INTERNATIONAL EDUCATION STANDARDS: ADVANTAGES AND CHALLENGES IN IMPLEMENTING AT FACULTIES OF TOURISM AND HOTELS

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ABSTRACT

International standards define the knowledge, skills, and competencies that students should develop. These encompass subject-specific content and broader skills such as critical thinking, problem-solving, and intercultural communication. Such standards shape curricula to be rigorous and relevant, integrating global perspectives while adapting to local contexts. Teaching approaches are encouraged to be innovative and student-centered, and best practices for assessing student learning are often included. This study examines the impact of applying international education standards on preparing hotel management students for careers in Egypt's hotel industry. A quantitative research approach was used, drawing data from both primary and secondary sources. The study population included faculty members from tourism and hotel faculties, with 312 online questionnaires distributed. SPSS V.25 was used to analyze the data .The findings of this study revealed that transparency in educational programs and modern teaching strategies are among the most important aspects of educational effectiveness. The results of the current study also revealed a strong positive relationship between international education issues and students' readiness for the hotel labor market. The results also showed that there was no statistically significant difference in perceptions of international education standards across different job titles or age groups.The study suggests several recommendations for implementing international education standards to enhance students' readiness for hotel sector careers in Egypt. These include conducting a comprehensive needs assessment and benchmarking the current hotel management curriculum against global hospitality standards. Additionally, integrating international best practices through case studies and simulations that reflect industry trends and real-world scenarios is advised. Future research could explore

longitudinal studies to assess the long-term effects of international education standards on graduates' career development in the hospitality field.

KEYWORDS: International Education Standards, Hotel Management Students, Egyptian Hotel Sector.

INTERNATIONAL EDUCATION STANDARDS (IES)

Aggarwal *et al*. (2022) stated that the concept of international education standards a set of principles and guidelines aimed at ensuring the quality of education and standardizing educational standards worldwide. Predvoditeleva *et al*. (2019) defined international education standards A set of principles and guidelines adopted globally to improve the quality of education and ensure equal educational opportunities for all. Additionally, United Nations World Tourism Organization (UNWTO) (2019) mentioned that defined international education standards in the hospitality industry A set of principles and guidelines aimed at ensuring the quality of education and training in this sector at a global level, these standards play a critical role in developing the competencies and skills required for hospitality workers, in line with international best practices.(Polla 2011; McKercher *et al*., 2024) highlighted the significant role of international education standards in improving education quality and equipping graduates with essential skills for success in the hospitality industry. These standards act as benchmarks for academic programs, ensuring that curricula remain aligned with the changing demands of the global market and prepare students for international career prospects (Yoto *et al*., 2024). Similarly, (Yahya 2007; Deri *et al*., 2023) emphasized that education has become a fundamental necessity in contemporary societies, leading to ongoing efforts to enhance institutions and curricula across all educational levels, the hospitality education sector offers vast opportunities for growth and improvement. As the global demand for skilled professionals in the expanding hospitality industry continues to rise, institutions have the chance to expand their programs and attract a larger student population (Murphy and Moscardo, 2014; Koblianidze,2024). Collaborating with industry partners in curriculum design and internship programs can enhance the practical relevance of hospitality education; ensuring graduates are well-prepared for the workforce (Wyld *et al*., 2024). Moreover, the increasing prevalence of online education creates new possibilities for hospitality programs. E-learning platforms provide flexible and accessible learning options, accommodating a wider audience, including working professionals and international students (Haque *et al*., 2024). Integrating technology into the curriculum can further equip students with the digital skills necessary to navigate the evolving hospitality industry (Buhalis and Law, 2008 ; Raj *et al*.,

2024).In recent years, hospitality education has grown considerably at both undergraduate and graduate levels, driven by the rapid expansion of the tourism sector and the rising demand for skilled professionals(Wyld *et al*., 2024). Consequently, many colleges and universities have introduced or expanded hospitality programs to better align with industry requirements (UNWTO, 2019; Başer *et al*., 2025). The hospitality industry is highly dynamic, requiring a balance of theoretical knowledge and practical skills(Essuman *et al*., 2024). While traditional hospitality education has primarily emphasized theoretical concepts, concerns have emerged regarding the lack of sufficient hands-on training (Quaye *et al*., 2025). This gap may affect graduates' preparedness to handle real-world industry challenges (Brookes and Altinay, 2016 ; Pickern *et al*., 2024). The hospitality industry is among the fastest-growing sectors worldwide, highlighting the importance of well-structured education programs to equip the workforce with essential skills (Boella and Goss-Turner, 2013; Chaurasia and Singh,2024). Moussa *et al*. (2024) emphasized that although international standards play a vital role, there is often a disconnect between the skills taught in higher education and those required by the industry, particularly in soft skills and personal attributes that employers highly value.Predvoditeleva *et al*. (2019) pointed out that the primary objective of hotel education is to provide the hospitality industry with skilled professionals through specialized programs, research, and consultancy in hotel services. This education not only addresses industry needs but also promotes continuous innovation and development, benefiting both the community and the sector (Remenyik *et al*., 2025). As the hotel industry continues to evolve to meet changing traveler expectations, innovation remains a key driver, with recent technological advancements significantly accelerating transformation within the sector(Buhalis *et al*., 2024).Aggarwal *et al*. (2022) highlighted the immense potential of the hospitality industry, which accounts for approximately 10% of global employment and is expanding at a faster pace than many other sectors. This rapid growth underscores the need for adaptive, future-focused hotel education programs that align with industry developments and workforce expectations. Nguyen *et al*. (2023) stressed that the importance of integrating international education standards to enhance the quality of hospitality education. These standards help ensure that curricula remain relevant and equip graduates with the essential skills needed to succeed in the global hospitality industry.

