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## A comparative study of the quality of hotel school outputs between Egypt and Iraq

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### Abstract

This research presents a comparative study of the quality of outputs from hotel schools in Egypt and Iraq, aiming to assess the impact of hotel education on enhancing graduates' skills and preparing them for the job market. By analyzing data related to graduates' productive, technical, leadership, and behavioral skills, the study highlights the differences in the quality of hotel education. The research employed a comprehensive purposive sampling method, selecting 250 teachers and supervisors from hotel schools in both countries. The results revealed a statistically significant positive correlation between the quality of hotel education and the improvement of students' skills. The findings also showed that Egypt has a relative advantage in integrating academic programs with industry requirements and in establishing effective partnerships with the private sector, which contributes to improving the quality of educational outputs. On the other hand, hotel schools in Iraq face challenges related to infrastructure and a lack of educational resources, negatively impacting the quality of graduates and their ability to compete in the job market. However, the research indicates that Iraq has significant potential to develop this sector by adopting innovative educational strategies and learning from successful experiences in Egypt and other countries. The study recommends enhancing cooperation between educational institutions and the private sector in both countries and updating curricula to keep pace with global developments in hospitality and tourism.

**Keywords:** Quality of hotel education, educational outputs, hotel schools, general skills

### Introduction

The tourism and hospitality sector is experiencing continuous global development, presenting significant challenges for educational institutions specializing in this field to produce qualified graduates who meet market demands. Hotel schools play a crucial role in preparing students for careers in hospitality and tourism through specialized educational and training programs (Barrows, 2012) <sup>[25]</sup>. This study aims to compare and analyze the quality of educational outputs from hotel schools in Egypt and Iraq, with the objective of evaluating the effectiveness of these outputs in meeting the needs of the hospitality job market in both countries. The study focuses on analyzing the similarities and differences in curricula, training methods, and the extent to which students are prepared for careers in the hospitality sector. Through this comparison, the study seeks to provide recommendations for improving the quality of hotel education in alignment with global standards and local market requirements in Egypt and Iraq.

### Research Problem

Despite the hotel industry's need for trained and qualified workers, there is a noticeable gap between hotel education and the job market's demands in both countries.

### Research Questions and Gap

The research gap lies in the lack of comparative studies with hotel schools from other tourist countries that would allow researchers to assess the quality of outputs from Iraqi hotel schools, as well as a general lack of research on hotel and tourism education. Therefore, this study seeks to answer the following questions:

**Main Question**

How does the quality of hotel education in Egypt and Iraq affect student outcomes and their readiness for the hotel job market in both countries?

**Sub-questions**

What are the main differences in the quality of academic programs between hotel schools in Egypt and Iraq?  
 How does the application of quality standards in hotel schools impact students' productive skills in Egypt and Iraq?  
 What are the differences in technical (vocational) skills acquired by students in hotel schools between the two countries?  
 How do the leadership and managerial skills of graduates differ between hotel schools in Egypt and Iraq?  
 What is the impact of the quality of hotel education on students' behavioral (personal) skills in both countries?

**Study Objectives**

This study aims to analyze the differences in the quality of outputs and educational practices between hotel schools in Egypt and Iraq through the following:

**Sub-objectives**

Compare the general skills (productive, technical, leadership, and behavioral) acquired by students in both Egypt and Iraq.

Examine the impact of applying quality standards in hotel schools on improving student skills in both countries.  
 Evaluate the influence of partnerships between hotel schools and hotel institutions on the quality of education and student readiness for the job market.

**Identify the challenges and opportunities**

Explore the challenges faced by hotel schools in Iraq compared to those in Egypt, and identify opportunities to improve the quality of education.  
 Provide recommendations for improving the quality of hotel education based on a comparison of experiences and practices between Egypt and Iraq.

**Research Hypotheses**

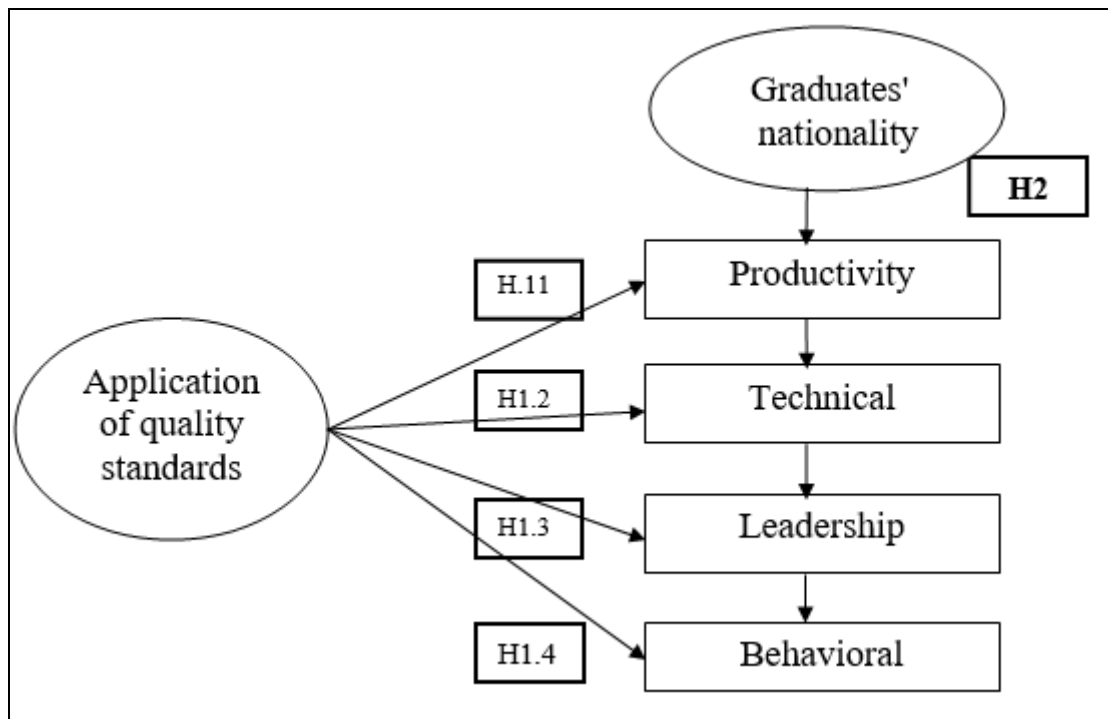
**This research is based on the following hypotheses**

