Scientific articles

Expectativas de los estudiantes acerca de la licenciatura en Gestión de Servicios Turísticos

Students' expectations about the Bachelor's Degree in Tourism Services Management

Expectativas dos estudantes sobre a licenciatura em Gestão de Serviços Turísticos

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Resumen

La educación pública universitaria es una opción para ampliar las oportunidades laborales y mejorar el nivel de vida de los jóvenes, aunque los programas educativos no se adapten de forma rápida o adecuada a los cambios formativos, económicos y tecnológicos que exige el sector productivo. Por ende, el objetivo de este trabajo fue analizar las expectativas de los estudiantes de la licenciatura en Gestión de Servicios Turísticos de la UQROO relacionadas con el perfil de egreso. El método fue descriptivo, transversal durante el 2021, con una encuesta con opciones de respuesta en escala de Likert, aplicada a una muestra de 107

estudiantes de la Unidad Cozumel. Se realizaron pruebas con la U de Mann-Whitney y un análisis factorial exploratorio. Se determinó que la "administración" es el factor más importante entre las expectativas para formar un perfil de egreso laboral acorde a la licenciatura. Los resultados son útiles para rediseñar los procesos formativos de las carreras en turismo.

Palabras clave: motivación, turismo, currículo, enseñanza, diploma.

Abstract

Public university education is an option to expand job opportunities and improve the standard of living of young people, although educational programs do not adapt quickly or adequately to the educational, economic, and technological changes demanded by the productive sector. Thus, the objective was to analyze students´ expectations about the bachelor's degree in Tourism Services Management at UQROO, related to the graduate profile. The method was descriptive, cross-sectional during 2021, with a survey with response options in Likert scale, applied to a sample of 183 active students of the Cozumel campus. Tests were performed with the Mann-Whitney U test and Exploratory Factor Analysis. It was determined that "administration" is the most important factor among the expectations to form a job graduation profile in accordance with the bachelor's degree. The results are useful for redesigning the formative processes of careers in tourism.

Keywords: motivation, tourism, curriculum, teaching, grade.

Resumo

O ensino universitário público é uma opção para ampliar as oportunidades de emprego e elevar o padrão de vida dos jovens, embora os programas educacionais não se adaptem rápida ou adequadamente às mudanças formativas, económicas e tecnológicas exigidas pelo sector produtivo. Portanto, o objetivo deste trabalho foi analisar as expectativas dos alunos da licenciatura em Gestão de Serviços Turísticos da UQROO relacionadas ao perfil da graduação. O método foi descritivo, transversal durante 2021, com uma pesquisa com opções de respostas em escala Likert, aplicada a uma amostra de 107 alunos da Unidade Cozumel. Foram realizados testes U de Mann-Whitney e análise fatorial exploratória. Foi determinado que "administração" é o fator mais importante entre as expectativas para formar um perfil de

Introduction

Education not only constitutes an essential foundation for improving the quality of life, but also stands as a primary indicator of the potential for competitiveness and prosperity of any social group. Its significance is recognized both in the Universal Declaration of Human Rights (art. 26) and in the Political Constitution of the United Mexican States (art. 3), which enshrine the right to education and the responsibility of the State that is exercised through various public institutions, including universities, which have a marked interest in promoting and ensuring quality education to meet the expectations of society, the productive sector and the students themselves.

In the case of university students, their expectations range from desires, intentions, purposes or reasonably feasible plans related to their degrees and future professional career (Alauddin *et al*., 2017; Delavande *et al*., 2022; Khattab, 2015; Ortiz-Gervasi, 2020). These expectations are linked to training needs to acquire knowledge and perform functions related to the profession in order to achieve greater work productivity, opportunities for insertion into the labor market, improvement of personal well-being or simply obtaining a university degree.

Now, to try to achieve this, every university educational system has a curriculum, a plan that establishes objectives, contents and learning results. The purpose of this is to guide the teaching and learning processes, as well as student performance and achievements, in accordance with the expectations and demands of the economic and social sector, as well as the requirements of professional practice (Aguilar Gordón, 2017). Competencies can be considered as the combination of knowledge with actions to achieve decisions, behaviors, solutions, or responses to prevent or resolve problems or needs in a specific context. This generates added value for the individual, which favors their employability and social and interpersonal integration.

