

## Identifying the Factors Effecting on Assessing the Quality of Educational Services in Education

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### Abstract

**Purpose:** Considering the role of quality of educational services in the growth and development of society, the present study was conducted to the aim of identifying the factors effecting on assessing the quality of educational services in education.

**Methodology:** This study in terms of purpose was applied and in terms of implementation was qualitative. The research community included documents related to the quality of educational services and experts in this field including university professors, current and former senior managers and school managers in the seventh district of Tehran education in 2020 year. The research sample included documents and 17 experts according to the principle of theoretical saturation which after reviewing the desired characteristics to inclusion criteria were selected by purposive sampling method. Data were collected by take noting and semi-structured interview methods and to analyze them used from open, axial and selective coding method.

**Findings:** The results showed that for the factors effecting on assessing the quality of educational services were identified 83 open codes in the form of 39 sub-categories and 5 main categories. The five main categories included organization management with 7 sub-categories, organization structure with 9 sub-categories, human resources with 6 sub-categories, comprehensive planning with 9 sub-categories and quality management with 8 sub-categories. Finally, based on the identified categories was designed the conceptual model of research for factors effecting on assessing the quality of educational services in education.

**Conclusion:** The results of this research can help education specialists and planners both to assess the quality of educational services and to improve the quality of educational services in education. As a result, the use of education experts and planners from the conceptual model of current research along with models derived from other research can play an important role in improving the quality of educational services.

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## 1. Introduction

Education as an educational, cultural and social institution has an effective role in training human resources and the growth and development of society (Mobus, 2018). Today, motor education is a driver of inclusive and sustainable development and as the largest educational institution in any country has an important role in collecting small investments and using them in manufacturing and services, which requires improving the quality of educational services (Seidahmetov & et al, 2014). The education system can meet its tasks and goals if it is in a good position in terms of the quality of educational services. Otherwise, the expansion of the education system without regard to quality, failure to meet the expected tasks of the education system and consequences such as dropout, dropout, students' scientific dependence on teachers and lack of entrepreneurship will lead to production and industry (Dursun & et al, 2013). Therefore, measuring the quality of educational services is one of the concerns of educational systems to improve the delivery and quality of services. Organizations and educational systems have to provide the conditions for their survival and promotion to achieve the highest satisfaction of their customers (Ogunnaike & et al, 2018). Service quality means the distance between people's perception and expectation of services with the actual services provided by that organization (Kammur, 2017).

The quality of educational services is determined by calculating the gap between perceptions or expectations of educational services (optimal status) and educational services provided (current status), and the greater the gap between perceptions and expectations with the services provided, the higher the quality of educational services. It is lower and the smaller the gap, the higher the quality of educational services (Manea, 2014). The gap in the quality of educational services indicates the inability of planners and professionals to prioritize and thus the inability to respond to the real needs of learners. To compensate for this gap, it is necessary to identify the perceptions of service recipients of the current situation and their expectations of the desired situation, to determine the extent of the gap in the quality of services provided, decisions to design and implement these gaps (Zhang & et al, 2016). The quality of educational services is the same as the assessment of learners of the quality of services provided by educational organizations, evaluation of structures and processes related to education and the actual results or outputs of these processes, the most important of which include providing lessons, guidance, counseling and monitoring educational activities (Hassan Rezai & et al, 2018).

The quality of services in educational systems plays an important role and awareness of the concept of service quality and its improvement leads to the provision of quality services in education and increasing the quality of educational services plays an important role in customer satisfaction (students and their parents) of the education system (Prentice & et al, 2018). As the quality of educational services provided by educational systems (including the higher education system and the education system) improves, it leads to an increase in the quality of the output of this system, ie learners, and they can play an effective role in the growth and development of society (Ali & et al. 2016). Studies indicate that more research on the quality of educational services has been conducted on students and universities and little research has been done on the quality of educational services in education. For example, the results of Maraghi, et al (2019) showed that the quality of educational services had five factors: physical, confidence, responsiveness, empathy and guarantee, with the highest and lowest mean scores assigned to the dimensions of confidence and physicality. There was a gap in all five factors and the highest and lowest mean scores were assigned to the gap in the dimensions of empathy and confidence.

