

## Original Article

# A Study of Awareness, Challenges and Employment Opportunity in Tourism Education

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## Abstract

Awareness, obstacles, and job prospects in tourist education are the foci of this research. The tourism business is rapidly growing and is a major employer in today's globally mobile and culturally diverse workforce. This research seeks to understand how both students and teachers see tourism education, the difficulties they encounter, and the opportunities it presents for professional growth. This study investigates the awareness, challenges, and employment opportunities associated with tourism education in India, a sector that is rapidly expanding and playing a crucial role in global employment. Using a descriptive research design, the study gathered data through stratified random sampling from 150 respondents. Primary data was collected via standardized questionnaires, while secondary data came from published literature and official sources. Percentage analysis was employed to interpret the data. The findings reveal moderate awareness among students regarding tourism careers, with educators citing outdated curricula, lack of practical exposure, and poor industry-academic collaboration as major challenges. Industry professionals emphasized the demand for skill-based training and stronger ties between education and employment sectors. The study concludes that while tourism education holds vast potential, reforms in curriculum, improved infrastructure, and enhanced awareness are necessary to fully realize its benefits for employment and career development.

**Keywords:** Tourism, Employment, Consumer, Students, Market.

## Introduction

With its enormous positive effects on national economies, job creation, and cross-cultural understanding, tourism has quickly become one of the most dynamic and rapidly expanding economic areas on the planet. With more people traveling throughout the world more often than ever before, tourism is important for many nations' economies and helps people from all over the world learn about and appreciate one another's cultures. An increasingly competent and educated labor force is required to manage the intricacies of the tourist business as it changes in response to technological advancements, shifting customer preferences, and worldwide environmental concerns. Given this situation, tourism education has taken center stage as a niche sector that trains workers to satisfy the varied and growing demands of the sector. In order for students to succeed in the highly competitive tourist employment market, education plays a crucial role by providing them with the theoretical understanding, practical abilities, and professional competences they need. In many regions of the world, however, uneven infrastructure, low levels of knowledge, and few job opportunities mean that the efficacy of tourist education is still up for debate.

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The goals of this research are to assess the present state of knowledge on tourist education, to catalog the main obstacles to its development, and to assess the breadth of career paths open to those who complete degrees in this area. Various academic and practical programs are part of tourism education, with the overarching goal of developing capabilities in areas such as cultural heritage preservation, event planning, hospitality services, travel operations, and tourist management. Because of its cross-disciplinary nature, it incorporates ideas from disciplines as diverse as environmental science, cultural studies, economics, geography, and business management. Considering this intricacy, it is essential to evaluate the perspectives of students, teachers, stakeholders in the tourist sector, and lawmakers about the subject of tourism education. Low enrollment rates and little institutional support are common results of the general public's failure to see tourism as a serious academic and career option. Students, especially those in underdeveloped areas, tend to see the tourist business through a low-skilled service lens, failing to appreciate the industry's diversity of job options. This misunderstanding prevents tourist education from reaching its full potential as a driver of societal and economic progress.

The public's view of tourist education and the level of support it receives from schools are two important factors to examine while studying awareness. Government outreach initiatives, school counseling systems, and the media all have a part in raising or lowering people's degree of awareness. Example: more people are aware of and enrolled in tourism-related courses in areas where it plays a significant role in the economy. The inverse is also true: educational paths in the tourist industry tend to go unrecognized in less established or less promoted regions. Additionally, many educational systems continue to overlook the critical function of career counseling in secondary education when it comes to directing students toward tourism degrees. Public policy, institutional leadership, community involvement, and business partnerships must all work together to raise awareness.

There are a lot of obstacles that prevent tourist education from reaching its full potential, even if it is becoming more important. Curriculum development, faculty quality, infrastructure limitations, and outmoded pedagogical practices are all examples of such obstacles. A major problem is the disconnect between what students learn in the classroom and what employers want. Students in these programs often complain that

they don't get enough practical experience or hands-on training, two things that are crucial for finding a job in the tourist industry. Graduates aren't prepared to meet the ever-changing expectations of companies because there isn't enough cooperation between academics and business. The quality of teaching and the applicability of course material are both negatively impacted by the scarcity of skilled instructors with real-world experience in the tourist industry. Inadequate facilities, restricted access to digital tools, and inadequate financing are some of the infrastructure difficulties that students face, which negatively impacts their learning experience and discourages them from pursuing tourism as a career option.