ADVANTAGES OF APPLYING INTERNATIONAL EDUCATION STANDARDS IN HOTEL MANAGEMENT

Azmaiparashvili (2023) emphasized that implementing international standards in hotel management is essential for enhancing service quality and maintaining a competitive edge in the global hospitality industry, frameworks such as those

established by the International Organization for Standardization (ISO).Azmaiparashvili (2023) noted that (IES) play a vital role in preparing hospitality graduates for the global job market by equipping them with cultural awareness, intercultural competence, and the ability to work in diverse environments. Alshurideh *et al*. (2022) highlighted that while international standards are fundamental to service quality management, personalized customer service remains a cornerstone of successful hotel operations. Similarly, Kharenko *et al*., (2023) argued that while standardization enhances efficiency and reliability, it should not compromise the individualized guest experience. Moreover, the adoption of corporate standards has been shown to improve service quality management, operational efficiency, and staff motivation in the hotel sector (Azmaiparashvili ,2023). Striking a balance between international standardization and personalized service is crucial to preserving the unique and welcoming nature of hospitality while ensuring high-quality, sustainable, and competitive operations (Alshurideh *et al*., 2022).

CHALLENGES OF APPLYING INTERNATIONAL EDUCATION STANDARDS IN HOTEL MANAGEMENT

Despite its advantages, hospitality education faces several challenges that can impact its effectiveness, one of the most pressing issues is the rapid advancement of technology, which necessitates continuous curriculum updates, if educational content becomes outdated, graduates may lack the necessary skills to navigate emerging technologies in the hospitality sector (McCabe and Murphy, 2009 ; Cloete *et al*., 2024). Additionally, some programs struggle with resource limitations, making it difficult to provide state-of-the-art facilities and technology essential for effective learning (Rhodes and Fletcher, 2013; Verger *et al*., 2024). Ding *et al*. (2023) noted that implementing (IES) in hotel management is complex, requiring a balance between theoretical knowledge and practical skills, ensuring that hospitality education remains globally aligned . integrating international resources and innovating curricula and teaching methodologies are critical for enhancing students' global competitiveness(Abo-Khalil , 2024).

IMPACT OF THE APPLICATION OF THE INTERNATIONAL EDUCATION STANDARDS ON THE QUALIFICATION OF HOTEL STUDENTS

Fraser (2020) emphasizes that (IES) enhance hotel management students' qualifications by aligning curricula with industry demands,while these standards promote consistency and global competitiveness Education quality is not solely measured by students' academic performance but also by factors such as student complaints, available university facilities, and degree completion rates (Prensky, 2008; Sahid *et al*., 2024). Most people agree that the

tourist and hospitality industries require a lot of work, thus having good human resources is essential to providing successful tourism services (Kusluvan and Kusluvan, 2000; Unguren and Huseyinli, 2020).Vlasceanu *et al*. (2020) further stress that international standards contribute to service quality, sustainability, and industry competitiveness, fostering workforce stability and long-term growth. Ultimately, while these standards offer significant benefits, their effective implementation depends on adapting them to regional needs.

MOTIVES FOR ADOPTING INTERNATIONAL EDUCATION STANDARDS IN HIGHER EDUCATION INSTITUTIONS

The primary goal of (IES) is to ensure that institutions produce professionals who can meet the demands of the global labor market(Sholeh *et al*., 2023). The (IES) serve as a framework for college professors to develop instructional strategies that equip students with the skills needed to succeed in diverse international environments (Halász and Michel, 2011; Berman *et al*., 2023). Fan (2021) noted that the adoption of (IES) in Higher Education Iinstitutions (HEIs) is largely driven by the need to enhance competitiveness, sustainability, and educational development at both local and global levels. As HEIs increasingly align with economic and educational priorities, internationalization plays a key role in strengthening their global reputation, improving academic program quality, and attracting international students and distinguished researchers. Dutta (2022) acknowledged that while the motivations for adopting international education standards are clear, their implementation poses significant challenges. State-funded universities, for example, often face difficulties in enacting academic reforms due to their dependence on government funding, which can limit their flexibility in adopting international frameworks (Lambey *et al*., 2023). In Indonesia, HEIs pursue internationalization as a strategy to enhance competitiveness and quality in order to attract faculty, students, and research funding (Hou, 2011; Hung *et al*., 2024). Often struggle with academic reforms due to their reliance on government support, which can limit their flexibility in adopting international frameworks (Lambey *et al*., 2023).

RESEARCH GAP

The hospitality industry is a key driver of Egypt's economy, with hotel management playing a crucial role in sustaining service quality and competitiveness (Bindawas, 2025). However, despite the existence of internationally recognized education standards for hospitality and hotel management programs, there is a significant gap in their application within the Egyptian educational context (Elshaer *et al*., 2025). This research gap highlights several critical areas that require further exploration and

development. While Egyptian hospitality and hotel management programs aim to provide students with essential industry knowledge, there is limited research on how closely these programs align with globally recognized education standards such as those set by the United Nations World Tourism Organization (UNWTO), the American Hotel & Lodging Educational Institute (AHLEI), or the European Qualifications Framework (EQF). The extent to which Egyptian curricula incorporate global best practices, technological advancements, and sustainable hospitality principles remains an area that needs deeper investigation. Hospitality education plays a vital role in developing essential job skills, preparing students to navigate an unpredictable job market (Park and Jones, 2021). A common misconception is that the hospitality industry is limited to hotels and restaurants, whereas in reality, a hospitality education provides access to career opportunities across a wide range of industries (Elshaer *et al*., 2025).