Hematinezhad, et al (2019) while researching concluded that the quality of educational services had five factors of objective elements, credibility, responsiveness, reliability and empathy that there was a negative gap in all factors of quality of educational services and the largest gap was related to objective elements, In another study, Norouzinia, et al (2019) reported that there was a significant difference between students' expectations and perceptions in all factors and overall quality of educational services, and none of the factors met their expectations, with the highest distance being the guarantee factor and the

lowest the Was a factor of reliability. Also, the results of Ali & Ahmed (2018) showed that perceptual academic quality, perceptual management quality, physical facilities, student satisfaction, university image and university change costs are effective criteria in the quality of educational services. Khosravi (2018) while researching concluded that the four factors of quality of education provided, quality of behavior of education administrators, quality of service delivery system and quality of perceived support were among the factors affecting the quality of educational services. Pahang, et al (2017) while researching the quality of schools and identifying the factors affecting it, concluded that the most important factors include environmental factors of school quality, teacher characteristics, facilities and equipment, school principal, student characteristics, human relations in school, family, The educational objectives and teaching content were resources (financial and human) and teaching methods. In another study, Aghamirzaee Mahaki, et al (2017) reported that from students' point of view, there was a negative gap (perception minus expectation) in all five factors of service quality and the mean gap was lower in terms of physical condition, responsiveness, empathy, guarantee and reliability, respectively. It becomes.

In addition, the results of the research of Mohamadi Soliemani, et al (2017) showed that the factor of compliance of curricula with the needs of the labor market and then the number of exams held, professors' dominance in scientific and practical fields of textbooks, appropriate teaching tools and safety equipment in the highest order. They had weight. In another study, Abdoli Yazdi, et al (2017) reported that prioritizing the quality of educational services from the perspective of undergraduate students has eight factors: competency, teaching methods, reassurance, empathy, content, appearances and tangible factors, credibility, responsibility and accountability. From the perspective of graduate students, respectively, eight factors of competence, content, teaching methods, confidence and guarantee, empathy, credibility, appearance and tangible factors, and responsibility and accountability, and from the perspective of doctoral students, respectively, eight factors of reliability, guarantee, reliability, respectively. Responsibility and accountability were content, competence, appearances and tangible factors, teaching methods and empathy. Ranaee et al. (2017), while researching the identification of effective indicators in evaluating the quality of educational services in universities, concluded that the quality of educational services has five factors: faculty (two dimensions of faculty quality and teacher-student relationship), education (three dimensions of evaluation, relationship with Industries and organizations and educational process and curriculum), technology (one dimension of information technology), physical facilities (three dimensions of classroom, library and laboratory) and administrative staff (one dimension of staff). Quality of services is an important factor for growth, success and improvement of organizational performance and measuring the quality of educational services is one of the effective steps in developing effective programs to improve the position of the organization (Chui & et al, 2016).

Paying attention to measuring and improving the quality of educational services has an important role in the development of communities. Therefore, quality is the most important criterion for the development of education, which in today's competitive world, providing high quality services is a necessity for all organizations, including the education organization. Because by measuring the quality of services, the strengths and weaknesses of the services can be identified and programs to improve and enhance the quality of educational services in the education organization can be designed and implemented. Since measuring the quality of educational services in any organization, including the education organization, is effective in determining the level and continuous improvement of the position. Therefore, it is necessary to assess the quality of educational services in education. Another important point is that many researches have been done on the quality of educational services in the higher education system, but previous researches did not pay much attention to the role and position of educational services in education and doing this research can play an important role in the growth and development of educational services. Be in this educational system. As a result, the present study was conducted to identify the factors affecting the quality of educational services in education.

