Personality & Social Psychology*, 54(6), 1063–1070.

WEF. (2020). World Economic Forum the Future of Jobs Report. Geneva: WEF.

Williams, A. M., & Baláž, V. (2015). Tourism risk and uncertainty: theoretical reflections. *Journal of Travel Research*, 54(3), 271–287.

Williams, J. A., & Clemenz, C. (2003). Current perceptions of students following the September 11, 2001 terrorist attacks. *Journal of Hospitality & Tourism Education*, 15(2), 16–22.

Yang, J., & Ren, L. (2021). Government-industry-education-research collaboration in tourism: University's perspective. *Journal of Hospitality & Tourism Research*, 45(5), 898–901.

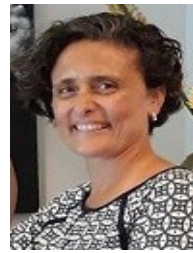
Yin, R.K. (2011). *Qualitative Research from Start to Finish*. New York: The Guilford Press.

Young, C. A., & Corsun, D. L. (2009). What a nuisance: controlling for negative affectivity versus personality in hospitality stress research. *International Journal of Hospitality Management*, 28(2), 280–288.

Zaleski, Z. (1996). Future anxiety: concept, measurement, and preliminary research. *Personality and Individual Differences*, 21(2), 165–174.

Zaleski, Z., Sobol-Kwapinska, M., Przepiorka, A., & Meisner, M. (2019). Development and validation of the Dark Future scale. *Time & Society*, 28(1), 107–123.

Zhong, Y., Busser, J., Shapoval, V., & Murphy, K. (2021). Hospitality and Tourism Student Engagement and Hope During the COVID-19 Pandemic. *Journal of Hospitality & Tourism Education*, 33(3), 194–206.



**Y . Kader Şanlıöz-Özgen**, received her PhD degree from Tourism Management Program, Graduate School of Social Sciences, Dokuz Eylül University. Her research areas focus on customer experience in hotels, excellence in hotel businesses, revenue management and hospitality education.

ORCID: 0000-0002-5865-7553



**Göklem Tekdemir**, received her PhD degree from Psychology Program, Graduate School of Social Sciences, Istanbul University. Her research areas focus on social sciences and humanities, psychology, social psychology.

ORCID: 0000-0002-5988-4176



**Ece Cankat**, received her MSc degree from Marketing Program, Graduate School of Social Sciences, Marmara University and is currently a PhD student at the Design, Technology, Society Program, Graduate School of Social Sciences, Özyeğin University. Her research areas focus on food marketing and food technologies.

ORCID: 0000-0001-6806-7795

## Appendix. Survey Instruments

Models	Scale type	Items and dimensions
PANAS	1: Very slightly or not at all, 5: Extremely. Please mark the number you feel is the most suitable for you.	20 items (please see Watson et al., 1988). Interested, distressed, excited, upset, strong etc.
Five-Factor	1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree.	44 items (please see (John et al., 1991) Talkative, a reliable worker, depressed/blue, easily distracted etc.
Future anxiety	1: Decidedly false, 2: False, 3: Somewhat false, 4: Hard to say, 5: Somewhat true, 6: True, 7: Decidedly true.	1. I am afraid that the problems that trouble me now will continue for a long time. 2. I am terrified by the thought that I might sometimes face life's crises or difficulties. 3. I am afraid that in the future my life will change for the worse. 4. I am afraid that changes in the economic and political situation will threaten my future. 5. I am disturbed by the thought that in the future I won't be able to realize my goals.
Pandemic evaluation	1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree.	1. The pandemic will have a negative effect on my career in the hospitality industry. 2. The pandemic will lead to new approaches and applications. 3. The hospitality industry will return to normal in a very short time after the pandemic. 4. Demand in the hospitality industry will decrease because of the pandemic. 5. The pandemic will have no serious and long-term effects on the hospitality industry. 6. I will need to acquire new skills to build a career in the hospitality industry after the pandemic. 7. New business models will develop because of the pandemic. 8. Employment opportunities will be limited after the pandemic. 9. New employment opportunities will appear after the pandemic. 10. It will take a long time to overcome the negative effects after the pandemic.