Not only do socio-cultural elements provide formidable obstacles, but so do institutional and educational ones. Many cultures look down on those who work in the tourist industry because of the poor salaries, short hours, and lack of opportunities for advancement that are commonly associated with the job. When contrasted with more conventionally esteemed professions like law, engineering, or medicine, this misconception makes prospective students and their families wary of pursuing degrees in tourism. Access to excellent tourist education is further limited by gender biases, differences between rural and urban areas, and socio-economic inequality. For example, cultural norms may make it difficult for women to take part in tourist programs that provide internships in travel or the hospitality industry. Similarly, students living in remote locations might not know about or have the means to enroll in the specialized programs that are more commonly found in larger cities. Policy changes, additional financing, curriculum modernization, faculty development, and social enlightenment regarding the worth and dignity of employment in the tourist industry are all necessary to address these difficulties.

There is a wide variety of jobs available in the tourism industry, from the more conventional ones in airlines, hotels, and travel agencies to more recent ones in ecotourism, event planning, heritage preservation, analytics for the tourist industry, and marketing specific destinations. The industry is appealing to young people looking for interesting and influential professions because it offers opportunities for innovation, entrepreneurship, and cross-cultural engagement. Graduates' chances of finding work in the tourist business depend on a number of variables, such as the programs they attended, their familiarity with best practices, and the state of the industry's economy. There may be a decrease in employment and a loss of jobs if the

sector suffers major failures during times of global crises like the COVID-19 epidemic. This unpredictability highlights the importance of flexible and resilient educational institutions that equip students to face the possibilities and challenges of the employment market.

To increase job prospects in the tourist industry, it is essential to have public programs, international collaborations, and private sector investments. An educated and credentialed workforce is essential for the expansion of existing job opportunities brought about by policy frameworks that support the improvement of tourist infrastructure, preservation of cultural heritage, and technological innovation. Governments may help close the skills gap by providing incentives for new tourist businesses, funding vocational training centers, and creating hubs for tourism incubation. Graduates from tourism programs who have learned about sustainability and digital literacy will have an advantage in a job market where these concepts are rapidly gaining traction. To help students make a seamless transition from school to work, it is crucial for businesses and universities to work together through internships, apprenticeships, mentorship programs, and campus recruiting efforts.

Keeping all of these in mind, the purpose of this research is to take a close look at the tourist education landscape in terms of knowledge, obstacles to education, and job opportunities. One of the important concerns it aims to address is how well-known the field of tourism is among both students and teachers. To what extent does the expansion of tourist education face significant social, cultural, and institutional obstacles? In what ways are students being prepared for the workforce by the educational programs that are currently in place? How can we make sure that tourism graduates are more marketable to potential employers? This study adds to the current conversation around tourist workforce development and educational reform by attempting to answer the aforementioned topics. Furthermore, it aspires to offer evidence-based suggestions for stakeholders, such as educational institutions, government agencies, business moguls, and civil society groups, to work together in enhancing tourist education as a catalyst for equitable economic expansion and long-term sustainability.

In addition, the research draws from a variety of fields, including social science, education policy, labor economics, and tourist management. The research gathers the viewpoints of students, teachers, employers, and lawmakers using a mix of quantitative and qualitative approaches, such as surveys, interviews, and case studies. By taking

this route, we can be confident that our conclusions will be applicable to the actual world and take into account the various interests of everyone involved. An inclusive, industry-relevant, and future-ready perspective of tourism education is ultimately advocated for in the research. The tourist business needs a strong educational system that encourages innovation, analysis, and international citizenship in the youth of today so that they can help the globe overcome obstacles like climate change, digital revolution, and social and political upheavals.

There is great potential for tourism education to aid in societal empowerment, cultural preservation, and economic growth. To make this potential a reality, one must have an in-depth familiarity with the sector's awareness levels, structural obstacles, and employment dynamics. To help fill that knowledge gap, this report provides an in-depth evaluation of the current state of tourist education as well as strategic recommendations on how to adapt it to the dynamic global landscape.