## 2. Methodology

This study was applied in terms of purpose and qualitative in terms of implementation method. The research population included documents related to the quality of educational services and experts in this field, including university professors, current and former senior administrators, and school principals in the Seventh Education District of Tehran in 2020. The research sample consisted of documents and according to the principle of theoretical saturation, 17 experts were selected after reviewing the desired characteristics to enter the study in a purposeful manner. The required characteristics included at least a master's degree, having a teaching background at the university or writing books and articles on the quality of educational services, and at least 10 years of work experience. In the purposive sampling method, the researchers selected 17 people from among the experts they knew after examining the desired characteristics mentioned above.

To conduct this research, after reviewing the printed and electronic documents in the field of quality of educational services, he designed questions to conduct interviews with experts, and then the experts were individually interviewed in a semi-structured interview, and the important contents of the interviews were recorded. Therefore, data collection tools included document recording and semi-structured interviews with experts. The interview questions were presented in Table 1.

**Table1.** Interview questions

Row	questions
1	What is the quality of educational services?
2	What strategies are effective in improving the quality of educational services in education?
3	What causes and effects are effective in improving the quality of educational services in education?
4	What areas or contexts are effective in improving the quality of educational services in education?
5	What intervention conditions are effective in improving the quality of educational services in education?
6	What consequences can be expected for the realization of the quality of educational services in education?
7	What factors increase the quality of educational services in education?
8	What factors reduce the quality of educational services in education?

In this study, the data obtained from the collection were collected by filing methods and semi-structured interviews, and open, axial and selective coding methods were used to analyze them.

## 3. Findings

The interviewees of the present study were 17 experts whose demographic information was presented in Table 2.

**Table2.** Demographic information of experts

Organizational position	Number	Average work experience	Masters	PhD
General Manager and Deputy General Manager	7	20	3	4
School admins	2	15	2	3
Academic experts	5	18	0	5

The abundance of demographic information of the interviewees including organizational position, average work experience and degree can be seen in Table 2. The results of open coding and frequency of codes were presented in Table 3.

**Table3.** Open coding results and frequency of codes

Row	Code	Abundance	Row	Code	Abundance	Row	Code	Abundance
1	Ability to progress	17	29	Solving teachers' problems	10	57	Scientific suggestions and criticisms	6
2	Competitive power	17	30	Improving human relations in the educational	9	58	Evaluation to identify goals	6

environment								
3	Educational organizational management	17	31	Improving evaluation methods	9	59	Show teaching pattern	6
4	Infrastructure	17	32	Improving teachers' teaching methods	9	60	Evaluation for short-term performance	6
5	Educational Leadership	16	33	Objectives and educational content	9	61	Supervise and guide the training of managers	6
6	The mission is clear	15	34	Promote the brand of the organization	8	62	Evaluate real behavior	5
7	Healthy and regular environment	15	35	flexibility	8	63	Communication skills	9
8	Internal organizational factors	14	36	obligation	8	64	learning assist tools	9
9	External factors	13	37	Planning power	8	65	Optimal and effective atmosphere	8
10	Higher performance	13	38	Optimal resource management	8	66	Fixing teaching problems	8
11	cultural factors	13	39	Evaluation to improve educational activities	8	67	Improving student relationships	8
12	Optimal resource management	12	40	responsibility	8	68	Solve in-service class problems	8
13	Paying attention to culture and ethnicities in content development	12	41	Create a sense of participation	6	69	Scientific advice for lessons	8
14	strategic planning	12	42	Constructive feedback	6	70	Informal and friendly reminders	8
15	Education Management Information Systems	12	43	Recognize students' conflicting demands	6	71	See formal and direct teaching	8
16	human resources	12	44	Strategic thinking	6	72	Provide solutions by help	6
17	Monitoring and measuring academic achievement	12	45	Understand tasks to subdivisions	6	73	Appropriate treatment of students by the supervisor	6
18	Objective and student-centered teaching	11	46	The spirit of collective work	6	74	Correct and scientific behavior for learning	6
19	Increase learning opportunities	11	47	Characteristics of students	6	75	Increase the ability to visit the class	6
20	Field monitoring and supervision	11	48	Professional knowledge	5	76	Fix school problems	6
21	Psychological	11	49	Organizational	5	77	Number of tutor	6