STUDY AIM AND OBJECTIVES

The study aims to identify the impact of applying international education standards on preparing hotel management students for careers in the Egyptian hotel sector. To achieve this aim, the study specifically seeks to accomplish the following objectives:
1. The advantages of applying international education standards in faculties of tourism and hotels in Egypt.
2. The obstacles for implementing international education standards in faculties of tourism and hotels in Egypt.
3. Examining the impact of international education standards on preparing students for the hotel job market.
4. Examining the impact the effectiveness of the courses offered on preparing students for the hotel job market.

STUDY QUESTIONS

1. What are the advantages of applying international standards in tourism and hotel faculties in Egypt?
2. What are the obstacles to implementing international standards in tourism and hotel faculties in Egypt?
3. What is the impact of international education standards on preparing students for the hotel job market?
4. What is the impact of educational effectiveness criteria on preparing students for the hotel job market?

METHODOLOGY

In this research, the quantitative method was applied. The data for this study were collected through questionnaires issued to faculties of tourism and hotels. The researcher relies on descriptive and inferential statistics to analyze the data collected from the questionnaire. SPSS version 25 was used to analyze the questionnaire. The population of this study includes staff members of faculties of tourism and hotels. The population of this study includes staff members of faculties of tourism and hotels. Collecting research data through traditional approaches (face-to-face, postal or telephone survey) can be costly and time consuming. The emerging data collection approach based on internet/e-based technologies (e.g. online platforms and email), is a relatively cost effective survey alternative. These novel data collection strategies can collect large amounts of data from participants in a short time frame. Similarly, they also seem to be feasible and effective in collecting data on sensitive issues or with samples they are generally hard to reach (Regmi et al., 2016). A total of 312 online questionnaires were distributed among them. To determine a statistically representative sample size for known population, yamine formula was applied (Chaokromthong and Sintao, 2021). Yamane (1967) provides a simplified formula to calculate sample sizes.

$$n = \frac{N}{[1+N*e^2]}$$

Where n is the sample size, N is the population size (1100) staff member, and e is permissible error in the estimate (.05). (Yamane, 1967).Applying these values to yamine formula reveals that the appropriate sample size for this research is 294 participants. However, the researcher distributed 312 questionnaires.

Questionnaire Design

A self-completed questionnaire was adopted because it was the most effective and convenient data collection tool for achieving research aim and objectives (Saunders et al., 2016). The final draft of the questionnaire was divided into two sections:

Section I: Demographic information, such as gender, age, educational level, and gob.

Section II: It consisted of 41 rating questions by asking each respondent about he/she disagreed/ agreed with these statements which covered the study's main constructs, on a five-point Likert-style rating scale.

The main variables were educational effectiveness criteria that involved 4 statements were designed according to (Reynolds *et al* ., 2014) followed by the effectiveness of the courses offered that involved 4 statements were designed according to (Navarro *et al*.,2005) followed by encouraging self-learning methods in teaching offered that involved 4 statements were designed according to (Safapour et al.,2019) followed by the student acquires professional and general skills that qualify him for the labor market that involved 4 statements were designed according to (Tomlinson, 2007) followed by academic support for struggling students that involved 4 statements were designed according to (McGaughey et al.,2013) followed by student evaluation process that involved 4 statements were designed according to (Natriello, 2013) followed by availability of material and laboratory capabilities that support education and learning that involved 4 statements were designed according to (George, 2017) followed by qualifying students for the hotel job market that involved 5 statements were designed according to (Atef & Al Balushi2017) followed by advantages of applying international education standards in tourism and hotel management colleges that involved 4 statements were designed according to (Iskakova et al.,2023) followed by challenges that face the application of international education standards at the faculties of tourism and hotels that involved 4 statements were designed according to (Hammad & Zohry, 2020).

RESULTS AND DISCUSSION

Table (1) Personal Data of staff members of faculties of tourism and hotels

Gender	Frequency	Percent
Male	169	54.2%
Female	143	45.8%
Total	312	100%
Age	**Frequency**	**Percent**
Less than 35 years	169	54.2%
Between 35 and 40 years	104	33.3%
More than 40 years	39	12.5%
Total	312	100%
Job Title	**Frequency**	**Percent**

Demonstrator	52	16.7%
Assistant Lecturer	65	20.8%
Lecturer	117	37.5%
Associate Professor	39	12.5%
Professor	26	8.3%
Other	13	4.2%
Total	312	100%

The data provides the frequency and percentage distribution of respondents based on gender, age, and job title. The gender distribution is relatively balanced, with a slight majority of male respondents. A majority of respondents are younger than 35 years (54.2%), followed by the age group between 35 and 40 years (33.3%). The more than 40 years group represents a smaller proportion of respondents (12.5%). The largest group of respondents holds the title of Lecturer (37.5%), followed by Assistant Lecturers (20.8%) and Demonstrators (16.7%). Smaller proportions belong to higher academic ranks, such as Associate Professors and Professors.

Table (2) Descriptive Statistics of Educational Effectiveness Criteria

Educational Effectiveness Criteria	Mean	Std.D	Rank
1. Using modern teaching strategies in teaching courses	4.12	.600	2
2. Clear, documented and publicly available description of educational programmers and courses	4.29	.611	1
3. Using specific mechanisms to measure and monitor the extent of implementation of academic standards	3.91	.641	4
4. Making program adjustments in response to changes in the labor market	4.08	.703	3
Overall	**4.10**	**.515**	

As shown in table (2):

- The first rank of educational effectiveness criteria is "Clear, documented and publicly available description of educational programmers and courses" with a mean of (**4.29**) and a standard deviation of (**.611**). Indicating strong agreement among respondents that educational programs and courses should have clear, documented, and publicly available descriptions.

