

*The International Hospitality
and Tourism Student Journal*

Investigation of the value of vocational education versus belief in self-development in driving the perceptions of achievement for a Food & Beverage leading role

Kyra Horvath

HTMI, Hotel and Tourism Management Institute, Switzerland

Abstract

It is still undetermined if vocational training value or self-development belief has a stronger impact on achieving success in the perception of a Food and Beverage leading role. To determine the results, this research reviewed the scientific literature related to the gap and hence investigates the theories and models. It mainly explores the functioning and usefulness of Vocational Education and Training, then applies the Career self-management model (Lent and Brown, 2013) and investigates the Leader self-development conceptual model (Boyce et al., 2010) as well. Moreover, analyses existing empirical cases to offer even more detail to the term paper. As a result, the author selects locations or experiences that are related to exploring the issue. The researcher was given the opportunity to answer the aim by finding connections and contradictions in these. The findings confirm the study's conclusion that VET cannot always provide the elements necessary to be needed for a leadership position. Furthermore, motivation and attitude which are part of self-development are essential, without them, people cannot advance in their careers and take on leadership roles. As a consequence, it is possible to establish that a degree may not be essential every time for the proper performance of the leading role in Food & Beverage.

© 2022 International Hospitality Research Centre. All rights reserved.

Chapter 1: Introduction

1.1: Background information

University education establishments in the field of hospitality and tourism face difficulties in meeting the industry's unpredictable expectations in a quickly changing environment (Kátay, 2005). Nowadays, it is very important to through a continual process of renewal and adaptation of the tourism and hospitality curriculum, graduates will be holistically competent for the sector (Chimutingiza et al., 2012). The term 'Technical Vocational Education and Training' was popular in the 1960s, but nowadays favour the more general term 'Vocational Education and Training' thus this change represents a shift in emphasis from formal VET to informal vocational training programmes. Goals of VET is to incorporate facilitating the move from school to work as harmonising with the available

abilities of those leaving school with the necessities of the work market (Li and Pilz, 2021). Hungary currently has nearly 80 advanced education establishments, going from small schools to elite research colleges with 280,000 understudies (Trade, 2021). Advanced education is given by two kinds of establishments: colleges and universities, the two of which might provide courses in each of the three education cycles: Bachelor's, Master's, and Doctoral degrees. In Hungary, Vocational Education and Training is also used at universities and higher vocational education as especially in the hospitality sector (StudyinHungary, 2019). Individual, familial, authoritative, brain science, and cultural factors all affect the future employment of F&B professionals. Education level belongs to personal characteristics (Wang et al., 2011). The author will focus on the value of a Bachelor degree in the hospitality sector in Hungary. The writer is going to research how much more is worth, and how much more effectively does a manager with a Bachelor

education than without any degree. Furthermore, it emphasises self-development, since a paper may not suffice to produce a great leader. The justification for the issue selection is that people either require a Bachelor's degree or can achieve the same results in a leadership position just with strong self-development.

1.2: Rationale of the study

A significant amount of exploration has been done on education theories, attitudes, challenges and discussing the importance of education in the hospitality industry (Airey and Tribe, 2000; Marchante et al., 2007; Zopiatis et al., 2016; Poria and Reichel, 2019). A more intensive comprehension of one's characteristics, objectives, interests just as what includes genuine work, could impact professional choices (Zopiatis et al., 2016). Hospitality management study has been a burgeoning field, with enrollments rising faster than the overall rate of higher education enrollments. The origins and production of new knowledge are the main challenges for hospitality education (Airey and Tribe, 2000).

As a result, there are a variety of reasons why people pursue education in the hospitality sector. However, the author is curious about the worth of a Bachelor degree in management in the Food and Beverage department. Because there is no evidence that a Food and Beverage manager without any degree would perform poorly or be unable to fill a managerial role. In Hungary, there is a definite need to ensure the supply of a tourism workforce with current knowledge and skills. As a result, harmony must be established between the various levels of hospitality training. Secondary vocational training in tourism and hospitality, higher vocational training, basic courses in higher tourism and hospitality, and master's studies in tourism management are all affected (MTU, 2021).

1.3: Research aim & objectives

To examine the value of vocational education versus belief in self-development in driving the perceptions of achievement for a Food & Beverage leading role.

These objectives will be established to attain the aim:

- To examine the factors affecting vocational education and self-development perceptions of Hungarian F&B leading achievement
- To investigate the influences of VET program in career development which enhances Hungarian Food & Beverage leading development
- To analyse the effectiveness of VET in developing leadership development through self-development to achieve Food & Beverage leading role in Hungary

Chapter 2: Literature Review

2.1: Introduction

The writer will address Hungarian advanced education in this part, concentrating on Vocational Education and Training, which is for the most part identified with hospitality instruction. The author is also interested in career development with an uneducated background, so the writer is about a career development model that manifests itself in practice and is absolutely related to hospitality. Last but not least, it also analyses self-improvement as it contributes a lot to the work attitude.

2.2: Theoretical framework

2.2.1: Vocational Education and Training

In several nations throughout the world, vocational VET programmes have been overhauled. In the 1980s, vocational education and training redefined education, which was a huge triumph for education reform. Since then, everyone has worked hard to keep the work-study link intact in this unified structure. Today, education may be supplied by both non-governmental and state services such as places of work, schools, universities, distance classes as well (Chappell, 2003). The classical VET techniques have taken an inside methodical approach, and vocational education and training may be enhanced to guarantee that students and grown-ups from poorer socio-economic groups receive from special education programs. This initiative formerly focused on less privileged groups, encouraging them to get to work and earn money as soon as possible in order to minimise extremism and knowledge gaps (Wallenborn, 2010).¹ The phrase "vocational education and training" is also contentious. Those who consider it as the transfer of fundamental knowledge to job and life skills highlight the term "vocational education." "Training" who feel that vocational education should be focused primarily on gaining job-related skills (Anderson et al., 2020). Capacity and availability are indeed important factors in vocational education and training. The goal of the programmes is to prepare learners to do specific activities required for a certain trade or career. This will also qualify learners for a degree that acts as a flimsy indicator that how they have met a qualifying standard and are capable of doing the activities required of a certain job or industry (Mulder et al., 2007). Many stakeholders believe that competency-based education can close the gap between the job market and learning, which is one of the reasons for its appeal in Vocational Education and Training. Of course, the objective is that VET must allow students to develop the skills they'll need in their career

advancement and civilization. Furthermore, they must continue to enhance their skills as experts in order to adapt to and anticipate potential changes at work and elsewhere (Biemans, 2004). VET covers a variety of individual vocations and encompasses both informally and formally knowledge exchanges required to increase humanity's development. It is critical not just in terms of providing job possibilities for humans, as well as in terms of increasing corporate performance since it is thought to be a vital workforce that aids mobility and flexibility as a consequence of companies' changing needs (Agrawal, 2013). VET includes not only specific capabilities but also general education. Professional abilities such as cooperation, communication and conflict resolution have, of course, received increasing emphasis in recent years. Additionally, they may create a long-term collaboration between a human of the industry and a person who has finished vocational education and training owing to their communication approach (Brockmann, 2008).