components				loyalty			references	
22	Principal-teacher relationship based on maturity	11	50	Change management	5	78	Improving human relations in the educational environment	6
23	Update and development	11	51	Pay attention to the orientation of managers	4	79	Environmental factors, facilities and characteristics of the teacher	5
24	Personality components of students and teachers	11	52	Innovation in teaching	4	80	The relationship between education and work	5
25	Creating space and facilities for learning activities	11	53	Encourage students' emotional behavior	8	81	Economic status of society and family	5
26	Creating an atmosphere of creativity and initiative	10	54	Teaching proper teaching in remedial classes	8	82	Pay attention to the labor market in choosing a field	4
27	Ability to employ specialized people	10	55	Evaluation of the class	6	83	Lack of proper employment and labor market	4
28	Improving teaching methods	10	56	Visit guides to improve performance	6			

83 open codes were identified for the factors affecting the quality of education services in education, the frequency of each of which can be seen in Table 3. Axial coding results for the classification of open source research and interviews are presented in Table 4.

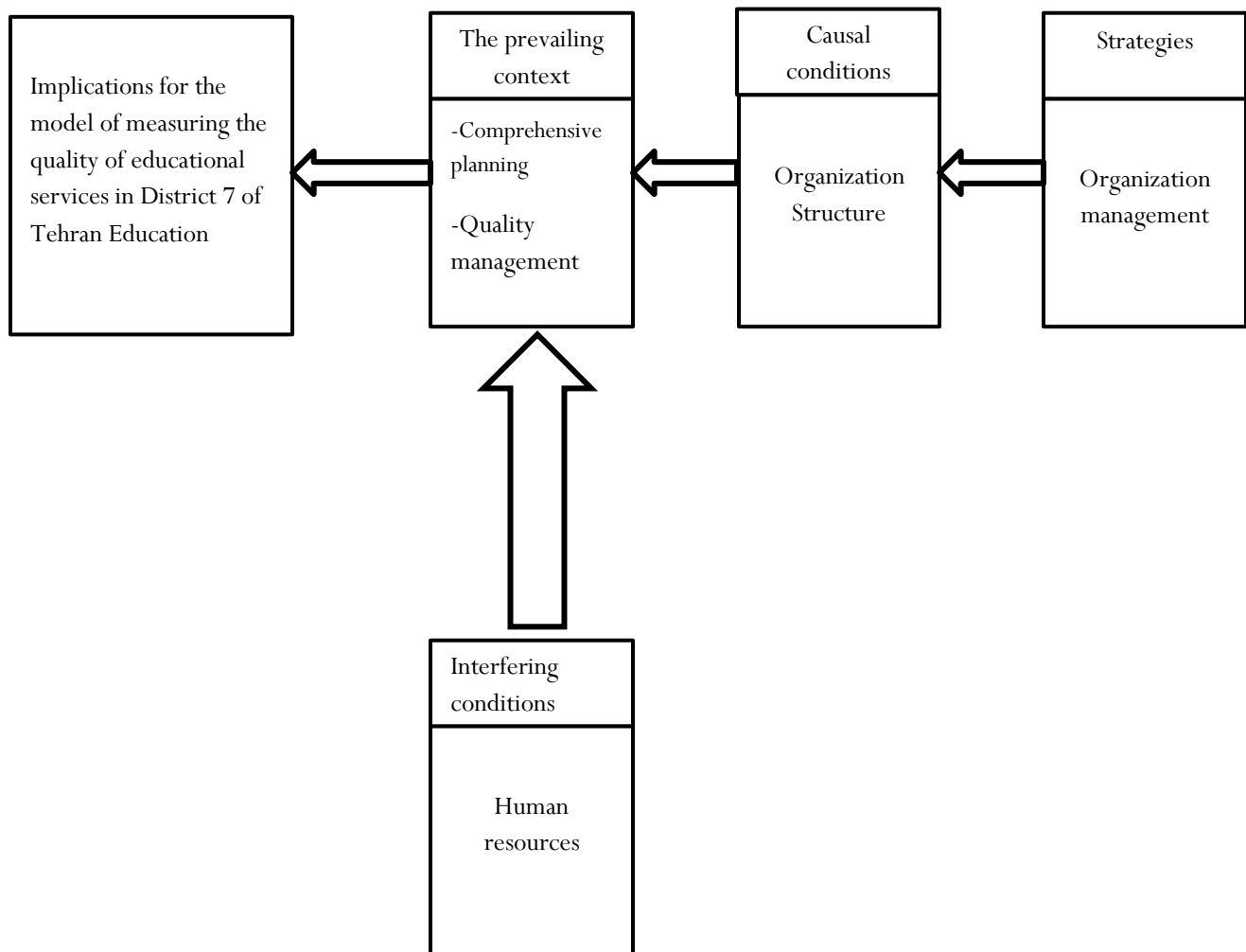
**Table4.** Axial coding results to classify open source research and interviews