According to Ramírez-Díaz (2020), competencies differ from traditional training in four aspects: 1) emphasis on skills, 2) application of knowledge, 3) orientation to students and 4) focus on products. In this way, it seeks to compensate for educational deficiencies and

the explicit lack of intentionality in the results of conventional education (Gruppen *et al*., 2016), which has been associated with academic training that is unrelated or distant from the social, productive and student needs (Jackson, 2014; Villalobos and Quaresma, 2015). The accreditation processes of educational quality have consolidated this trend by incorporating business opinion as an evaluation factor (Winterton and Turner, 2019) and the link with the graduation profile as part of the training for job insertion and employability expectations, for university graduates.

In this context, in 2010, the Autonomous University of the State of Quintana Roo implemented the competency-based educational model for the degree in Tourism Services Management (LGST) at the Cozumel campus (UQROO, 2010) based on quality standards. national standards and the skills for professional training of the Tuning Project (Pálvölgyi, 2017). The purpose was to meet social and student expectations to promote the integration between the knowledge acquired at the university and its application in daily life, as well as promote employability through multiple subjects, skills and learning experiences linked to the different actors. social (Gruppen *et al*., 2016).

The LGST graduation profile seeks for students to develop the following skills: 1) manage, at a managerial or supervisory level, the main functional areas of a tourism company, 2) exercise leadership in the management of tourism companies, 3) participate in research processes linked to tourism, 4) communicate arguments, ideas and opinions in English, and 5) undertake and launch companies at different levels (UQROO, 2010).

Students' academic adaptation to university life is linked to their expectations, aspirations and goals (Krammer *et al*., 2016). When these expectations are unrealistic, too broad or high, they are unlikely to be met, leading to subsequent frustration and demotivation to overcome university challenges (Krieg, 2013). Therefore, for teachers, identifying expectations becomes a guiding factor towards meaningful and motivating learning, since students' expectations can influence dropout, learning techniques, dedication to tasks or preparation for exams, among other aspects, hence they can become a facilitator or obstacle to the objectives of the curriculum. In the words of Mortimer (2018), expectations are an important predictor of academic achievement.

Therefore, it was considered pertinent to carry out this research to address the following question: what are the expectations that students of the degree in Tourism Services Management have about the competency-based curriculum for their employability?

In accordance with this research question, the general objective was to analyze the expectations of the competency curriculum that the students of the degree in Tourism Services Management at the UQROO have during their university training process. The analysis of curricular expectations is a relevant topic that contributes to improving educational quality, since it can motivate and help students to delve deeper into the discipline and topics of personal interest, even beyond the classroom (Cenich *et al*., 2017). From an empirical perspective, the results allow us to suggest strategies to improve teaching-learning processes (Serrano Rodríguez, 2017) and influence student performance and achievements.

University Curriculum and Expectations

The theory of educational constructivism maintains that students are active participants in the learning process and have the ability to construct their own meanings through the holistic integration of knowledge and skills, with the ability to apply them in solving problems or situations, either as citizens or professionals (Bächtold, 2013; Dennick, 2016). As a paradigm, constructivism proposes a dynamic, participatory and interactive process, where learning is demonstrated through action, not through repetition (Sanmarti and Márquez, 2017).

The founders of this theory are Piaget and Vygotsky (Gunduz and Hursen, 2015; Montealegre, 2016). Piaget refers to the construction of knowledge based on the interaction of the subject as the guiding axis towards his environment, while Vygotsky indicates that the social environment is a system that influences the subject (Schreiber and Valle, 2013). In both currents, the training process is generated from the subject who interacts with the environment, which modifies his or her understanding and interpretation of reality (Dennick, 2016; Juvova *et al*., 2015).

As an innovative paradigm, compared to behaviorism (Ertmer and Newby, 2013), the learning process is not based on the acquisition and reproduction of knowledge, but on the connection, integration and application of previous knowledge and experiences in real environments, with emphasis on results rather than process. Likewise, pedagogical practice changes: the central focus is no longer the teacher, but the student, with the curriculum oriented towards meaningful learning, not rote or irrelevant (Delgado Martínez, 2019).