2.2.2: Model of career development

The premise behind career advancement is that by arranging individuals' interests and commitments at work and throughout their lives, they would perform better. Transitions between job, education, and pleasure should be carefully handled for a lifetime and lead to growth, according to the notion of professional development (Shaito, 2019). The process of the development from infancy to formal school education, as well as the developmental processes that lead through maturity, make it evident that the education department performs a significant part in this progression. From a financial, ideological, ethical, and emotional standpoint, career development is critical, students must gain skills that they may use throughout their life (Uhunamure et al., no date). Education, which includes both learning and self-education, is the first step in career progression. You may not exert excessive effort into schooling if you lack experience. Although education may be necessary to obtain a specific degree, it is more important to consider how much you put into education (Shaito, 2019).

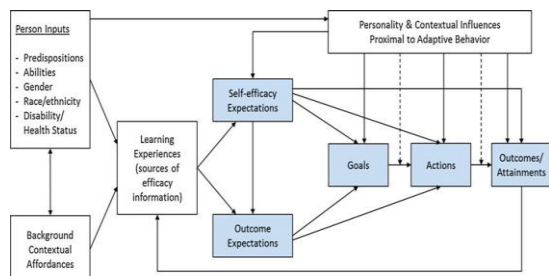


Figure 1: Model of career self-management (Lent and Brown, 2013)

SCCT stands for social cognitive career theory, which is a moderately work to comprehend the mechanisms through which individuals structure interests, implement simple decisions, and attain diversified levels of success in academic and employment endeavours (Lent et al., 1994). The SCCT allows us to describe a professional development model that uses a social-cognitive approach to account for personal and contextual characteristics. In a nutshell, the SCCT people's self-efficacy views, result expectancies, and interests all play a big role through career-relevant learning experiences (Scheuermann et al., 2014). Three different social-cognitive mechanisms that are directly important to career development are highlighted in the model. These sociocognitive systems also play a role in exploration activities, which are regarded to be important in the establishment of career identities. One of them is self-efficacy which relates to a person's ability to attain and execute a certain performance, it is an energetic set of personalities (Lent et al., 1994; Macht Jantzer et al., 2009). The outcome expectation stands out from the others as well. The premise that the results can be concluded that certain conduct influences the purpose and real commitment to that behaviour is also part of SCCT (Wöhrmann et al., 2013). The third is goals, which are desires or choices to achieve action. Goals serve as a basis of ambition and aid in the organisation and shaping of habits that are key to making professional decisions. Self-efficacy and performance expectations impact goal processes such as expressing job choices and making decisions (Macht Jantzer et al., 2009). The SCCT unifies the features highlighted by prior job ideas to establish a comprehensive structure for how to feel workplace happiness, makes vocational decisions, reaches various levels of career success and people develop educational missions (Lent and Brown, 2013). Relevant learning experiences contribute favourably to the correct assessment of outcome expectations and self-efficacy percepts, demonstrating that learning experiences have an effect through self-concept. Personality has an extra direct influence on some career pursuits (Schaub and Tokar, 2005).

2.2.3 Model of Self-development

Individuals' self-advancement involves altering knowledge relations, returning general knowledge to parity with professionalism, and extending "natural information" as a vital part of life's advancement rather than as a different element (Rahman, 1993).² The relationship of three essential extensions gives originality to self-development, these three are the concepts of individual responsibility, the complete person and development. Each phase in the process of lifelong development, which involves constant, incremental growth, unexpected improvements, and severe alterations, impacts how individuals describe their discoveries and learn to know themselves better

(Antonacopoulou, 2000). Personal control is a key notion to grasp when it comes to self-management. Personal responsibility is defined as the power to control our ideas, attitudes, and actions, as well as accept responsibility for our choices and outcomes. Furthermore, it may be described as a persons' belief, in any case, implying that those people are conscious of their decisions, ambitions, and the authors of their own life (Mergler and Shield, 2016). Finally, "self-improvement" indicates that when a key goal is attained, personal development makes sense. Self-development occurs when a person finds meaning in certain specific experiences that interact with their surroundings (Antonacopoulou, 2000).

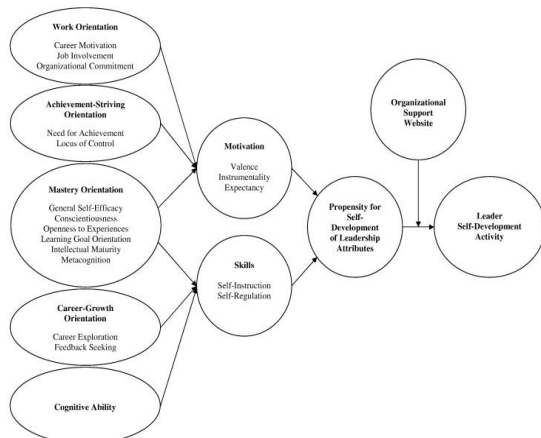


Figure 2: Leader self-development conceptual model (Boyce et al., 2010)

We observe five individual traits that impact a person's propensity to develop in the self-development model. They also have an impact on the proclivity for self-improvement by ability and enthusiasm. Last but not least, the model defines the organisation's self-development support's moderating function (Boyce et al., 2010). It refers to the personal development efforts that leaders do in order to improve their own leadership functionality and capabilities. Leaders participate in programmes that are tailored to their individual development requirements. While this customised development is advantageous to an individual's leadership development, the basic essence of self-improvement precludes the use of some of the more stringent programmes assessment methodologies (Orvis and Ratwani, 2010).