The main category	Subcategory	Research	interview
organization management	1. Management skills and competencies	*	*
	2. Ability to manage crises	*	*
	3. Identify strengths and weaknesses	*	*
	4. Process management	*	*
	5. Ability to communicate with parents	*	*
	6. Having community goals and plans	*	
	7. Quality management	*	
Organization Structure	8. Environmental factors of the organization	*	*
	9. Characteristics of the teacher	*	*
	10. Facilities and equipment	*	*
	11. Student characteristics		*
	12. Organizational culture and structure	*	*
	13. Analyze problems regularly	*	
	14. Use of new technology		*
	15. Implementation of new trainings	*	*
human resources	16. Reality-based management	*	*
	17. Group collaboration	*	*
	18. Creative and innovative educators	*	*
	19. Human relations	*	*
	20. Motivate human resources	*	*
	21. Ability to communicate	*	*

	22. Proper implementation of educational methods	*	*
Comprehensive planning	23. Curriculum quality	*	*
	24. Quality of educational services	*	
	25. Innovation Management	*	
	26. Teaching methods	*	
	27. Educational goals and teaching content	*	*
	28. Course resources	*	*
	29. Organizing programs	*	*
	30. Finding the cause and providing solutions	*	
	31. Monitoring and measuring academic achievement	*	*
Quality management	32. Inclusive quality management	*	*
	33. Quality measurement	*	*
	34. Evaluation		*
	35. Work Responsibility	*	*
	36. Regular evaluation	*	
	37. Observance of justice	*	*
	38. Execution of quality processes	*	
	39. Encouragement for quality	*	*