- The second rank of educational effectiveness criteria is "Using modern teaching strategies in teaching courses" with a mean of (**4.12**) and a standard deviation of (**.600**). Indicating that respondents generally agree with the use of modern teaching strategies in courses.

- The third rank of educational effectiveness criteria is "Making program adjustments in response to changes in the labor market" with a mean of (**4.08**) and a standard deviation of (**.703**).

- The fourth rank of educational effectiveness criteria is "Using specific mechanisms to measure and monitor the extent of implementation of academic standards" with a mean of (**3.91**) and a standard deviation of (**.641**).

The overall mean score is 4.10, showing a generally positive perception of educational effectiveness. The results suggest that transparency in educational programs and modern teaching strategies are the most valued aspects of educational effectiveness. However, there is room for improvement in how programs are adjusted to labor market demands and how academic standards are measured and monitored. The consistency in responses (low standard deviations) indicates a shared understanding of these priorities among respondents.

This result was in line with Harvey (2018) which highlighted that In the hospitality sector, educational effectiveness is shaped by unique criteria that influence the success of training and development programs . These result concurred with findings from Harvey (2018) study, which revealed that A study on hotel interns in China revealed that internship achievements, curriculum alignment, structured internship programs, and mentorship significantly influenced interns' satisfaction and career aspirations. This result also aligned with the result of Perman and (Mikinac 2014; Shakil and Siddiqui , 2025).   which applied on continuous investment in education enhances service quality, as well-trained personnel have a direct impact on guest experiences.

Table (3) Descriptive Statistics of the effectiveness of the courses offered

The effectiveness of the courses offered	Mean	Std.D	Rank
1. Benefiting from students' opinions in improving and developing curricula	4.08	.703	3
2. Course contents and topics achieve the targeted educational outcomes	4.12	.526	1
3. Continuously developing curricula to keep pace with modern developments	4.11	.726	2
4. The credit hour system trains the student on the freedom to choose between courses	3.95	.676	4
Overall	**4.07**	**.573**	

As shown in table (3):

- The first rank of effectiveness of the courses offered is "Course contents and topics achieve the targeted educational outcomes" with a mean of (**4.12**) and a standard deviation of (**.526**). Meaning it's viewed as the most effective or successful aspect of the courses offered.

- The second rank of effectiveness of the courses offered is "Continuously developing curricula to keep pace with modern developments" with a mean of (**4.11**) and a standard deviation of (**.726**).

- The third rank of effectiveness of the courses offered is "Benefiting from students' opinions in improving and developing curricula" with a mean of (**4.08**) and a standard deviation of (**.703**).

- The fourth rank of effectiveness of the courses offered is "The credit hour system trains the student on the freedom to choose between courses" with a mean of (**3.95**) and a standard deviation of (**.679**).

The overall mean score is 4.07, indicating a generally positive perception of course effectiveness. The results indicate that the courses are effective in achieving educational outcomes, with room for improvement in curriculum development and student choice flexibility. The findings suggest that institutions should continue refining curricula while addressing student concerns about course selection freedom.

The current result aligned with the results of the study of (Zagonari 2009; Vitus, 2025) which highlighted that innovative teaching strategies enhance the learning process by promoting interaction and engagement. The previous result also compatible with the results of the study of (Connolly *et al*. 2006; Alshammari *et al*., 2025) who concluded that hotel management programs must integrate both theoretical education and practical training, incorporating industry-relevant content, internships, and innovative learning methodologies. The previous result also compatible with the results of the study of Kaluvilla *et al*. (2025) which highlighted that Continuous evaluation and alignment of curricula with industry expectations are crucial to ensuring the ongoing relevance and effectiveness of hospitality.

Table (4) Descriptive Statistics of Encouraging self-learning methods in teaching

Encouraging self-learning methods in teaching	Mean	Std.D	Rank
1. The courses include specific areas for developing self-learning	3.91	.703	1
2. The self-learning methods used are diverse	3.86	.726	3
3. The credit hour system trains students on self-learning skills to accustom them to self-reliance	3.83	.851	4
4. Encouraging and motivating students to self-learning	3.87	.600	2
Overall	**3.87**	**.642**	

As shown in table (4):

- The first rank of Encouraging self-learning methods in teaching is " The courses include specific areas for developing self-learning" with a mean of (**3.91**) and a standard deviation of (**.703**).
- The second rank of Encouraging self-learning methods in teaching is "Encouraging and motivating students to self-learning" with a mean of (**3.87**) and a standard deviation of (**.600**).
- The third rank of Encouraging self-learning methods in teaching is " The self-learning methods used are diverse" with a mean of (**3.86**) and a standard deviation of (**.726**).
- The fourth rank of Encouraging self-learning methods in teaching is " The credit hour system trains students on self-learning skills to

accustom them to self-reliance" with a mean of (**3.83**) and a standard deviation of (.**851**).

The overall mean score is 3.87, indicating a moderately positive perception of self-learning encouragement. While self-learning is recognized as a component of teaching, improvements could be made in diversifying methods and ensuring that the credit hour system actively supports self-reliance. Encouraging student motivation and refining course structures could further strengthen self-learning practices.

This result was in line with du Toit-Brits (2019) which highlighted that Self-directed learning (SDL) empowers students to take ownership of their education by setting their own learning objectives, identifying relevant resources, selecting effective learning strategies, and evaluating their progress. The previous result also compatible with the results of the study of (La Lopa 2005; Hai *et al*., 2025) which revealed that Self-learning plays a crucial role in this field, fostering independence and enhancing students' ability to apply their knowledge in real-world settings. These result concurred with findings from (Prince 2004; Alias *et al*., 2025) study, which revealed that highlighted that Studies indicate that Generation Y prefers experiential learning approaches, particularly self-learning and hands-on activities. This result was consistent with (La Lopa 2005; Hai *et al*., 2025) which highlighted that Research suggests that students retain more information when engaged in interactive classroom activities. For example, a 12-semester study implementing a self-learning approach in a junior-level hospitality and tourism sales and service course at a large Midwestern university demonstrated its effectiveness and rewards..