2.3 Review of existing empirical research

2.3.1 Vocational Education and Training in developed countries

Vocational Training and Education is essential for individuals who prioritise the profession over higher education. Students, on the other hand, are not always content with their education, even in developed countries. The growth of advanced VET is an important and indispensable aspect of this approach, particularly in the areas of productivity, employment

prospects, migration and social equality (Wollschlager and Reuter-Kumpmann, 2004). VET is defined and delivered differently in each of the OECD nations. VET structures vary from highly controlled institutions in dual system nations to circumstances such as the United Kingdom, where vocational education is extremely dispersed (Steedman, 2001). Australia is another OECD nation where a study was confined to one elite boys' institution in Queensland. The students surveyed were mostly in professional technology and communications as well as engineering training. Action and individual work with assistance, including the use of workable elements, and a combination of practical and theoretical work were the most common techniques used by students to gain occupational skills and practises. The effect of integrated personal development, personal rights, and skills on vocational training have all been investigated. Finally, the objectives of vocational education as a tool for human development. According to the findings, the primary causes for pupils' engagement in vocational education and training were: poor academic performance, a preference for more courses training, and a desire to pursue employment rather than a better degree (McGrath, 2012). In the evolution of engineering students, Amur State University employed the following strategies the most: generalisation, theories, educational models, and state standards of education. The goal of the research is to figure out the peculiarities of engineering education. The questionnaire has four sections: basic questions, professional assessments, education quality assessments, and closing questions. Basically, the participants identified the limits in the university's vocational education and training and the challenges they faced throughout practical training. They said there was a lack of practice time, substandard equipment, and a poor link between practical and theoretical classes (Plutenko et al., 2018). It is impossible to establish how component variations of a VET programme connect to the achievement of social advantages empirically, researchers must be prepared to illustrate if the social advantages of Vocational education and training are prospective. The data's temporal element may be utilised to calculate statistics that measure typical changes in social results. This technique analyses whether overall status changes consequences are connected with changes in VET programmes for each participant in the instance of VET. The change model is empirically calculated using random or fixed effects (Sabates et al., 2010).

2.3.2 Career Development in Europe

A professional career management method may help workers, leaders, and the firm to determine professional development requirements, which also involves activity planning, motivation, self-evaluation and analysis of the environment. The Cranfield Network 2014/2016 data was used to create a research. More than 60 questions are included in the

survey, which focuses on career management tools. More than 5,000 people responded to career inquiries, with 72 percent of them being European and the majority working in the major service industry. On-the-job training is the most widely utilised method, followed by involvement in project teamwork and the unique task, which is used sparingly, according to the responses. Furthermore, studies demonstrate that education and training are still vital career management strategies. The data can be used to verify the link between the usage of career tools and organisational success, however owing to the survey's restrictions, this conclusion was not made public. (Bálint and Karoliny, 2017). In another study two career models are being examined, one in the protean and the other in the boundaryless career. Due to the initial section of the study consisting of two surveys and was followed by an interview, the study's structure is both quantitative and qualitative. The two quantitative surveys used eight criteria that were significant to the career direction of European IT workers. Three of the criteria have to do with physical mobility, three with the Protean career paradigm, and two with psychological mobility. Only individuals who completed both surveys were interviewed, and they were guaranteed by the organisation that they would stay anonymous. The interviews indicated that the structure of these eight elements would not have been completely obvious without the surveys and that they learnt more about each aspect as a result of the surveys. Participants were divided into three different groups based on the eight variables. 'Protean career architects,' 'solid citizens,' and 'roamers' were the names given to the three groupings. The rejection of regional mobility and job prospects was the key distinguishing characteristic between the three groupings. A comparison of individual cluster membership in both surveys, however, yielded no discernible results (Gubler, 2011).

2.3.3 Leadership development through Self-development

If individuals do not have the strong self-development of being in a leadership position, therefore, are unable to manage their colleagues. Self-development is the ideal programme for leadership training because it is a straightforward means to train managers who can understand and function at the basic level of a firm, allowing them to apply the company's enormous organising powers to bear (McCollum, 1999). A survey was conducted at the United States' West Point Academy by the Baseline Officer Longitudinal Development Study. Four years of preparation were initially observed in the project, and then progress was judged by looking at the leadership role ten years after graduation. This included evolution over time by the individuals since effective leadership necessitated a combination of leadership style, self-complexity, motivation, and individual effort. BOLDS has only used a tiny quantity of data. Then, at the 10-year gathering, respondents were asked to complete an online questionnaire designed to assess leadership

growth. Self-development for leaders, identification of the leader, and motivation are all significantly linked, according to the research. The findings are in line with motivational theory's standards, which describe self-efficacy as an exact indicator of overall motivation. According to research, leadership self-efficacy is a forerunner to leadership motivation, and so motivation and conduct serve as guides to a person's self-image. The limitation was, obviously, the short number of individuals, as the survey was halted owing to government regulation about email requests, resulting in a smaller sample size than anticipated. Several measuring approaches may be used in order to better understand the growth of leaders (Key-Roberts et al., 2012). Another survey at Fred's Foods used Maharishi's Transcendental Meditation as a self-improvement programme. For quantitative findings, fifteen workers were invited to the programmes, and the value of change was assessed using covariance analysis (ANCOVA). The findings of the analysis were unaffected by the usage of the variable individually or in groups. In addition, all individuals, even non-meditators, were questioned, and a high number of those who did not take part in the programme said the meditators had changed. Work efficiency, balance in difficult conditions and initiative have all improved. The assumption that meditation practice leads to an increase in leadership behaviour is supported by observed improvements (McCollum, 1999).