The adaptation of constructivist theory to universities arises from the expectations of contemporary society regarding the processes and results of education (Johnstone and Soares, 2014; Nodine, 2016), among which the following stand out: 1) increased demands of quality,

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competitiveness and capacity of the human factor, 2) satisfactory entry to the labor market for graduates, 3) greater attention to priority social needs, 4) incorporation of new technologies for learning, 5) contribute directly to local development 6) incorporate interdisciplinarity, mastery of foreign languages and mobility, concepts that are grouped under the concept of competencies.

Aguilar Gordón (2017) maintains that competencies contribute to the relevance of the curriculum, since they guide the teaching-learning processes towards the social, professional, personal and disciplinary environment, through meaningful content and learning that simultaneously incorporates usefulness, creativity and active performance. However, on the other hand, the link with the immediacy of training and the orientation towards the labor sector have been objections to this model (Nodine, 2016).

The integration of expectations as part of the design, updating or evaluation of the curriculum has been evaluated by various authors, from the perspective of the students (Bucovetchi *et al.*, 2016; Könings and Seidel, 2022; Pitan, 2016; Scully and Kerr, 2014), from the teachers (Calarco, 2014; Nooij *et al.*, 2022; Turner *et al.*, 2015; van der Spoel *et al.*, 2020), from the curriculum itself (Calarco, 2014; Watson, 2014) or from society (Radermacher *et al.*, 2014; Shane and Heckhausen, 2017).

According to Walkey *et al.* (2013), young people's expectations serve as a form of motivation for learning, academic success and general satisfaction, and are based on information from various sources, such as the media, companies in the sector, family members, teachers, colleagues and graduates of the discipline, who suggest an ideal environment and transmit their intentions through actions and suggestions (Flanagan *et al.*, 2020; Robinson and Glanzer, 2016; Wang *et al.*, 2023). On the other hand, according to Scully and Kerr (2014) and Hitt and Tucker (2016), the curriculum plays a very influential role in the expectations related to the university career, hence young people must internalize the information received and adapt to the environment to achieve intellectual and personal achievements that serve to contribute to social integration.

For Burger (2023), Khattab (2015) and van den Broeck *et al.* (2023), students with a higher educational level tend to have broader social and work expectations compared to those with lower levels of study. Likewise, Sulimani-Aidan (2015), Tarhini *et al.* (2017) and Muenks *et al.* (2018) point out that positive educational expectations have a significant influence on academic and occupational achievements, although they are not considered determinants for personal or professional success. Factors such as unrealistic expectations,

inaccurate information about social demands or needs, lack of coincidence between vocation and studies, parental expectations, family or youth conflicts, and lack of recognition of real abilities can also negatively affect the academic process of students (Fan and Wolters, 2014; Khattab, 2015).

From the perspective of the student experience, Dziewanowska (2017) and Belfield and Bailey (2019) point out that the main usefulness of university education lies in improving students' abilities to be more competitive in the labor market and obtain a job in line with their expectations. Furthermore, the university degree, as the culmination of the learning process, is associated with social recognition (Britton *et al*., 2022). According to Danişman (2017), expectations can increase students' willingness to exert greater efforts on academic tasks and, consequently, improve their performance. However, for some students, expectations may have limited importance for their achievement (Khattab, 2015).

The multidimensionality of expectations (Bergmark and Westman, 2016; Borghi *et al*., 2016; Diniz *et al*., 2018; Korhonen *et al*., 2019) suggests differences between disadvantaged social groups, first generation, with work experiences, among other factors. Regarding gender, various studies (Alfonso *et al*., 2020; Lv *et al*., 2022; Wells *et al*., 2013) indicate significant differences: women emphasize learning activities, while men focus on employment. Therefore, evaluating expectations is crucial to design appropriate strategies and actions and create the best conditions for student success.

Method

A case study was carried out at the Autonomous University of the State of Quintana Roo, Cozumel Unit, selected for geographical convenience and the relationship between the graduation profile and the economic activities of the population. The research had a descriptive approach and quantitative data collection was used to analyze the phenomenon through mathematical methods (Ahmad *et al*., 2019). Likewise, a survey published on the social network Facebook during the year 2021, during the covid-19 pandemic, was used.