Table (5) Descriptive Statistics of the student acquires professional and general skills that qualify him for the labor market

The student acquires professional and general skills that qualify him for the labor market	Mean	Std.D	Rank
1. The courses provide the student with the necessary professional knowledge and skills according to the needs of the labor market related to the field of specialization	3.79	.816	4
2. The courses focus on practices and practical applications in the field of specialization.	3.87	.726	3
3. Practical training provides the opportunity for students to work directly in the field	4.13	.600	1

and communicate with community parties related to the specialization			
4. Field training is suitable for developing students' practical skills in the field of specialization	4.12	.726	2
Overall	**3.97**	**.561**	

As shown in table (5):

- The highest-rated is "Practical training provides the opportunity for students to work directly in the field and communicate with community parties related to the specialization" with a mean of **(4.13)** and a standard deviation of **(.600).** This indicates that students find practical training highly beneficial in connecting with industry professionals and gaining real-world experience.

- The second-ranked is "Field training is suitable for developing students' practical skills in the field of specialization" with a mean of **(4.12)** and a standard deviation of **(.726).** This suggests that field training effectively enhances hands-on skills needed for the job market.

- "The courses focus on practices and practical applications in the field of specialization" ranks 3rd with a mean of **(3.87)** and a standard deviation of **(.726).** While relatively high, this indicates that more emphasis on applied learning within coursework could be beneficial.

- The lowest-rated criterion is "The courses provide the student with the necessary professional knowledge and skills according to the needs of the labor market related to the field of specialization" with a mean of **(3.79)** and a standard deviation of **(.816).** This suggests that students feel there is a gap between the course content and labor market requirements.

The mean score of 3.97 (SD = 0.561) reflects a generally positive view of workforce preparation, though there is room for improvement in professional skill development. Students appreciate hands-on training, but course content needs better alignment with labor market demands. Strengthening practical applications, industry partnerships, and curriculum updates to include emerging skills can enhance career readiness.

This result was in agreement with (Buhalis and Law, 2008; Ansari., 2025) which highlighted that Internships serve as a vital bridge between academic learning and industry expectations, offering students essential real-world exposure. These result concurred with findings from (Riley *et al*. 2002; Saleem *et al*., 2025)   study, which revealed that Practical training significantly enhances

students' employability by equipping them with the industry-specific competencies that employers seek, graduates with substantial hands-on experience are often perceived as more job-ready, adaptable, and capable of meeting the industry's evolving demands. The previous result also with the results of the study of (Holden and Lynch, 2004; Alshammari *et al*., 2025) which highlighted that To ensure long-term career success, hospitality education programs must integrate well-structured internships that develop both technical expertise and essential professional skills.

Table (6) Descriptive Statistics of Academic support for struggling students

Academic support for struggling students	Mean	Std.D	Rank
1. The credit hour system addresses the problems of failure and the resulting psychological crises for students	3.45	.913	4
2. Providing additional learning opportunities for struggling students	3.62	.808	3
3. Paying attention to identifying the causes of students' academic failure	3.63	.804	2
4. Integrating struggling students with their high-achieving peers	3.75	.830	1
Overall	**3.61**	**.667**	

As shown in table (6):

- The first rank of Academic support for struggling students is "Integrating struggling students with their high-achieving peers" with a mean of (**3.75**) and a standard deviation of (**.830**).

- The second rank of Academic support for struggling students is " Paying attention to identifying the causes of students' academic failure" with a mean of (**3.63**) and a standard deviation of (**.804**).

- The third rank of Academic support for struggling students is "Providing additional learning opportunities for struggling students' academic failure" with a mean of (**3.62**) and a standard deviation of (**.808**).

- The fourth rank of Academic support for struggling students is "The credit hour system addresses the problems of failure and the resulting psychological crises for students" with a mean of (**3.45**) and a standard deviation of (**.913**).

The overall mean (3.61) shows that respondents generally agree with the proposed strategies for supporting struggling students, with an emphasis on integrating them with high-achieving peers. The standard deviation of 0.667 suggests there is some level of consistency in opinions across the board.

This result corresponded to (Chuang *et al.* 2007; Baral *et al.*, 2025) which highlighted that Academic support for struggling students in hospitality education is essential for improving retention rates and ensuring long-term success. Research consistently emphasizes the need to address students' concerns and expectations to enhance their academic experience and career prospects. This result was in agreement with (Chau and Cheung, 2018) who concluded that One effective strategy for improving learning outcomes is grouping students with varying skill levels for collaborative discussions. This result was in harmony with Basu et al. (2022) which revealed that integrating high- and low-performing students in group discussions fosters motivation, stimulates creativity, and transforms passive learners into active participants.

Table (7) Descriptive Statistics of Student evaluation process

Student evaluation process	Mean	Std.D	Rank
1. Continuous assessment of students.	4.25	.521	1
2. Using various methods to evaluate student performance, not limited to written exams.	4.12	.600	2
3. The evaluation methods used are capable of measuring the targeted learning outcomes.	4.08	.760	3
4. The student receives clear and useful feedback to help him improve his performance and enhance his skills.	4.00	.817	4
Overall	**4.11**	**.551**	

As shown in table (7):

- The first rank of Student evaluation process is "Continuous assessment of students" with a mean of (**4.25**) and a standard deviation of (.**521**).

- The second rank of Student evaluation process is "Using various methods to evaluate student performance, not limited to written exams" with a mean of (**4.12**) and a standard deviation of (.**600**).