2.4 Background to the primary research context

In Hungary, following the innovations of the College, there has been education for tourism administrators since 1996, a training of tourism (today known as hospitality and tourism) professionals from 1998, and a Bachelor degree in tourism and hospitality since 2008 (Levente and Gábor, 2011). In the highly competitive hospitality industry, a skilled workforce is required to remain operational, and one of the main challenges is finding a skilled workforce. The same already applies to education for secondary tourism and hospitality vocational training, higher tourism and hospitality vocational training, higher tourism and hospitality undergraduate courses. Hospitality provides an appealing employment opportunity as well as an excellent workforce. Extensive reform of vocational education may be accomplished through infrastructure improvements, the introduction of an updated curriculum, and a rethinking of teacher education (MTU, 2021). Hospitality and tourism are under the purview of economics education. According to a poll in 2018, the majority of individuals employed without a degree, with just 52% of graduates citing a lack of a degree while seeking employment. Most jobs that need a tertiary degree are for immediate management roles. What is intriguing, on the other hand, is that graduates just moderately employ what they have learnt from their universities in their workplaces (Oktatási Hivatal, 2020).

2.5 Conclusion

The author selected vocational education and training, career development, and self-development since discovered a connection between them for the research. Also explores the models and the theory in several realms of life. The writer eventually discovered that, in terms of careers, they all play a significant part in people's lives.

Chapter 3: Methodology

3.1 Research aim and objectives

To examine the value of vocational education versus belief in self-development in driving the perceptions of achievement for a Food & Beverage leading role.

These objectives will be established to attain the aim:

- To examine the factors affecting vocational education and self-development perceptions of Hungarian F&B leading achievement
- To investigate the influences of VET program in career development which enhances Hungarian Food & Beverage leading development
- To analyse the effectiveness of VET in developing leadership development through self-development to achieve Food & Beverage leading role in Hungary

3.2 Research approach

To accomplish the study's purpose and objective, the author will use the qualitative method. According to Creswell (2014), this approach aims to learn how organisations or individuals think about a social or human problem. In qualitative research, the investigator is the primary data collector. The observer is curious as to what occurs and why, as well as what this means for the respondents. The author would use a qualitative approach to examine if a bachelor's degree is genuinely required for a manager's function and to experiment with the perspectives of attendees who can supply rich, in-depth data. Therefore, of the 6 models, the case study was ultimately chosen because the researcher would observe two different groups of people. For instance, "How does a manager with a degree and no qualification with a degree handle the problem in hospitality?" (Creswell et al., 2007). Later on, the study may be improved by increasing the amount of samples, assessing the company culture, and augmenting the skills development programmes. The majority of qualitative research focuses on constructivism (Teherani et al., 2015). According to the constructivist viewpoint, people encounter their own activity and respond to it in order to develop their own knowledge.3 Nowadays, research is actively

seeking new discoveries, and the constructivist method is one of the finest for explaining the complexities of phenomena (Adom et al., 2016).

3.3 Sampling

The various logics that assist samplings are the best way to convey the gap between qualitative and quantitative approaches. Quantitative research methods utilise probability samples that allow for confidence extrapolation of the sampling to a wider population, whereas qualitative approaches use purposely selected small samples (Moriarty, 2011). An adequate sample size in qualitative research (not being too large) is one that permits the deep, specific instance analysis that is a hallmark of all qualitative methods, and that results in a new and richly varied understanding of reality (Docherty and Sandelowski, 1999). Because the author's subject is linked to higher education, the non-probability type of sampling method is adopted because it requires a select group of people who are interested in the sector. The size and diversity of the researched population determine sample size and variation in qualitative research. Because the sample changes throughout the test, the non-probability sampling technique may be used in a variety of ways. The most prevalent type of targeted sampling is "information-rich" instances, which have between 4 and 40 individuals (Kakrani and Vedpathak, 2013). In addition, the judgmental sampling approach would be employed since it identifies who is eligible to engage in the study, such as those with managerial positions or tertiary degrees. As a result, individuals truly have the expertise to assist with a certain study and play an important enlightening role. To approach the purpose, the author will ask for the participation of a total of 10 individuals in the sample. The researcher would ask 10 Food and Beverage managers of hotels in Hungary for help with the research, of which 5 managers would have a Bachelor degree and the other 5 would not have it.

3.4 Data collection

Qualitative data can take several ways. Interview summaries from open-ended, targeted, yet exploratory questions make up the data in many qualitative research studies. Nevertheless, there is also no limitation to what may be included in a qualitative collection, and we are increasingly finding innovative uses of sources including recordings, personal stories, focus groups and documents (Thorne, 2000). First of all, the investigator would focus on qualitative observation, as an investigator can observe people's behaviour and performance in the workplace to achieve the goal. The purpose is to discover how graduates and non-graduates differ in terms of performance. Certainly, the observation would be recorded so that the writer could back up claims. In

participant observation, the researcher attempts to completely join in the acts of the respondents, allowing them to not only see but also feel the situation. Participant observation seeks to enhance theory rather than just tell stories by studying the differences in job performance between graduates and non-graduates (Owen, 2014). After the observation, the researcher can focus on the interview since the respondents to the research are known. The interview would often include the word "why," and participants could report their own experiences, and the questions are more about education and work. Starting from the interview, the choice fell on the non-standardized, one to one, which means the interviewer investigates the phenomena with one person at a time. A face-to-face interview would be used which contains open-ended questions so that the subject can better express the topic (Saunders and Townsend, 2016).

3.5 Data analysis

For organising and analysing the data collected from the participants, this investigation will use a thematic analysis and a precise coding technique. Thematic analysis is an interpretative process in which data is collected methodically in order to provide an expressive account of the provided case. The analysis consists of a six-phase linear step with back-and-forth movement between them. These may be used in a variety of ways to suit the study and obtain the correct theme (Thorne, 2000). The first step in the analysis is to re-read the data because sample identification might change during reading. May take notes and mark up your encoding techniques in this chapter to assist to go on to the next phase. This section takes time, due to transcribing the verbal data but it helps the researcher to better grasp the data and check its correctness (Maguire and Delahunt, 2017). The most critical aspect of the transcript is that it keeps the origin of the interview, for instance, "be true to the text," therefore it is a word-for-word transcription, but punctuation can be adjusted to achieve the purpose. Then, during the coding stage, may construct codes that indicate the data's features and importance (Braun and Clarke, 2006). The investigator would use inductive coding, which is separate encoding to each line that would be manually performed. Manual encoding involves the author writing notes next to the text and highlighting them. The coded data is then gathered and grouped into subjects in the next phase (Smith and Firth, 2011). Basically, analyse the codes and group them into topics. Because visualisation is helpful in this case, the researcher would use the table in the study. The primary and sub-themes have been established, and the others can be eliminated. The defined themes phrase is how the themes connect to one another and what their core worth is, thus examine again (Ryan and Bernard, 2003). Last but not least is the writing-up, in which the data should be explained in such a way that the reader is persuaded. This part should have significant, succinct, and

enough evidence to complete the thematic analysis (Mayer, 2015).