The study participants were adult students, both men and women, enrolled in the degree in Tourism Services Management (LGST). In 2021, this degree had a population of 207 students (Leonel Rodríguez Soberanis | UQROO, Personal communication, March 14, 2020). Students were contacted through institutional email with a message containing an invitation to participate in the survey, information about the objectives of the study, guarantee of anonymity and confidentiality, as well as the corresponding link to the survey website,

along with the explicit request to complete it exhaustively. The inclusion criterion was being an active LGST student, so graduates and active students from other degrees were excluded.

A structured questionnaire was developed that consisted of two sections: 1) demographic characteristics and 2) employability skills. In the first section, the questions were related to age, gender, school year and work activity, while in the second section the items were derived directly from the current curriculum, similar to the Tuning project. In addition, four items linked to information and communication technologies (ICT) were incorporated. Each item was presented individually, with six response options on a Likert scale: not at all important (1), unimportant (2), neutral (3), important (4), very important (5) and I don't know, I don't want to answer (0).

The Likert scale is a measurement technique used to evaluate people's opinion or degree of agreement with respect to a specific topic, using a range of values presented in the responses to each survey item (Harpe, 2015). This scale allows respondents to express their opinion in an affirmative or negative context, as well as to assume a linear evaluation that generally goes from the most negative option to the most positive. The results are evaluated by the simple sum of the scores obtained in each item or by the average of the responses, in which case equidistant distances between the response options are assumed. A great advantage of this technique is the simple measurement of unobservable constructs (Jebb *et al*., 2021).

Before full implementation, a pilot test was carried out with 15 students from different cycles of the Bachelor's Degree in Tourism Services Management (LGST) in Cozumel. The objective was to establish general understanding of the instrument and detect possible confusion regarding the items. As a result, two words that were confusing to the students were identified and the wording of an item that presented ambiguity in the context was improved.

To evaluate the reliability of the questionnaire, which is understood as the stability and logical coherence of the items, Cronbach's alpha coefficient was applied, which measures the internal consistency of a set of data through the item-total correlation. The result obtained was 0.97, and according to accepted standards (where a closer proximity to 1 indicates greater reliability) (Cho and Kim, 2015), the instrument meets the necessary conditions. In addition, the correlation between items and the reliability value were evaluated if each item was eliminated separately. No item was eliminated, since the 31 items showed a coherent link to each other and presented consistency.

A total of 183 questionnaires were collected. However, after checking the responses and missing data, 82 were excluded from the analysis. Therefore, the final sample consisted of 101 students, with a response rate of 55% and a statistical margin of error of 6% for a 90% confidence level. All valid questionnaires were analyzed using JASP statistical software *(*Jeffrey's Amazing Statistics Program), version 0.14. Descriptive and inferential statistical tests were carried out, using the Mann-Whitney U test to compare sample means and exploratory factor analysis (EFA) to reduce and concentrate the items into patterns.

Kaiser-Meyer-Olkin test was performed, which gave a result of 0.9 for the adequacy of the sample size. Furthermore, Bartlett 's test of sphericity showed significance (4212.86, df = 465, Sig. = .000), indicating that the data set was relevant for the analysis (Lloret-Segura *et al.*, 2014). The results of the analysis carried out are presented below.

Results

A total of 101 valid questionnaires were received, which represents active students of the bachelor's degree in Tourism Services Management (LGST). Regarding sex, 76 (75%) of the participants were women and 25 (25%) were men. Regarding age, the mean, median and mode coincided at 20 years, with a variance of 6.6 and a standard deviation of 2.5.

In Table 1, the descriptive results using the summative Likert scale shows that the attribute *Ability to apply knowledge in practice* obtained the highest sum among the items, with a total of 486 and an average of 4.6/5. The *Decision Making item* ranked second, with a total of 452 and an average of 4.48/5. In third place, the items *Adaptation to new situations* and *Skills in interpersonal relationships* obtained similar results, with a sum of 448 and an average of 4.44/5.

On the other hand, the items with the lowest scores were *Work in an international context* with a sum of 417 and an average of 4.13/5; *Ability to design web pages* with a sum of 405 and an average of 4.01/5; in penultimate place, the item *Ability to use software for statistical process control* with 423 and an average of 3.95/5; and finally, in last place, the item *Ability to use electronic spreadsheet* obtained a sum of 396 and a mean of 4.0.