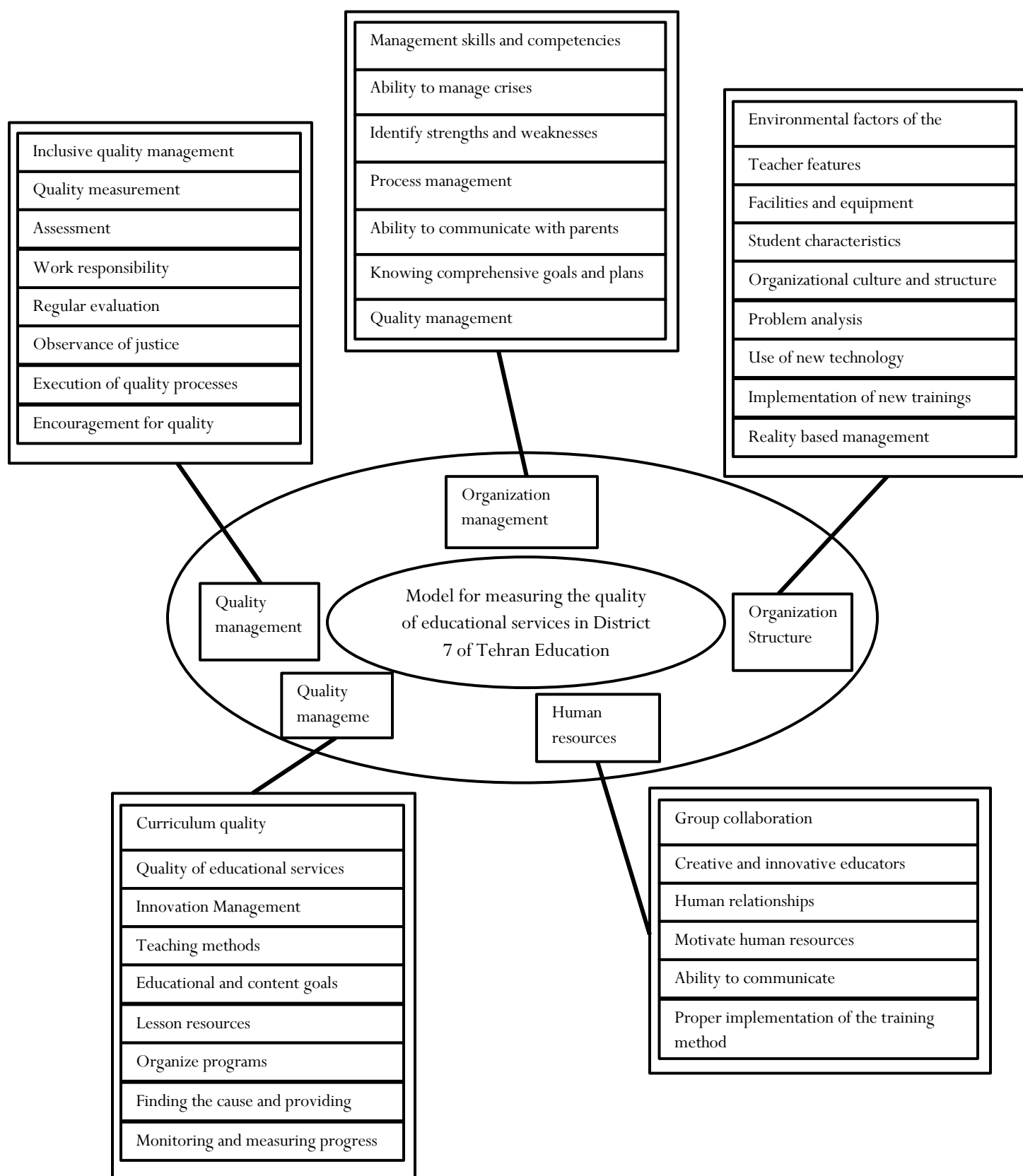
The results of coding to identify the factors affecting the quality of education services in education showed that based on 83 open codes or indicators, 39 sub-categories were identified in the form of 5 main categories. The five main categories were organizational management with 7 sub-categories, organizational structure with 9 sub-categories, human resources with 6 sub-categories, comprehensive planning with 9 sub-categories and quality management with 8 sub-categories.

In open coding, the analyst seeks to create features; in axial coding, it seeks to identify the main and sub-categories; but in selective coding, it seeks to integrate and improve categories, usually by writing a story line that connects the categories. To present the conceptual model in the present study, causal conditions, prevailing context, intervening conditions, strategies and consequences or results were selected in the selective coding paradigm. Causal conditions are often expressed in terms such as when, while, because, because and because. Even when such symptoms do not exist, it is often possible to find the causal conditions that give rise to and develop the phenomenon by looking at the data itself and by regularly looking at the data and reviewing the events, happenings, or events that precede the phenomenon in time. They become central. The prevailing context is a series of specific conditions in which strategies and interactions take place to manage, control, and respond to the phenomenon, and these conditions affect actions and interactions. Intervening conditions are structural conditions that are broader than contextual conditions and affect strategies and interactions, and these conditions act to facilitate or limit strategies in a particular context. Strategies that aim to manage, deal with, accomplish, and show sensitivity to a phenomenon that is evolving and changing over time. The consequences are not predictable and are not necessarily what people intended. According to the mentioned explanations, the paradigm model of the factors affecting the quality of educational services in education is presented in Figure 1 and the research conceptual model for the factors affecting the quality of educational services in education is presented in Figure 2.