3.6 Trustworthiness

In qualitative research, trustworthiness is defined as credibility, dependability, and rigour. To assure dependability, the researcher will use three of the various strategies available (Bradbury-Jones, 2007). The first strategy is the audit trail which is derived from the fiscal audit concept, examines the risk of making mistakes or fraud. The author would pay close attention to the data description so that if other researchers would like to check the data, they obtain the same point of view (Cutcliffe and McKenna, 2004; Carcary, 2009). The mistake, of course, is possible, as it differs whether others can misunderstand the interviews or observations. The second technique is member checking, which may be used for both interviews and observation to validate data after it has been obtained. An "intervening" interview occurs when the interviewer actively asks questions that aid the participant's fresh viewpoint, and he or she may also obtain responses that aid in his or her study (Naidu, and Prose, 2018). The risk is that the participant will disagree after viewing the data and, after watching it, will realise the "intervening" interview in which the interviewer has placed the words into the participant's mouth. So the goal is to gain credibility from the participants and this can be very easily lost due to the interview questions. The third strategy is triangulation, which necessitates additional proof, which is why the researcher collects data from two sources. The first is qualitative observation, which focuses on people's behaviour and performance. The other is a face-to-face interview in which managers discuss their experiences and answer questions by the researcher. These two can provide a very valuable result for the research since they examine in multiple ways, allowing you to combine or compare additional data and information. Because there are multiple approaches to the study, methodological triangulation feels acceptable for the investigator (Oppermann, 2000).

3.7 Ethical issues

According to Neuman (2011), "It is the professional and moral role of the researcher to be ethical even when study respondents are uninformed of or uninterested with ethics". Ethical considerations are relevant in both qualitative and quantitative research, but they are more significant in qualitative research since methodologies frequently intrude on people's lives. While gathering any type of data from attendees, the investigator should disclose all potential advantages and drawbacks to the people involved. Certain broad ethical difficulties in research are: never humiliate or degrade persons who were recruited for research reasons, get prior voluntary agreement such as filling out a consent form and never cause needless

harm to participants (Khan, 2014). The researcher should prepare for the participants' anxiousness or more intense reactions during the data collection. Obviously, the author will request permission from the hotels and the individuals who work there to document the observation before beginning the research. Then, at the beginning of the study, you would express your objectives with the study, how data will be used, and respect the participant's privacy. To acquire trustworthy data, the researcher must keep own impressions and keep to the questions on an interview process. In examining the data, the researcher would share not only the good aspects but also various conflicting results. To safeguard the anonymity of participants, it would also adopt the pseudonym "Manager1". Finally, at the data sharing phase, the investigator would provide accurate data. The investigator will inform the participants about who will profit from the investigation.

3.8 Limitations

Since the researcher uses qualitative research, including interviews and observations, limitations are probable. Primarily ambiguous replies during interviews, since a simple alteration in emphasis or punctuation affects the participant's message. Another thing that is extremely possible is that they provide agreeing replies, so they agree with the researcher's opinion that they think so they will help with the study. To summarise, it is very simple for the writer to acquire deceptive answers that are not at all honest. It's also biased that the researcher only performs the study in the hotel industry when the investigator might gather replies in restaurants as well, which may supply even more information. Furthermore, observation is appropriate for restrictions, because attendees are aware that they are being observed, they will exhibit unusual behaviour, which is deceiving. Moreover, the observer may be prejudiced with the examination, not clearly delineating the points of observation, and attention fades with time, reducing the rigour of it. Finally, the observer does not request a second witness, thus no one can truly validate the results. The researcher should take efforts to control these cases. The author can warn the managers if believe the manager is biased or if they give agreeing responses. If the investigator continues the study, may look into the situation of Restaurant Managers as well. Also, can strive to put together as exact a structure for the observation as feasible, and you can even interview the Managers' colleagues as the second witness.

Chapter 4: Discussion

4.1 Introduction

In Hungary, studying in the hotel industry is common since it offers a promising future work potential.

Because skills and knowledge are so important in the job market, it's critical to ensure that the various levels of hospitality training are in sync (MTU, 2021). According to previous studies, motivation is the foundation for people's development. Even under severe working situations, self-efficacy may strike a balance and drive management behaviour (McCollum, 1999; Key-Roberts et al., 2012). However, it is a lack of case studies on having self-development and self-efficacy in the leading role of the Food & Beverage department is sufficient or whether a higher education background is necessary. In this chapter, the objectives related to education and self-development will be demonstrated and discussed. Although primary research did not happen, the following contents will be stated and analysed using literature results and empirical data.

4.2 To examine the factors affecting vocational education and self-development perceptions of Hungarian F&B leading achievement

Internal systematic procedures and unique programmes are used by VET. It provides individuals who might use it to complete a certain job (Mulder et al., 2007; Wallenborn, 2010). From the point of view of VET theory, the performance of a company is also strongly dependent on Vocational Education Training. As a critical workforce, it assists enterprises with flexibility and mobility, besides, communication, cooperation, and conflict management are playing an increasingly significant part in VET in order to may develop a long-term collaboration between the industry and the individual (Brockmann, 2008; Agrawal, 2013). Furthermore, according to an observation by McGrath (2012), the majority of students choose this because their academic performance is bad and they want to acquire a job as soon as possible rather than graduating, which may signal a difficulty to achieve a leadership position in any business. At the same time, the education does not often give appropriate practical time and equipment, which may have led to faults in the work. It is also difficult to determine how the course is truly connected to producing social benefits because status changes always have implications for it (Sabates et al., 2010; Plutenko et al., 2018). The correlations contradict each other in some places, which discuss that education may not be that useful in the work without personality development, and social cooperation, therefore, education should pay more attention to this. The same may be evident in the Food & Beverage sector, where some factors for self-improvement or effective work performance may be lacking. According to the results, a degree may not be as important as a motivated self-concept for success.