- The third rank of Student evaluation process is "The evaluation methods used are capable of measuring the targeted learning outcomes" with a mean of (**4.08**) and a standard deviation of (.7**760**).

- The fourth rank of Student evaluation process is "The student receives clear and useful feedback to help him improve his performance and enhance his skills" with a mean of (**4.00**) and a standard deviation of (.817).

The overall mean of 4.11 suggests that, in general, respondents are quite positive about the student evaluation process. The overall standard deviation of 0.551 indicates relatively low variability, meaning that most respondents agree on the effectiveness of the evaluation process.

This result was consistent with Hussien and Lopa (2018) who concluded that the evaluation of students in the hospitality industry encompasses multiple factors that influence both their academic satisfaction and career readiness. This result was in harmony with Khatri (2019) which highlighted that the transformative impact of technological advancements on hospitality education and industry practices, universities must integrate modern technologies while fostering information literacy and knowledge management skills as part of their evaluation processes. This result also aligned with the result of(Edelheim ,2010; Elmohandes and Marghany ,2024)   which applied on artificial intelligence tools such as ChatGPT are increasingly being used for candidate screening and virtual interviews, offering innovative methods for assessing students and job seekers.

Table (8) Descriptive Statistics of Availability of material and laboratory capabilities that support education and learning

Availability of material and laboratory capabilities that support education and learning	Mean	Std.D	Rank
1. Lecture halls and classrooms are suitable for the number of students.	3.45	1.041	3
2. Lecture halls and laboratories are appropriate for the educational process in terms of space, lighting, ventilation, and the availability of teaching aids and technology.	3.37	.950	4
3. Provision of modern books and references necessary for academic courses in the college/university library.	3.61	.905	2
4. Availability of computers and diverse technologies in computer labs and the Information Technology Club.	3.62	.697	1
Overall	**3.52**	**.814**	

As shown in table (8):

- The first rank of Availability of material and laboratory capabilities that support education and learning is "Availability of computers and diverse technologies in computer labs and the Information Technology Club." with a mean of (**3.62**) and a standard deviation of (**.697**).
- The second rank of Availability of material and laboratory capabilities that support education and learning is "Provision of modern books and references necessary for academic courses in the college/university library." with a mean of (**3.61**) and a standard deviation of (**.905**).
- The third rank of Availability of material and laboratory capabilities that support education and learning is "Lecture halls and classrooms are suitable for the number of students" with a mean of (**3.45**) and a standard deviation of (1.04).
- The fourth rank of Availability of material and laboratory capabilities that support education and learning is "Lecture halls and laboratories are appropriate for the educational process in terms of space, lighting, ventilation, and the availability of teaching aids and technology" with a mean of (**3.37**) and a standard deviation of (.950).

The overall mean of (3.52) indicates moderate to strong agreement that material and laboratory capabilities generally support education and learning, though there is some room for improvement. The standard deviation of (0.814) suggests that while most respondents are positive, there are some who may feel that the resources and facilities are lacking.

The current result aligned with the results of the study of (Green and du Plessis, 2023) which highlighted that significant advancements in educational methods and technologies within the hospitality industry, aimed at enhancing practical learning. The current result was also in (Green and du Plessis, 2023) who asserted that Project - Based Learning (PjBL) has proven to be an effective instructional approach in hospitality education, fostering learner independence and equipping students with employable skills through practical, real-world activities. This result also aligned with the result of Wan *et al*. (2024) which indicated that while practical experience remains essential, there is a growing emphasis on integrating technology into hospitality education, the incorporation of artificial intelligence, machine learning, and data analytics into curricula is becoming increasingly important in preparing students for the digital era.

Table (9) Descriptive Statistics of Qualifying students for the hotel job market

Qualifying students for the hotel job market	Mean	Std.D	Rank
1. The academic programs are updated periodically to align with the requirements of the hotel job market.	3.79	.645	4
2. Students are guided towards specific specializations based on the needs of the hotel job market.	3.91	.641	1
3. There is sufficient communication between the college and hotels to identify the needs of the hotel job market.	3.75	.778	5
4. The college provides adequate field training opportunities for students to gain practical experience in hotels.	3.88	.600	2
5. The curricula in the Hotel Management Department contribute effectively to preparing students for the hotel job market.	3.87	.726	3
Overall	**3.84**	**.632**	

As shown in table (9):

- The highest-rated is "Students are guided towards specific specializations based on the needs of the hotel job market" with a mean of (3.91). This suggests that the college makes efforts to align students' career paths with industry needs.
- "The college provides adequate field training opportunities for students to gain practical experience in hotels" ranks 2nd with a mean of (3.88).
- "The curricula in the hotel management department contribute effectively to preparing students for the hotel job market" is ranked 3rd with a mean of (3.87).
- "The academic programs are updated periodically to align with the requirements of the hotel job market" is ranked lowest (4th) with a mean of (3.79), suggesting that more frequent curriculum updates may be needed to stay current with industry trends.
- "There is sufficient communication between the college and hotels to identify the needs of the hotel job market" is the lowest-rated factor overall (Mean = 3.75, Rank 5), indicating a potential gap in collaboration between academia and industry.

The overall mean score is 3.84, showing a generally positive perception of the college's efforts to qualify students for hotel jobs, but with noticeable areas for enhancement.