Table 1. Descriptive results of the Tuning expectations survey towards LGST

Item	Average	Typical deviation	Variance	Total
Ability to apply knowledge in practice	4.6	0.81	0.66	465
Decision making	4.48	0.95	0.91	452
Adaptation to new situations	4.44	0.94	0.89	448
Interpersonal relationship skills	4.44	0.94	0.89	448
Teamwork	4.41	1.06	1.12	445
Knowledge of another language such as English	4.41	1.19	1.42	445
Problem resolution	4.4	0.96	0.92	444
Initiative and entrepreneurial spirit	4.39	1.15	1.32	443
Creativity	4.38	1.13	1.28	442
Information search and research skills	4.37	0.91	0.83	441
Design and project management	4.36	0.83	0.69	440
Knowledge of other cultures and customs	4.36	0.97	0.93	440
Organization and planning skills	4.35	1.03	1.07	439
Knowledge transmission ability	4.34	1.03	1.07	438
Leadership	4.32	1.22	1.48	436
Ethical commitment	4.32	1.12	1.26	436
Ability to manage information	4.3	1.09	1.19	434
Motivation for quality	4.29	1.28	1.63	433
Autonomous Learning	4.29	1.12	1.25	433

Work in pressure environments	4.28	0.95	0.9	432
Critical thinking	4.27	1.22	1.48	431
Capacity for analysis and synthesis	4.27	1.1	1.22	431
Oral and written communication	4.27	1.23	1.52	431
Ability to use electronic spreadsheet	4.26	1.02	1.03	430
Ability to work in diverse and multicultural environments	4.2	1.22	1.48	424
Sensitivity to environmental issues	4.19	1.32	1.73	423
Computer knowledge	4.18	1.19	1.43	422
Ability to use a word processor	4.14	1.15	1.32	418
Work in an international context	4.13	1.21	1.47	417
Web page design capabilities	4.01	1.25	1.57	405
Ability to use software for statistical process control	3.96	1.41	1.98	400

Source: Valencia Hoil (2023); n= 101

Likewise, an exploratory factor analysis (EFA) was carried out with the 31 variables of the questionnaire to identify the underlying factors in the items described previously, the results of which are presented in Table 2. In addition, the maximum likelihood extraction method was used. with orthogonal rotation (varimax) of principal components. Factors with a loading equal to or greater than 0.5 are presented in bold. In total, five components explain 78% of the total variance, of which the first component is the most prominent with 22%, followed by the others with 17%, 16%, 13% and 10%, respectively.

The first component is broad and is related to administration (planning, organization, direction, control), but with tourist service characteristics that include a second language. The second involves decision making and information management (analysis, problem solving, efficient use of software). The third relates to sustainability (environmental conservation and social equity). The fourth is linked to customer service (communication, interpersonal management), while the fifth factor is related to entrepreneurship (creativity, business initiatives).

Table 2. AFE results of the Tuning expectations questionnaire for LGST students

Item	Components				
	1	2	3	4	5
Teamwork	**0.808**	0.347	0.221	0.128	0.200
Organization and planning skills	**0.806**	0.404	0.228	0.209	0.119
Ability to manage information	**0.777**	0.434	0.219	0.180	0.150
Ability to work in diverse and multicultural environments	**0.694**	0.260	0.063	0.113	0.179
Adaptation to new situations	**0.663**	0.121	0.139	0.414	0.425
Oral and written communication	**0.660**	0.191	0.462	0.319	-0.035
Capacity for analysis and synthesis	**0.638**	0.296	0.506	0.360	-0.007
Knowledge of another language such as English	**0.573**	0.477	0.465	-0.020	0.239
Critical thinking	**0.573**	0.175	0.515	0.239	0.159
Autonomous Learning	**0.530**	0.027	0.418	0.507	0.245
Computer knowledge	0.228	**0.745**	0.260	0.126	0.156
Ability to use electronic spreadsheet	0.434	**0.742**	0.058	0.268	0.112
Problem resolution	0.475	**0.729**	0.028	0.231	0.138
decision making	0.502	**0.697**	0.129	0.295	0.062
Ability to use a word processor	0.194	**0.681**	0.530	0.282	-0.102
Web page design capabilities	0.127	**0.626**	0.439	-0.124	0.392
Knowledge of other cultures and customs	0.048	**0.581**	0.383	0.256	0.453
Sensitivity to environmental issues	0.270	0.067	**0.757**	0.199	0.277
Leadership	0.466	0.303	**0.724**	0.219	0.073
Motivation for quality	0.230	0.177	**0.708**	0.359	0.141
Ethical commitment	-0.049	0.318	**0.672**	0.339	0.371
Knowledge transmission ability	0.105	0.271	0.279	**0.816**	0.063