4.3 To investigate the influences of VET program in career development which enhances Hungarian Food & Beverage leading development

Career development is key since it can be found throughout our lives. It is related to education because it is the first step in self-education and occupational training, both of which we utilise throughout our lives (Shaito, 2019; Uhumamure et al., no date). The social cognitive career theory examines a person's self-efficacy and expectations from the outcome, as well as which actions result in the success by their work-related learning experiences (Lent et al., 1994; Scheuermann et al., 2014). Focuses on three mechanisms that are vital in career advancement. Self-efficacy, which relates to a person's capacity to perform, is the expectation of outcomes, and last but not least, the desires that motivate action (Lent et al., 1994; Macht Jantzer et al., 2009; Wöhrmann et al., 2013). However, a study by Bálint and Karoliny (2017) found that education and training are still important components of career management strategy. Those in the major of the service sector may have said that career tools such as project work and training demonstrate a connection to organisational success. Based on the foregoing, it is advised that, because career development is directly tied to education, more learning tools be included in career development in order to achieve greater success. The same may be stated for the growth of a leader in Hungary, albeit the three mechanisms are equally crucial as the tools since the desire to act for success lingers in the mind. So degrees may not be important at all times, and sometimes if education doesn't have the quality tools to teach, people may not be able to help their career advancement if they rely only on learning and not on the motivation they have to move forward.

4.4 To analyse the effectiveness of VET in developing leadership development through self-development to achieve Food & Beverage leading role in Hungary

Self-development entails a change toward professionalism as well as gaining more knowledge (Rahman, 1993). This theory, as well as the ideas of individual responsibility, entire personality, and growth, are defined by the interaction between three key parts. It takes a lifetime to develop so that people may better understand themselves in different situations. Self-improvement signifies the accomplishment of a certain aim. The presence of self-development means that a person finds meaning and interacts with his or her surroundings (Antonacopoulou, 2000). Key-Roberts et al. (2012) conducted a study in the United States and discovered that self-development is significantly associated with motivation. Leadership motivation has also been proven to be necessary for leadership self-efficacy. In this context, personal development activities may have necessitated a basic motivation. Leaders should be encouraged to engage in personal development programmes since there is always the opportunity for

development. It may be claimed that one can be educated or capable of leading, but one cannot get there without self-improvement, which begins with motivation, thus it would be meaningless without it. It is the attitude of the people that may matter to achieving leadership. So it may be argued that education dwarfs the self-concept in the industry of hospitality.

4.5 Conclusion

Overall, there are gaps and discrepancies between the empirical and literature reviews, which lead to recommendations and statements. VET cannot always supply the factors required to occupy a leadership role. Simultaneously, constant education tools are required for self-advancement in order for personality development to occur. Finally, self-development begins with motivation, which is a component of career development. Since motivation is key to reaching goals and completing a leadership role, self-development is the most critical of the three to assure the research's success.

Chapter 5: Conclusion & Recommendations

5.1 Conclusion

The author would like to offer the discovered results and judgement in the concluding chapter. Overall, the writer is able to adopt a position primarily through an examination of empirical situations and theoretical background since conducting secondary research in the study. The findings indicate that many variables impact the work performance of leaders in the Food & Beverage industry, and not all of them are dependent on education. Self-improvement and career growth also play an essential part in this, implying that attitude and motivation are also crucial. People may prefer to continue their education because they think it provides them with an edge, for instance being able to get a job more easily or quickly advance to a managerial position. There is a chance that schools are unable to provide adequate implementation, and there is no actual connection between theory and practice, so there may be some drawbacks. Nevertheless, because education is the initial step in career development, there is little prospect of success without the correct instruments. Individuals take advantage of every chance to advance in their professions with a degree or without any degree. Leadership motivation and attitude, on the other hand, are critical for a management function. What they cannot learn in school, therefore, the individual has to figure out how to achieve self-improvement in life. As a consequence, there is a chance to have various inconsistencies and shortcomings in Vocational Education and Training which demonstrate that it may not provide appropriate preparation for a leadership position on its own. Consequently, the value of educational background in the hospitality sector, in addition to self-image, is questionable, therefore it can

be argued that it may not have as much influence in all situations.

The author concentrates on Food and Beverage leaders of hotels in Hungary, where it may be more strongly assumed that a degree is not required to perform well. There are gaps in education since the finest teaching tools are not available in Hungary. Most people thrive without a degree and very few say that it is hard to find a job due to a lack of a degree, which is not typical in the hospitality sector, moreover, and graduates rarely apply what they learn in their workplace. Appropriately, Career-development and self-image development are more readily critical, and it receives more attention in Hungary. Subsequently, motivation, skills, attitude and goals take a larger part in achieving success in a leadership position. The researcher's aim was to examine the value of vocational education versus the belief in self-development in driving the perceptions of achievement for a Food & Beverage leading role. In this regard, the judgement was reached via the attainment of outcomes and goals that self-development is more required for performance in a manager role of the Food and Beverage department in Hungarian hotels.

5.2 Recommendations

Finally, summarising the study and making a meaningful judgement after reading the paper, the investigator provides recommendations in order to tell the participants what actions they should make next time, to inform the future researchers on aspects and suggest how to minimise the research's weaknesses in the future. After reading the qualitative method, hence, you may have noticed a lack of honest answers and real behaviour during the research study, which could lead to false results, so the author advises that those participants who are afraid of their position or simply want to highlight the hotel where they work or themselves, they should say no to be participate of the study. For future researchers, it would be simpler if they study more theoretical frameworks as other education systems can be applied to the given gap. Therefore, a recommendation may focus on the empirical situation as well to fit the available gap, for example, the problem of lack of teaching tools was mentioned many times or the current researcher did not find any empirical situation in Hungary to use. Thus, it would be very useful if they could evaluate these empirical cases to be able to add up their knowledge and improve the literature review part of their study. Last but not least, due to limitations, the writing has weaker parts, therefore, the investigator has to suggest how to control these as well. Trustworthiness has already been mentioned, and it is suggested for future research that the number of participants be increased to conduct the study not just in Hungarian hotels but also in restaurants to have more and different data. Moreover, it is essential to have a witness who can support the main researcher's results or have look at the study from a different perspective. As the investigator was able to identify the

mistakes in the current study, the advice will be valuable in the future for more successful research.