### Review Of Literature

Londhe, Chankeshwar. (2025) No smoking is allowed in the tourist business. Water, air, sound, food, and even X-ray pollution is just some of the many issues that contemporary tourism, like any other sector, brings about. When a tourist location begins to expand, the natural beauty that draws other visitors begins to alter the image, which is frustrating for a tourist who lives in a dirty city because they desire fresh air, a clean environment, and scenic beauty that gives them tranquility. Locations that are vital to tourism, such as the Khanpanagare Bagh rail stations, are quickly becoming popular tourist spots. What we do to coexist with the natural environment here need to be a part of every tourist attraction. As a result of the industry's obvious monetary value, every Indian state is actively promoting its own tourist attractions. Problems arise due to a lack of proper infrastructure, which includes subpar transportation and lodging options in certain areas, unpredictable seasonality in visitor numbers, and the urgent need to raise cleanliness and safety standards.

G K, Sreenivasan & Singh, Monika. (2024) The purpose of this research is to promote the tourist industry by analyzing the effectiveness of government initiatives to increase tourism education and awareness. Examining the government's programs in detail, this assessment finds their advantages and disadvantages as well as their overall effect on the tourist scene. Putting tourist education and awareness in context is the first step in developing a competent workforce and environmentally responsible business operations,

which is the primary goal of the study. The book delves into the many initiatives launched by the Indian government to improve education, such as training programs, online educational resources, and specialized institutes. A key finding of the critical analysis is the need of international collaboration and ongoing curriculum development in ensuring that educational programs are in line with industry demands. Recognizing the importance of cultural awareness, ethical standards, and environmental preservation, the assessment provides insight into the government's dedication to responsible tourism education. It takes a close look at how much money is going into college and how much tech is used in the classroom.

Talukder, Mohammad et al., (2024) Focusing on students' aspirations for the future, this study investigates the potential of tourism and hospitality education in Bangladesh. This article explores the tourism and hospitality sectors of Bangladesh in length, with an emphasis on the ways in which higher education in this country may pave the way for successful professional lives. Using a wealth of academic literature, corporate data, and government records as secondary sources, the research examines the degree to which educational programs meet the evolving demands of the expanding sector. Emphasizing the value of practical experience, collaboration with peers in the same industry, and technological proficiency, it demonstrates to graduates that they have several career paths to choose from. Environmental concerns, cultural competency, and global viewpoints all play a role in the study's discussion of employment opportunities in Bangladesh's hotel and tourist sectors. In order to enhance the utility and quality of tourism and hospitality education in Bangladesh, the results are intended to assist educational institutions, legislators, and individuals involved in the industry with their planning processes.

Abduvakhabova, U.. (2020) The purpose of this article is to look at the impact of language learning on Uzbekistan's international tourist industry and to describe, analyze, and provide solutions to the difficulties that have arisen. Due to the interconnected nature of the tourist business with other languages, it is stressed that fluency in more than one language is critical to the growth of international tourism. The literature study compared many approaches to the most successful

technique of teaching foreign languages to specialists in the tourist sector by analyzing the perspectives of various methodologists and scientists. The study relies on both well-known and somewhat unknown pedagogical tools that have the potential to greatly improve classroom instruction. The selection was done by reviewing pedagogical literature, which included research on the experiences of modern school instructors and innovators (e.g., Shchukin A., Sparks R.L., Ganschow L.). We conclude that going on an overseas vacation can help boost your interest in and ability to master a new language.

Aynalem, Sintayehu et al., (2016) With a 9.5% share of global GDP and 8.9% of total employment in 2013, tourism is a major driver of national economies. In order for the tourism business to thrive, it is crucial to hire skilled workers or a sustainable workforce. This will ensure that customers receive timely and great service. In light of the many advantages and disadvantages of working in the tourist and hospitality industries, this study aims to provide a concise summary of the relevant literature. The method employed was a narrative review, which entails summarizing and comparing relevant papers, reports, and research. Accommodation, restaurants, transportation, travel agencies, tour operators, and places of cultural and environmental interests are just a few of the many industries that benefit from tourism and hospitality.

## Research Methodology

### 1. Research Design

For this study, researchers used a descriptive approach.