Interpersonal relationship skills	0.254	0.249	0.362	**0.720**	0.174
Information search and research skills	0.369	0.244	0.256	**0.618**	0.305
Work in an international context	0.407	-0.035	0.254	**0.542**	0.165
Ability to apply knowledge in practice	0.365	0.498	0.050	**0.516**	0.411
Design and project management	0.432	0.455	0.081	0.496	0.318
Work in pressure environments	0.074	0.308	0.156	0.335	**0.734**
Initiative and entrepreneurial spirit	0.491	0.036	0.231	0.187	**0.672**
Creativity	0.297	0.187	0.582	0.081	**0.663**
Ability to use software for statistical process control	0.210	0.314	0.228	0.178	0.148

Source: Valencia Hoil (2023); n= 101

The grouping of the AFE factors is compared with the LGST graduation profile in Table 3, to identify the similarities and differences between the study plan and expectations.

Table 3. Powers of the LGST vs. student expectations

LGST graduation skills	Student expectations
Manage	Manage
Lead	Operate
Investigate	Conserve (nature)
Speak in English	Serve the customer
Undertake	Undertake

It was also analyzed whether university expectations vary depending on sex, for which a Mann-Whitney U test was carried out between groups of LGST students. With this, it was observed that there is no significant statistical difference in any of the items evaluated, as presented in table 4.

Table 4. Results of the Mann-Whitney U test between men and women

Item	W	p
Ability to apply knowledge in practice	875.5	0.44
Information search and research skills	916	0.77
Knowledge transmission ability	1145	0.08
Design and project management	972.5	0.85
Motivation for quality	878.5	0.51
Adaptation to new situations	875.5	0.5
Sensitivity to environmental issues	902.5	0.68
Initiative and entrepreneurial spirit	985	0.74
Autonomous Learning	924.5	0.83
Creativity	801.5	0.17
Leadership	793	0.15
Knowledge of other cultures and customs	898	0.65
Ethical commitment	942	0.95
Teamwork	811	0.19
Interpersonal relationship skills	928	0.84
Work in pressure environments	908.5	0.72
Work in an international context	994	0.71
Ability to work in diverse and multicultural environments	921	0.8
Critical thinking	870.5	0.48
Capacity for analysis and synthesis	963	0.91
Oral and written communication	740.5	0.06
Ability to manage information	848.5	0.36
Knowledge of another language such as English	761.5	0.06
Problem resolution	1018.5	0.54
Organization and planning skills	909	0.72
Decision making	871.5	0.45
Computer knowledge	946	0.98
Ability to use a word processor	1026.5	0.52
Ability to use electronic spreadsheet	1022	0.54

Ability to use software for statistical process control	872.5	0.52
Web page design capabilities	876.5	0.54

Source: Valencia Hoil (2023), n= 101

Discussion

An investigation was carried out through a survey directed at 101 students of the Bachelor's Degree in Tourism Services Management at UQROO to evaluate their expectations regarding the curricular competencies of the study program. The main result indicates that aspects related to business administration, decision making and management, sustainability, customer service and entrepreneurship stand out as the most important expectations, since they occupy 78% of the total variance.

However, differences were identified in two variables (English language, transmission of knowledge) that require more in-depth studies, since there are differences at 90%, although they do not reach 95% confidence. In contrast, previous studies such as those by Casanova *et al*. (2019) and Wells *et al*. (2013) established differences between sex and expectations in relation to employment, professionalization and competitiveness. Similarly, the research by Araújo *et al*. (2018) also identified differences in expectations between genders, as men expect to achieve greater academic success.