References List

- Adom, D., Yeboah, A., and Ankrah, A. K. (2016) Constructivism philosophical paradigm: Implication for research, teaching and learning. *Global journal of arts humanities and social sciences*, 4(10), 1-9.
- Agrawal, T. (2013) Vocational education and training programs (VET): An Asian perspective. *Asia-Pacific Journal of Cooperative Education*, 14(1), 15-26.
- Airey, D., and Tribe, J. (2000) Education for hospitality. In *search of hospitality: Theoretical perspectives and debates*, 276-291.
- Anderson, D., Brown, M., and Rushbrook, P. (2020) Vocational education and training. In *Dimensions of adult learning* (pp. 234-250). Routledge.
- Antonacopoulou, E. P. (2000) Employee development through self-development in three retail banks. *Personnel Review*.
- Bálint, B., and Karoliny, Z. (2017) The more is applied, the better results are reached? Empirical lessons learned from the usage of career management tools. *Strategic Management-International Journal of Strategic Management and Decision Support Systems in Strategic Management*, 22(4).
- Biemans, H., Nieuwenhuis, L., Poell, R., Mulder, M., and Wesselink, R. (2004) Competence-based VET in the Netherlands: Background and pitfalls. *Journal of vocational education and training*, 56(4), 523-538.
- Boyce, L. A., Zaccaro, S. J., and Wisecarver, M. Z. (2010) Propensity for self-development of leadership attributes: Understanding, predicting, and supporting performance of leader self-development. *The Leadership Quarterly*, 21(1), 159-178.
- Bradbury-Jones, C. (2007) Enhancing rigour in qualitative health research: exploring subjectivity through Peshkin's I's. *Journal of advanced nursing*, 59(3), 290-298.
- Braun, V., and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brockmann, M., Clarke, L., Méhaut, P., and Winch, C. (2008) Competence-based vocational education and training (VET): The cases of England and France in a European perspective. *Vocations and Learning*, 1(3), 227-244.
- Carcary, M. (2009) The research audit trial—enhancing trustworthiness in qualitative inquiry. *Electronic Journal of Business Research Methods*, 7(1), pp11-24.
- Chimutingiza, F., Mwando, M., and Kazembe, C. (2012) The hospitality and tourism honours degree programme: Stakeholders' perceptions on competencies developed. *Journal of Hospitality Management and Tourism*, 3(1): 12-22.
- Chappell, C. (2003) Researching vocational education and training: Where to from here?. *Journal of Vocational Education and Training*, 55(1), 21-32.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., and Morales, A. (2007) Qualitative research designs: Selection and implementation. *The counseling psychologist*, 35(2), 236-264.
- Creswell, J. W. (2014) *Qualitative, quantitative and mixed methods approaches*. 4th ed. Sage Publications, Inc.
- Cutcliffe, J. R., and McKenna, H. P. (2004) Expert qualitative researchers and the use of audit trails. *Journal of advanced nursing*, 45(2), 126-133.
- Docherty, S., and Sandelowski, M. (1999) Focus on qualitative methods: Interviewing children. *Research in nursing & health*, 22(2), 177-185.
- Grossoehme, D. H. (2014) Overview of qualitative research. *Journal of health care chaplaincy*, 20(3), 109-122.
- Gubler, M. (2011) *Protean and boundaryless career orientations-an empirical study of IT professionals in Europe* (Doctoral dissertation, Loughborough University).
- Holik, I. (2013) The role of comparative education in Hungary. *Comparative education at universities world wide*, 83-89.
- Jaseviciute-Ufartiene, L., Mejerjyte-Narkeviciene, K., and Widelska, U. (2014) Organizational development based on leader's self-development theory and practice. *Transformations in Business & Economics*, 13(2A), 506-524.
- Kakrani, V., Deo, D., and Vedpathak, V. (2013) Qualitative Research-in Overview. *Medical Journal of Western India* | February, 41(1), 33.
- Kaya, C., and Ceylan, B. (2014) An empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. *American Journal of Business and Management*, 3(3), 178-191.
- Kátay, Á. (2005) *A munkaerőpiac és az oktatási piac kapcsolata a turizmusban*. Unpublished Master thesis. Pécs: University of Pécs, Faculty of Sciences.
- Key-Roberts, M., Halpin, S., and Brunner, J. M. (2012). *Leader identity, individual differences, and*