### 2. Sampling Technique

Information from teachers, students, and tourists was gathered using stratified random sampling.

### 3. Sample Size

A total of 150 respondents were selected comprising students (70%), educators (20%), and professionals (10%).

### 4. Data Collection Method

Using a standardized questionnaire, primary data was obtained. Publications, studies, and databases were scoured for secondary data.

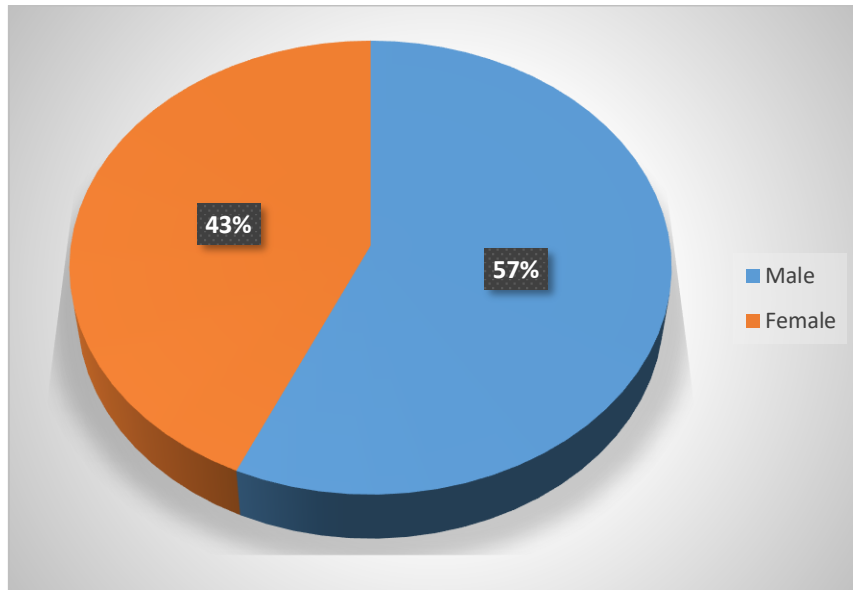
### 5. Tools for Analysis

Percentage analysis was used to interpret the data.

## I. Data Analysis and Interpretation: Demographic Profile

**Demographic Profile Table 1: Gender of the respondents**

Particular	Frequency	Percentage
Male	85	56.7%
Female	65	43.3%
Total	150	100



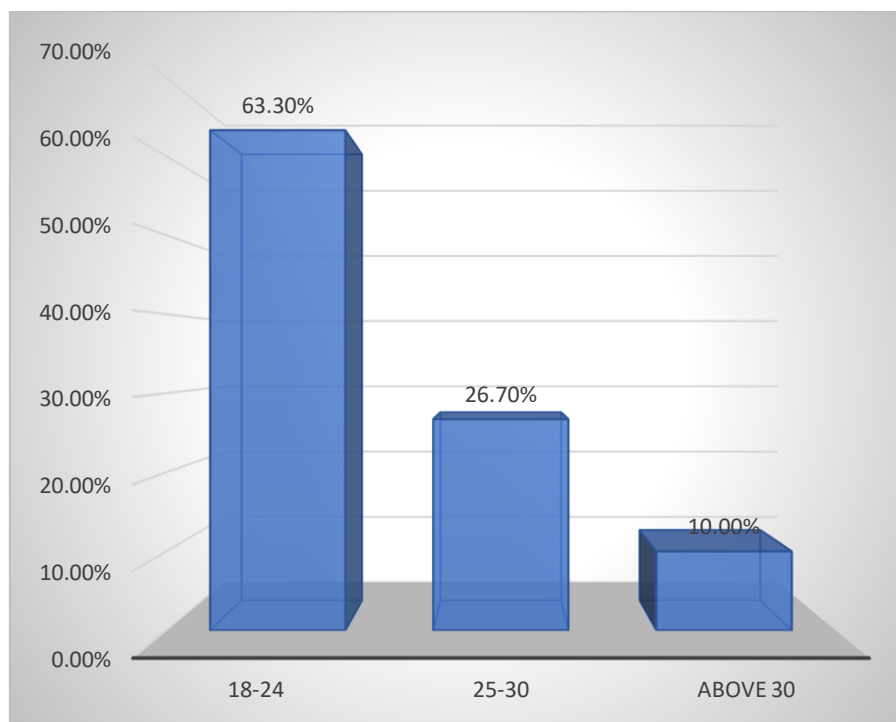
**Figure 1: Gender of the respondents**

The study's gender distribution is shown in Table 1. Males made up 85 out of 150 participants, or 56.7% of the total. Females accounted for the remaining 65 responders, or

43.3% of the whole sample. According to the results, there were somewhat more males than females in the research.