The previous result agreed with the result of Moussa *et al*. (2024) which highlighted that the need to align educational curricula with international standards and industry expectations to better prepare students for careers in the hotel industry. The current result was also in line with the studies of(Prensky 2008; Ullah *et al*., 2025)   which indicated that institutions implementing international standards have successfully produced professionals capable of delivering high-quality services in their respective fields, additionally, the increased interpersonal interaction between instructors and students has fostered a more engaging and effective learning environment, further enhancing educational outcomes. This result also aligned with the result of Andriushchenko (2022) which indicated tha the effectiveness of international hospitality schools in offering practice-oriented education and mandatory internships, which strengthen students' connections to the industry, to better prepare students for employment in the hotel sectort. The current result was also in line with the result of Andriushchenko (2022) who asserted that integrating best practices from international hospitality schools such as experiential learning and digital technologies can significantly enhance educational quality and graduate employability, by aligning curricula with international standards and labor market needs, educational institutions can better equip students for successful careers in the global hospitality industry.

Table (10) Descriptive Statistics of Advantages of applying international education standards in tourism and hotel management colleges

Advantages of applying international education standards in tourism and hotel management colleges	Mean	Std.D	Rank
1. The application of international education standards contributes to improving the quality of education provided in tourism and hotel management colleges.	4.13	.526	2
2. The application of international education standards helps develop curricula to align with global market requirements.	4.12	.526	3
3. The application of international education standards supports innovation in teaching methods and curricula.	4.04	.539	4
4. Adherence to international education standards contributes to increasing the competitiveness of tourism and hotel	4.14	.526	1

management graduates in the global job market.			
Overall	**4.10**	**.477**	

As shown in table (10):

- The highest-rated advantage is "Adherence to international education standards contributes to increasing the competitiveness of tourism and hotel management graduates in the global job market" (Mean = 4.14, Rank 1). This suggests that international standards are seen as essential for improving graduates' employability worldwide.
- "The application of international education standards contributes to improving the quality of education provided in tourism and hotel management colleges" follows closely (Mean = 4.13, Rank 2), highlighting the perceived role of these standards in enhancing academic excellence.
- "The application of international education standards helps develop curricula to align with global market requirements" ranks 3rd (Mean = 4.12), indicating that aligning curricula with international benchmarks is a recognized benefit.
- "The application of international education standards supports innovation in teaching methods and curricula" ranks 4th (Mean = 4.04), suggesting that while innovation is a benefit, it may not be as immediately impactful as improving quality and market alignment.

The overall mean score is 4.10, indicating strong agreement on the benefits of applying international education standards. The standard deviation (0.477) shows a high level of agreement among respondents, meaning that faculty members generally share a similar perspective on this issue.

The current result aligned with the results of the study of Azmaiparashvili (2023) which highlighted that implementing international standards in hotel management is essential for enhancing service quality and maintaining a competitive edge in the global hospitality industry. The current result also concurred with findings from Azmaiparashvili (2023) study, which revealed that (IES) play a vital role in preparing hospitality graduates for the global job market by equipping them with cultural awareness, intercultural competence, and the ability to work in diverse environments. The previous result agreed with the result of Alshurideh *et al*. (2022) which applied on while international standards are fundamental to service quality management, personalized customer service remains a cornerstone of successful hotel operations. This result also aligned with the result of Alshurideh *et al*. (2022) which highlighted thatStriking a balance between international standardization and personalized service is crucial to preserving

the unique and welcoming nature of hospitality while ensuring high-quality, sustainable, and competitive operations.

Table (11) Descriptive Statistics of challenges that face the application of international education standards at the faculties of tourism and hotels

challenges that face the application of international education standards at the faculties of tourism and hotels	Mean	Std.D	Rank
1. The available resources in the college are not sufficient to apply international education standards.	4.01	.764	2
2. There is difficulty in training faculty members to apply international education standards.	3.75	.830	4
3. The infrastructure and technology available in the college affect the ability to apply international education standards.	4.00	.708	3
4. Financial requirements affect the college's ability to apply international education standards.	4.29	.676	1
Overall	**4.01**	**.601**	

As shown in table (11):

- The biggest challenge identified is "Financial requirements affect the college's ability to apply international education standards" with a mean of (4.29). This suggests that funding limitations are a major barrier to implementing international standards.
- The second-ranked challenge is "The available resources in the college are not sufficient to apply international education standards" with a mean of (4.01), indicating that resource constraints (such as equipment, materials, and support staff) hinder implementation.
- "The infrastructure and technology available in the college affect the ability to apply international education standards" ranks 3rd with a mean of (4.00), showing that outdated infrastructure and technology also pose significant obstacles.
- The least critical challenge is "There is difficulty in training faculty members to apply international education standards" with a mean of (3.75). This suggests that while faculty training is a challenge, it may not be as pressing as financial and resource-related issues.

The overall mean score is (4.01), indicating that respondents generally agree that multiple challenges exist in applying international education standards.

This result was in agreement with (McCabe and Murphy, 2009; El Hajal and Yeoman ,2024) who found that hospitality education faces several challenges that can impact its effectiveness, one of the most pressing issues is the rapid advancement of technology, which necessitates continuous curriculum updates, if educational content becomes outdated, graduates may lack the necessary skills to navigate emerging technologies in the hospitality sector. The current result agreed with the results of study of (Rhodes and Fletcher, 2013; Hernandez-de-Menendez *et al*., 2020)   who concluded that some programs struggle with resource limitations, making it difficult to provide state-of-the-art facilities and technology essential for effective learning. The previous result agreed with the result of Ding *et al*. (2023) which highlighted that implementing (IES) in hotel management is complex, requiring a balance between theoretical knowledge and practical skills, ensuring that hospitality education remains globally aligned while also being relevant to local industry needs is essential, integrating international resources and innovating curricula and teaching methodologies are critical for enhancing students' global competitiveness.