**Hypothesis 1**

"There is a correlation at a significance level of 0.05" between the application of quality standards in hotel schools and the improvement of graduates' skills (productive, technical, leadership, and behavioral)

**Hypothesis 2**

"The skills of hotel school graduates differ according to the nationality of the graduates."



Source: Prepared by the researcher.

Fig 1: Research Hypotheses

**The study's parameters include four main determinants:**  
**Spatial Determinants:** The fieldwork was conducted in all hotel schools in Iraq and the three-year system hotel schools in Egypt.

**Temporal Determinants:** The fieldwork was completed during the winter period, taking advantage of the availability of supervisors and teachers in hotel schools. Surveys were distributed to the educational and administrative staff between October 2023 and December 2023.

**Human Determinants:** The study is limited to teachers and supervisors in hotel schools.

**Subjective Determinants**

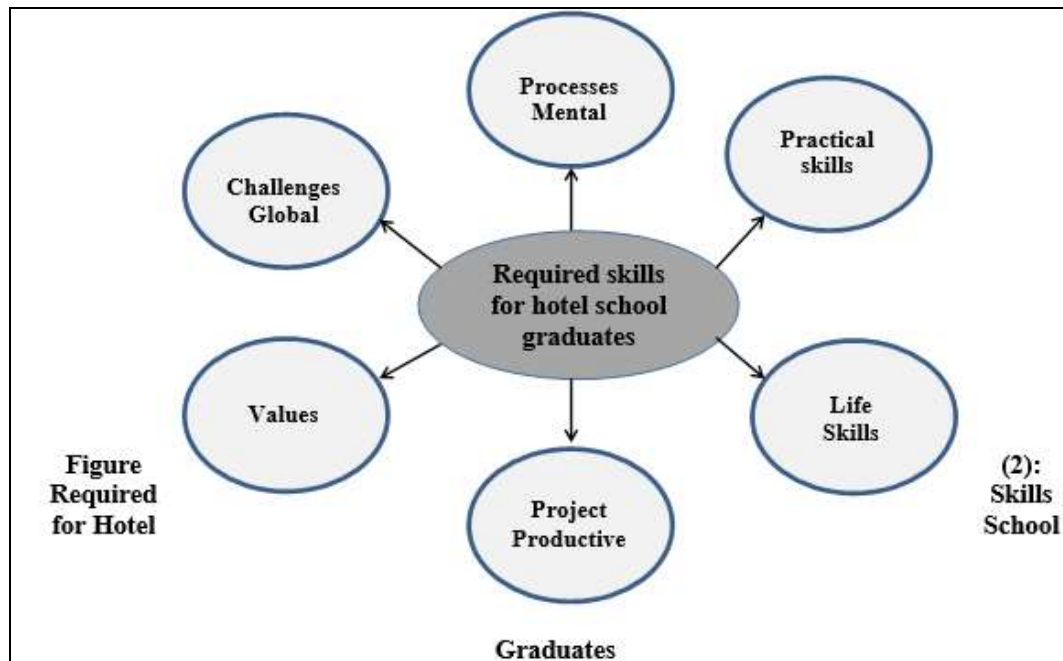
The study focuses on the quality of graduates from hotel education schools in Iraq, examining the general skills that graduates acquire, including technical, cultural, and behavioral skills, which qualify them to work in the hotel sector after graduation in both countries. The study does not address any other topics.

### Quality in Educational Institutions

The concept of quality in the educational process is a modern notion that emerged in response to a problem encountered by the U.S. Department of State concerning admission tests for a sensitive position. It was found that, despite using these tests for many years, there was no correlation between the test results of the applicants and the actual performance levels of those appointed in the field (Radi, 2019) [8].