**Figure1.** Paradigm model of factors affecting the quality of educational services in education





**Figure2.** Conceptual model of factors affecting the quality of educational services in education

#### 4. Discussion

The quality of educational services plays an important role in the success of the current education system and the future growth and development of communities. As a result, the present study was conducted to identify the factors affecting the quality of educational services in education. Findings showed that for the factors affecting the quality of educational services, 83 open codes in the form of 39 sub-categories and 5 main categories including organizational management, organizational structure, human resources, comprehensive planning and quality management were identified, based on which the conceptual research model for agents It was designed to measure the quality of educational services in education. These findings are in line with the findings of Maraghi, et al (2019), Hematinezhad, et al (2019), Norouzinia, et al (2019), Ali & Ahmed (2018), Khosravi (2018), Aghamirzaee Mahaki, et al (2017), Mohamadi Soliemani et al (2017), Abdoli Yazdi, et al (2017) and Ranaee, et al (2017) were consistent.

In interpreting these results, it can be said that one of the effective factors in measuring the quality of educational services in education was the management of the organization. Organizational management is the way in which the manager influences subordinates or other employees, and many creative and innovative motivations and creative work based on organizational goals are influenced by the attitude of organizational management. Manager means a manager and coordinator of a group to achieve common goals, and one of the most important tasks of a manager is to plan, organize, provide manpower and guide them, for which the manager must have special skills and competencies in normal and critical situations. Recognize your strengths and weaknesses have clear goals and plans, and be able to communicate effectively with customers (students and their parents).

Another effective factor is the structure of the organization. In organizational change, structural reform, adaptation of plans and capabilities are essential to achieve development. Reforming the organizational structure follows several processes such as public participation of employees, proportionality of duties and powers, empowerment of employees and managers, accountability of governments to citizens, oversight of the administrative system and development of information methods, and so on. Organizational structure coordinates between all activities and goals and creates an order to achieve organizational goals and specifies who should be where, with whom to communicate and what procedures or methods to follow to the organization to achieve your goals. Therefore, organizational structure in education improves the quality of educational services by recognizing the environmental factors affecting the organization, characteristics of students and teachers, facilities and equipment, use of new technologies, analysis of problems, organizational culture and structure, implementation of new trainings and management based on reality.

Another factor influencing the quality of education services in education is human resources. One of the factors of progress and development of any society is basically human resources and how to make optimal use of its dual role in the development of economic, social, educational and cultural systems of society. Human resources will be used as the key and most important resources of the organization efficiently and effectively when managed with a strategic attitude. Human resource management is one of the main responsibilities of the manager of the organization and all managers at various levels of the organization have this kind of responsibility which is a process that includes four tasks of attracting, developing, motivating and retaining human resources. Today, human resources are a prerequisite for development and the speed and pace of development depends on the quantity and quality of efficient personnel. Human resources provide the basis for transformation, optimize the use of physical and financial capital, increase production efficiency, and accelerate the pace of growth. Therefore, the human resources of the education organization through creativity, appropriate human relations, performing group activities and proper implementation of educational programs can play an effective role in the quality of educational services.

In addition, another effective factor is comprehensive planning. Comprehensive planning is the process of defining an organization's plan to achieve its goals and mission. A comprehensive plan is a derivative approach to achieving this mission and the product of a comprehensive plan. This planning is an important foundation for the performance of the organization and plays a key role in the success of organizations in today's competitive world. Today, the role of comprehensive planning is not hidden from anyone due to extensive changes in market conditions, business practices and different and changing customer expectations, and its use by managers can have beneficial long-term results in the success of the organization and improve its performance compared to other organizations. Be. So comprehensive planning improves the quality of educational services by paying attention to the quality of the curriculum, the quality of educational services, teaching methods, objectives and resources of courses, innovation management, organizing all activities and troubleshooting and providing solutions for academic achievement.

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