Table (12) the impact of International Education Standards on qualifying students for the hotel job market

Model	R	R2	Beta	f	Sig.	t	Sig.
(Constant)	.616	.380	.562	13.480	.001	.625	.539
International Education Standards			.842			3.672	.001
a. Predictors: (Constant) International Education Standards b. Dependent: Qualifying students for the hotel job market							

The linear regression analysis indicates a moderate positive relationship between International Education Standards and students' qualification for the hotel job market, with a correlation coefficient of 0.616. The coefficient of determination (38.0%) suggests that international standards explain a significant portion of the variance in student qualification. A Beta coefficient of 0.842 indicates a strong positive effect, meaning higher international education standards lead to significantly better student qualification. The F-statistic (13.480) confirms the model's statistical significance.
 This result corresponded to Fraser (2020) which highlighted that international education standards enhance hotel management students' qualifications by aligning curricula with industry demands. While these standards promote

consistency and global competitiveness. This result was in agreement with D'Souza *et al*. (2017) who concluded that highlight that incorporating industry-specific competencies improves both recruitment and employee retention. These result concurred with findings from Vlasceanu *et al*. (2020) which applied on international standards contribute to service quality, sustainability, and industry competitiveness, fostering workforce stability and long-term growth.

Table (13) the impact of Educational effectiveness criteria on qualifying students for the hotel job market

Model	R	R2	Beta	f	Sig.	t	Sig.
(Constant)	.553	.360	1.059	9.682	.005	1.175	.252
Educational effectiveness criteria			.678			3.112	.005
a. Predictors: (Constant) Educational effectiveness criteria							
b. Dependent: Qualifying students for the hotel job market							

The linear regression analysis indicates a moderate positive relationship between educational effectiveness criteria and students' qualification for the hotel job market, with a correlation coefficient of 0.553. The coefficient of determination (36.0%) suggests a moderate level of explained variance. A Beta coefficient of 0.678 further supports a positive impact, meaning that improvements in educational effectiveness criteria enhance students' job market readiness. This confirms that educational effectiveness criteria play a significant role in preparing students for the hotel industry.

These results were consistent with findings from the study of Qu *et al*. (2021)which revealed that the importance of integrating modern technologies into hospitality education to meet evolving industry needs. The current result was also in line with the result of (Perman and Mikinac 2014; López *et al*., 2025) who asserted that continuous investment in education enhances service quality, as well-trained personnel have a direct impact on guest experiences. The result of current study also concurred with findings from(Lugosi 2009; Fei *et al*., 2025) study, which revealed that the necessity for hospitality education to evolve in response to industry trends and workforce diversity, ensuring that academic programs remain relevant and aligned with labor market expectations.

Table (14) the impact of the effectiveness of the courses offered on qualifying students for the hotel job market

Model	R	R2	Beta	f	Sig.	t	Sig.
(Constant)			1.510			1.827	.081
The effectiveness of the courses offered	.519	.269	.572	8.106	.009	2.847	.009
a. Predictors: (Constant) The effectiveness of the courses offered b. Dependent: Qualifying students for the hotel job market							

The linear regression analysis shows a moderate positive relationship between the effectiveness of courses offered and students' qualification for the hotel job market, with a correlation coefficient of 0.519. The coefficient of determination (26.9%) indicates that course effectiveness explains a moderate portion of the variance in student qualification. A Beta coefficient of 0.572 suggests that improvements in course effectiveness positively impact job market readiness. This confirms that course effectiveness is a significant factor in preparing students for the hotel industry.

This result was in line(Pratt et al,. 2016; Fei *et al*., 2025) who found that in hospitality education, the effectiveness of hotel management courses depends on achieving the right balance between practical skills and theoretical knowledge, research suggests that real-world experiences, such as service-learning and internships, are essential in preparing students for successful careers. The current result agreed with the results of study of (Zagonari 2009; Vitus, 2025) who concluded that well-structured curricula equip students with the flexibility to navigate evolving skill requirements and technological advancements, universities should not only focus on knowledge acquisition but also foster lifelong learning skills to ensure graduates remain agile in a fast-changing industry. This result also aligned with the result of (Sheldon et al. 2008; Ul Hassan *et al*., 2025)   which indicated that higher education institutions play a pivotal role in shaping the future workforce by producing highly skilled and adaptable professionals.

RECOMMENDATIONS

To align hotel management programs in Egypt with international education standards, institutions should adopt a dynamic approach. This includes benchmarking global best practices, strengthening industry partnerships, integrating modern technologies, and ensuring rigorous quality assurance. These steps will equip students with the skills necessary to succeed in the competitive hospitality sector. To implement international education standards

in hotel management programs for the Egyptian hotel sector, educational institutions should:

1. Benchmark curricula against global hospitality standards.
2. Offer courses on international hospitality management, customer service, revenue management, and sustainable tourism.
3. Facilitate training, workshops, and exchange programs with top international institutions.
4. Provide updates on industry trends, digital innovations, and teaching methodologies.
5. Engage industry experts in co-delivering lectures and practical sessions.
6. Establish structured partnerships with leading hotels for internships and apprenticeships.
7. Teach students about hospitality management systems, digital marketing, and data analytics.
8. Implement continuous feedback loops with students, faculty, and industry partners.
9. Align educational programs with national tourism and hospitality strategies.
10. Use industry benchmarks and employment data to evaluate program success.

By adopting these measures, institutions can better prepare students for careers in Egypt's competitive hospitality sector.

FURTHER RESEARCH

Future researchers may discuss longitudinal studies to assess how international education standards influence graduates' career progression in the hospitality industry. Furthermore, they may investigate the retention rates and job performance of hotel management graduates trained under international education standards. Additionally, they can identify gaps between industry needs and university curricula to improve course offerings. Lastly, they may compare Egyptian hospitality education programs with those in leading tourism destinations.

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