**Table 2: Age of the respondents**

Particular	Frequency	Percentage
18-24	95	63.3%
25-30	40	26.7%
Above 30	15	10.0%
Total	150	100



**Figure 2: Age of the respondents**

The respondents' ages are displayed in Table 2. The age bracket of 18–24 comprises the

bulk of the participants (95 people, or 63.3%). After then, there are 40 people (26.7% of the total) whose

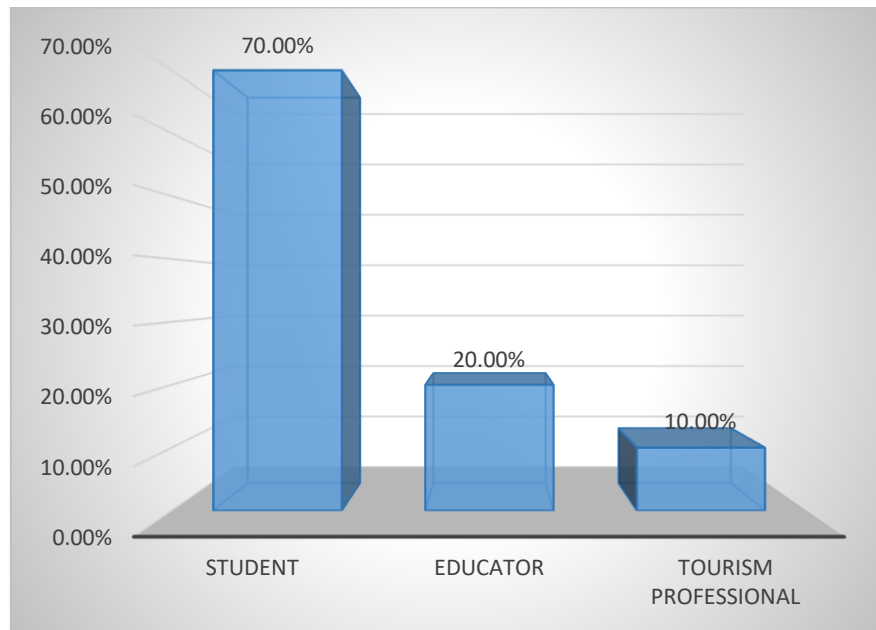


ages fall anywhere between 25 and 30. Only 15 people (or 10% of the total) are older than 30. The sample is mainly made up of younger persons,

specifically those between the ages of 18 and 24, according to this.

**Table 3: Education of the respondents**

Particular	Frequency	Percentage
Student	105	70.0%
Educator	30	20.0%
Tourism Professional	15	10.0%
Total	150	100



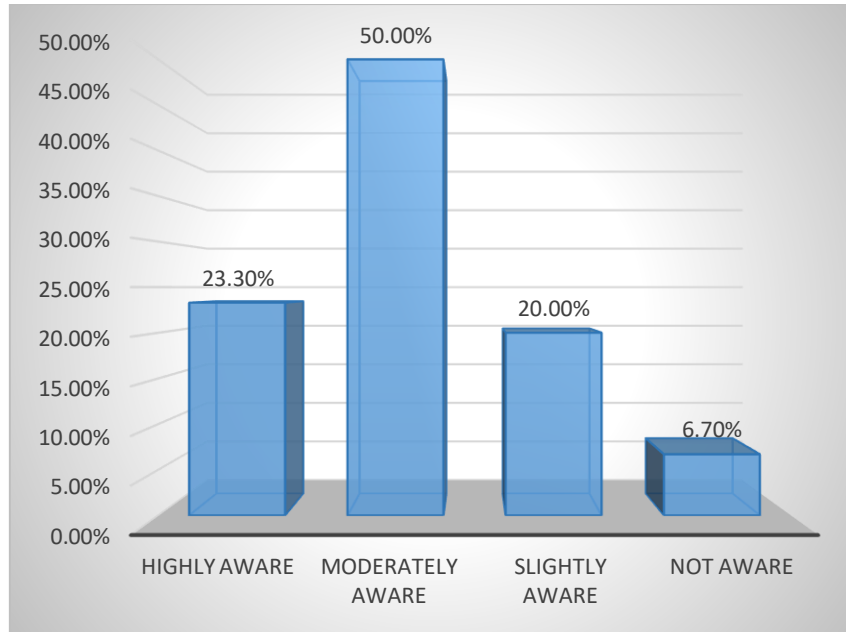
**Figure 3: Education of the respondents**