The homogeneous result among students suggests that, although learning capacity and, therefore, underlying expectations may vary (Hollands and Tirthali, 2014), the main interest lies in the occupational usefulness of educational services for personal professional development, in line with market trends (Merrill *et al*., 2020). It can be assumed, therefore, that the satisfaction of graduates tends to be negative when the study plan cannot meet the desired expectations to acquire the job skills that facilitate job insertion (Berbegal -Mirabent *et al*., 2018). As a consequence, this can affect the collaboration of graduates with the institution or teachers in the creation of academic value (Duque, 2014).

In this sense, the study by Sánchez Oñate *et al*. (2016) highlights the importance of expectations being materialized through the active participation of students in the educational process to achieve satisfactory academic performance. Furthermore, the implementation of various strategies to achieve their objectives (Schoon and Ng-Knight, 2017) is also considered beneficial to motivate the learning of similar knowledge, skills and values, although it could indicate, at the same time, an adaptation to the educational environment.

The present case study that was carried out allowed to collect evidence about the expectations of the students, but did not include the perspectives of the academics or the graduates. Furthermore, the sample did not reach 95% confidence due to the circumstances generated by the Covid-19 pandemic, which limited the generalization of the results. It would have been desirable to establish a relationship between students' grades and the degree of fulfillment of their expectations. The absence of other key perspectives, such as those of professors or graduates, as well as labor market trends, which could have enriched the analysis and understanding of the topic, is also noted. Despite these limitations, the results are useful in providing a detailed understanding of the topic investigated.

Regarding the implications of the study, it is suggested to incorporate expectations into the curriculum (updating) to take advantage of human potential and economic resources. It is also recommended to consider the teaching sector to direct expectations towards the practical emphasis of tasks and activities, with a direct connection to the needs of students, especially those with economic limitations.

The synergy between learning expectations and the teaching of knowledge and skills can be achieved through various strategies (Maloshonok and Terentev, 2017). In this way, the curriculum becomes the main axis to direct efforts with tutoring programs aimed at students, since these programs not only address their academic needs, but also improve orientation and adequately inform about the scope of the plan of studies, as suggested by several authors (Hitt and Tucker, 2016; Scully and Kerr, 2014).

In this regard, Könings and Seidel (2022) remember that valuing teaching in this way can have positive impacts on school performance. Furthermore, it is important to highlight that when there are conflicting expectations or expectations directed at different objectives between teachers and students, satisfaction and educational quality may be affected (Cavallone *et al*., 2022).

Conclusion

The objective of this study was to determine the expectations of LGST students regarding the skills they wish to acquire and the curricular offering of the study plan. The results revealed that students have diverse expectations, with two notable coincidences related to *administration* and *entrepreneurship*, as well as three differences in the areas of *leadership* vs. *operation*, *research* vs. *conservation*, and *speaking in English* vs. *serve the*

customer. This suggests that compliance with the graduation profile is not optimal from the students' perspective.

From the formulation of educational strategies, the discrepancy between expectations and curricular competencies must have implications to satisfy the parties involved in the teaching-learning process, as well as for society in general. This implies the need to implement timely and fluid change processes and systems in educational management, especially in the context of public universities.

For teachers, therefore, it is crucial to take advantage of the identified expectations, which can be achieved by updating the curriculum and incorporating learning content into subject programs. This will allow the motivations and teaching-learning efforts to be directed towards the students' latent objectives, whether in the acquisition of skills during their university career or for their future working life.

Future lines of research

For future research, the following questions are suggested: how should academic success be understood in relation to expectations in degrees linked to tourism? The answer to this question will allow us to design study plans with greater attractiveness and employability; In addition, it will provide information about employment and income prospects after graduation.

What is the conceptualization of tourism as a work activity for graduates of the bachelor's level? In this regard, keep in mind that tourism activity covers multiple economic and social areas, which have profound implications on expectations, the design of the academic curriculum and the relationship with job opportunities. In this sense, there is a notable shortage of scientific articles on the public perception of the tourism industry and its implications for students as an area of academic and work preparation.

How do expectations evolve over time and how do they relate to long-term academic and work performance? With a longitudinal study, students' expectations could be determined in relation to their academic and professional achievements to evaluate rationality and congruence with the real conditions faced by graduates.

Other studies could consider variables such as previous academic achievements, school grades, and performance on college entrance exams to determine their relationship with academic and professional expectations and performance.

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