- leader self-development. ARMY RESEARCH INST FOR THE BEHAVIORAL AND SOCIAL SCIENCES FORT BELVOIR VA.
- Khan, S. N. (2014) Qualitative research method-phenomenology. *Asian Social Science*, 10(21), 298.
- Lent, R. W., Brown, S. D., and Hackett, G. (1994) Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behavior*, 45(1), 79-122.
- Lent, R. W., and Brown, S. D. (2013) Understanding and facilitating career development in the 21st century. *Career development and counseling: Putting theory and research to work*, 2, 1-26.
- Levente, N., and Gábor, P. (2011) A fatal magyar diplomások gyakorlati készségeinek fejlesztése.
- Li, J., and Pilz, M. (2021) International transfer of vocational education and training: a literature review. *Journal of Vocational Education & Training*, 1-34.
- Ling, Y., Jeong, S. J., and Wang, L. (2021) Research on the reform of management system of higher vocational education in China based on personality standard. *Current Psychology*, 1-13.
- Macht Jantzer, A., Stalides, D. J., and Rottinghaus, P. J. (2009) An exploration of social cognitive mechanisms, gender, and vocational identity among eighth graders. *Journal of Career Development*, 36(2), 114-138.
- Marchante, A. J., Ortega, B., and Pagán, P. (2007) An Analysis of Educational Mismatch and Labor Mobility in the Hospitality Industry. *Journal of Hospitality & Tourism Research*, 31:299.
- Maguire, M., and Delahunt, B. (2017) Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3).
- Mayer, I. (2015) Qualitative research with a focus on qualitative data analysis. *International Journal of Sales, Retailing & Marketing*, 4(9), 53-67.
- McCullum, B. (1999) Leadership development and self-development: an empirical study. *Career Development International*.
- McGrath, S. (2012) Vocational education and training for development: A policy in need of a theory?. *International Journal of Educational Development*, 32(5), 623-631.
- Meliou, E., and Maroudas, L. (2011) Career development in the hospitality industry in Greece: Implications for human resource practices. *Journal of Human Resources in Hospitality & Tourism*, 10(2), 218-233.
- Mergler, A., and Shield, P. (2016) Development of the Personal Responsibility Scale for adolescents. *Journal of Adolescence*, 51, 50-57.
- Mewald, C. (2021) Lesson Study in Vocational Education and Training: The status quo in four European countries. *R&E-SOURCE*, (16).
- Moriarty, J. (2011) Qualitative Methods Overview. (SSCR Methods Reviews). National Institute for Health Research School for Social Care. Available from: http://eprints.lse.ac.uk/41199/1/SSCR_Methods_Review_1-1.pdf [Accessed 26 November 2021].
- Mulder, M., Weigel, T., and Collins, K. (2007) The concept of competence in the development of vocational education and training in selected EU member states: a critical analysis. *Journal of Vocational Education & Training*, 59(1), 67-88.
- MTU (2021) Turizmus 2.0. Available from: https://mtu.gov.hu/documents/prod/NTS2030_Turizmus2.0-Strategia.pdf [Accessed 16 November 2021].
- Naidu, T., and Prose, N. (2018) Re-envisioning member checking and communicating results as accountability practice in qualitative research: A South African community-based organization example. In *Forum: Qualitative Social Research* (Vol. 19, No. 3, pp. 783-797). Freie Universität Berlin.
- Neuman, W. L. (2011) *Social Research Methods: Qualitative and Quantitative Approaches* (D. Musslewhite Ed. 7th ed.). USA: Allyn and Bacon.
- Oktatási Hivatal (2020) Frissdiplomás kutatás. Available from: <https://www.diplomantul.hu/frissdiplomas-kutatas> [Accessed 07 December 2021].
- Oppermann, M. (2000) Triangulation—A methodological discussion. *International Journal of Tourism Research*, 2(2), 141-146.
- Orvis, K. A., and Ratwani, K. L. (2010) Leader self-development: A contemporary context for leader development evaluation. *The Leadership Quarterly*, 21(4), 657-674.
- Owen, G. T. (2014) Qualitative methods in higher education policy analysis: Using interviews and document analysis. *The qualitative report*, 19(26), 1.
- Plutenko, A. D., Leyfa, A. V., Kozyr, A. V., and Haletskaya, T. V. (2018) Specific Features of Vocational Education and Training of Engineering

Personnel for High-Tech Businesses. *European Journal of Contemporary Education*, 7(2), 360-371.

Poria, Y., and Reichel, A. (2019) How Do Hotel and Tourism Management Students and Graduates Present Their Academic Degree?. *Journal of Hospitality & Tourism Education*.

Puah, P., and Ananthram, S. (2006) Exploring the antecedents and outcomes of career development initiatives: Empirical evidence from Singaporean employees. *Research and practice in human resource management*, 14(1), 112-142.

Rahman, M. A. (1993) People's Self-development. *Perspectives on Participatory Action Research*, 315-335.

Ryan, G. W., and Bernard, H. R. (2003) Techniques to identify themes. *Field methods*, 15(1), 85-109.

Sabates, R., Salter, E., Bromberg, T., Voss-Dahm, D., Obolenskaya, P., and Bosch, G. (2010) Social benefits of vocational education and training for individuals: concepts, contexts and empirical results. Thessaloniki, CEDEFOP.

Saunders, M. N., and Townsend, K. (2016) Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of Management*, 27(4), 836-852.

Schaub, M., and Tokar, D. M. (2005) The role of personality and learning experiences in social cognitive career theory. *Journal of Vocational Behavior*, 66(2), 304-325.

Scheuermann, T. S., Tokar, D. M., and Hall, R. J. (2014) An investigation of African-American women's prestige domain interests and choice goals using Social Cognitive Career Theory. *Journal of Vocational Behavior*, 84(3), 273-282.

Shaito, F. (2019) Career Development: An Overview. Available from: <https://www.researchgate.net/publication/336812981> [Accessed 24 November 2021].

Smith, J., and Firth, J. (2011) Qualitative data analysis: application of the framework approach. *Nurse Researcher*, 18 (2): 52-62.

Steedman, H. (2001) Benchmarking apprenticeship: UK and continental Europe compared (No. 513). Centre for Economic Performance, London School of Economics and Political Science.

StudyinHungary (2019) Higher Education in Hungary. Available from: <http://studyinhungary.hu/study-in-hungary/menu/studying-in-hungary/higher-education-in-hungary.html> [Accessed 13 October 2021].

Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A., and Varpio, L. (2015) Choosing a qualitative research approach. *Journal of graduate medical education*, 7(4), 669-670.

Thorne, S. (2000) Data analysis in qualitative research. *Evidence-based nursing*, 3(3), 68-70.

Trade (2021) Hungary Education and Training. Available from: <https://www.trade.gov/country-commercial-guides/hungary-education-and-training> [Accessed 04 December 2021].

Uhunamure, N. D., Ewere, O. D. E. H., and Okotete, A. O. (no date) STUDENT ENTREPRENEURSHIP ON CAMPUS: A CAREER DEVELOPMENT EXERCISE OR A SURVIVAL RESPONSE SCHEME?.

Varga, J. (2006) The role of labour market expectations and admission probabilities in students' application decisions on higher education: The case of Hungary. *Education Economics*, 14(3), 309-327.

Wallenborn, M. (2010) Vocational Education and Training and Human Capital Development: current practice and future options. *European Journal of Education*, 45(2), 181-198.

Wang, Y. F., Horng, J. S., Cheng, S. Y. S., and Killman, L. (2011) Factors influencing food and beverage employees' career success: A contextual perspective. *International Journal of Hospitality Management*, 30(4), 997-1007.

Wollschlager, N., and Reuter-Kumpmann, H. (2004) From Divergence to Convergence: A History of Vocational Education and Training in Europe. *European journal: vocational training*, 32, 6-17.

Wöhrmann, A. M., Deller, J., and Wang, M. (2013) Outcome expectations and work design characteristics in post-retirement work planning. *Journal of Vocational Behavior*, 83(3), 219-228.

Zopiatis, A., Theocharous, A. L., and Constanti, P. (2016) Adult vocational decision, career satisfaction and future intention: insights from the hospitality industry. *International Journal of Contemporary Hospitality Management*.