You may see the respondents' educational or vocational backgrounds in Table 3. Seventy percent, or 105 people, identified as students. After that, 30 people (20.0% of the total) are teachers, and 15 people (10.0% of the total) work in the tourist

industry. Based on these numbers, it seems that the survey was mostly involving students, with just a small number of instructors and tourist experts participating.

**Table 4: Awareness about Tourism Education**

Awareness Level	Frequency	Percentage (%)
Highly Aware	35	23.3%
Moderately Aware	75	50.0%
Slightly Aware	30	20.0%
Not Aware	10	6.7%



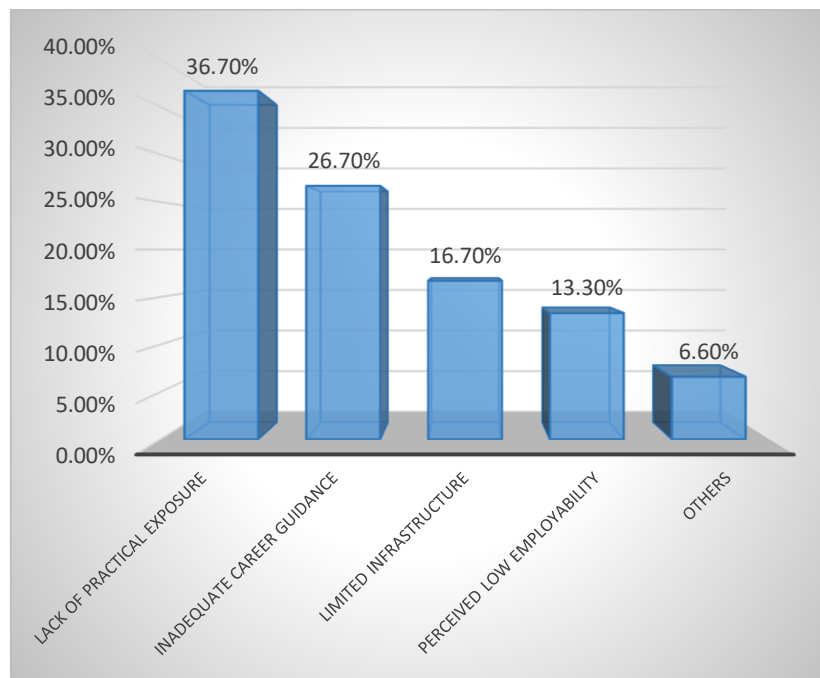
**Figure 4: Awareness about Tourism Education**

Table 4 shows how well-informed the respondents were on tourist education. Fifty percent of those who took the survey (75 people) said they were somewhat familiar with tourist education. Just thirty people (20.0% of the total) said they were just somewhat aware, while thirty-

five (23.3%) said they were very aware. Ten people (or 6.7% of the total) said they had no idea. These findings indicate that although the majority of participants had a reasonable level of knowledge of tourist education, there is still a subset that is unaware of the concept.

**Table 5: Challenges in Tourism Education**

Challenges Faced	Frequency	Percentage (%)
Lack of practical exposure	55	36.7%
Inadequate career guidance	40	26.7%
Limited infrastructure	25	16.7%
Perceived low employability	20	13.3%
Others	10	6.6%



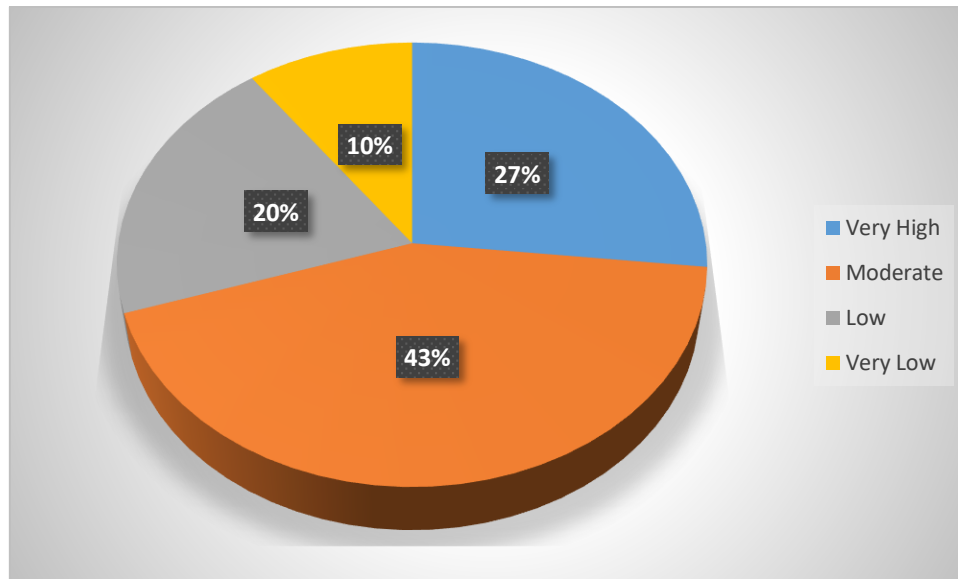
**Figure 5: Challenges in Tourism Education**

Respondents' struggles with tourism education are detailed in Table 5. With 55 responses (or 36.7% of the total), the lack of practical experience is the most often mentioned problem. After then, 40 people (26.7% of the total) brought up the issue of insufficient career guidance. Twenty respondents (13.3%) cited a lack of infrastructure as a problem, while twenty

respondents (16.7%) cited a perception of poor employability in the tourist industry. In addition, 10 people (6.6%) brought up other difficulties. Based on these results, it seems that tourism programs really need to focus on providing more hands-on training and career guidance to their students.

**Table 6: Employment Opportunities in Tourism Sector**

Perception of Opportunity	Frequency	Percentage (%)
Very High	40	26.7%
Moderate	65	43.3%
Low	30	20.0%
Very Low	15	10.0%



**Figure 6: Employment Opportunities in Tourism Sector**

The survey takers' views on tourist-related job openings are laid up in Table 6. Almost half (45.3%), or 65 people, think the opportunities are moderate. Then there are 40 people (26.7% of the total) who think the chances are extremely high.

In the meanwhile, 30 people (20.0%) think there aren't many job opportunities, and 15 people (10.0%) think there aren't many at all. These findings show that although a large percentage of respondents are optimistic about the labor market in the tourist industry, a sizeable minority are either unsure or very pessimistic about the situation.

### Conclusion

As the tourist sector evolves and expands globally, education in the field is gaining prominence. It provides students with the education and training necessary for a variety of careers in the tourist industry, including cultural tourism, event planning, travel, and hospitality. Yet, there are still a number of obstacles to overcome in the field of tourist education, despite its promise. There are a lot of individuals who

aren't familiar with the industry, and some people don't even take it seriously as a vocation. Many schools do not have the necessary personnel or funding to provide students with a high-quality tourism education, and students frequently do not receive adequate direction.

Another difference is the difference between classroom instruction and what is actually expected by companies. Because of this, graduates may have a harder time finding good jobs. Furthermore, in communities that place a higher importance on traditional occupations, there are cultural and societal attitudes that prevent individuals from pursuing tourism as a vocation. Concurrently, tourism provides numerous job openings, and it has the potential to alleviate unemployment and support economic growth when accompanied by appropriate training. There needs to be more public and private sector backing, more up-to-date curriculum, closer ties between educational institutions and the tourist industry, and more student and parent understanding of the



importance of tourism education. By addressing these issues, tourism education has the potential to become a powerful and worthwhile avenue for numerous youths, contributing to the development of a competent labor force for the sector's prospective growth.

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#### Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

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