The good educational process has been defined as a set of practices, curricula, and activities that support the scientific and practical personal qualities and qualifications that enable graduates to achieve high and exceptional performance rates beyond the ordinary performance levels

(Al-Zahrani, 2012) [9]. Taha (2013) [14] expressed the quality of the educational process as distinctive capabilities, being the characteristics and performance styles that differentiate between superior performance and the average performance of students and graduates. Pharaoh and others (2015) defined the quality of the educational process as the ability of the teacher and those involved in the process to work within specific mental and cognitive parameters in a way that enables them to maintain a level of responsiveness to various situations in an appropriate and consistent manner. According to Al-Jabali (2012) [4], a graduate needs mental abilities in addition to practical and personal skills. Figure 2 illustrates the skills required of hotel school graduates:



Source: Al-Jabali (2012) [4]

Fig 2: Required skills for hotel school graduates

The educational system in hotel schools focuses on developing well-rounded graduates through multiple approaches, which can be summarized as follows (Hussein, 2017; Amer, 2018; Al-Tous, 2015) [3, 16, 15]:

- **Practical Skills:** Integrating practical skills into the curriculum.
- **Mental Processes:** Enhancing observation, analysis, and thinking skills.
- **Global Challenges:** Preparing students to face globalization challenges and future developments.
- **Life Skills:** Building communication, problem-solving and time management skills.
- **Values:** Instilling social, ethical, and technical values.
- **Productive Projects:** Implementing practical projects to develop planning, execution, and management skills.

All of these approaches aim to prepare a well-rounded individual capable of performing tasks effectively and meeting the demands of the job market.

### The Reality of Technical Hotel Secondary Education in Egypt and Iraq

**The Reality of Technical Hotel Secondary Education in Egypt:** Technical hotel secondary education in Egypt

suffers from the absence of a strategic vision, poor coordination between relevant entities, a lack of teacher training, and low-quality textbooks. The system also lacks proper career guidance and adequate infrastructure, while facing issues such as overcrowded classrooms, widespread cheating, and private tutoring. (Abdel-Rab, 2011; Abdel-Rahman, 2019; Al-Habashi, 2021; Ahmed, 2021) [22, 20, 6, 2].

### Efforts and Initiatives by the Egyptian State in Developing Technical Hotel Secondary Education

President Abdel Fattah El-Sisi emphasized the importance of developing technical education to enhance manufacturing and services during the World Youth Forum. He called for a shift in societal perception of technical education graduates, stressing the need to value their competencies rather than focusing solely on university degrees (Zidan, 2019) [10]. Some of the Egyptian state's initiatives to develop technical hotel secondary education include:

**"Work as a Technician" Initiative:** Supported by the Egyptian government and the European Union, this initiative aims to establish a unified system for technical education and vocational training, preparing students and technical workers for the job market and entrepreneurship.

**"The Young Chef" Initiative:** Launched in hotel schools and universities, this initiative aims to train personnel to work in the hotel and tourism sectors, promote the export of technical labor in line with Vision 2030, and encourage youth participation in local and international competitions or the launch of their own projects.

**European Union Support Initiative:** This initiative enhances cooperation with the Egyptian government to achieve economic development. Between 2021-2024, the EU will focus on developing the Egyptian labor market, supporting technical education to strengthen the private sector, build competitive industries, and improve hotel services.

As part of Egypt’s Vision 2030, the state seeks to develop technical education to enable graduates to acquire the skills required in the job market. The plan includes updating schools and curricula, expanding practical training, and enhancing international cooperation to improve the quality of education. There is also a focus on training teachers and developing a dual education system in collaboration with the private sector (Maras, 2017) [23].

**The Reality of Vocational Hotel Education in Iraq**

Vocational education is gaining increasing importance worldwide for its role in providing societies with skilled labor, which is essential for developing countries to meet their evolving needs. In Iraq, vocational hotel education has recently received significant attention from both the government and the private sector, with reforms being introduced to develop vocational education. There are 40 vocational specializations distributed across 7 branches,

including three specializations in tourism and hospitality (Dr. Widad, Personal Interview, 2024). Tourism and hotel studies in Iraq began in 1968 with the establishment of a department at Al-Mustansiriya University, which has since evolved to include higher academic degrees. The first hotel institute was founded in Baghdad in 1974 under the supervision of Arab experts, with a three-year curriculum that included practical training.

After hotel schools were transferred to the Ministry of Education in 2020, several changes were made to their system (Saad Abdul Amir, Personal Interview, 2024):

The addition of the tourism management department, which had been removed from commercial secondary schools.

Making the first year a general year, with specialization starting in the second year.

Merging departments into three: Tourism Management, Hotel Accommodation, and Hospitality & Food Production.

Replacing the full summer internship in the third year with a 90-day summer training between the first and second years, and converting the third year into a vocational baccalaureate with eight academic subjects.

**The Establishment of Hotel Schools in Iraq**

The Baghdad Institute for Tourism and Hospitality was established in 1974 to provide basic training in hotel professions, with support from the United Nations and the International Labour Organization. This was followed by the opening of the Nineveh Institute in 1988 and the Najaf Institute in 2009. In 2011, four additional institutes were opened in Karbala, Basra, Baghdad-Karkh, and the Baghdad Evening Study Institute.

**Table 1:** Establishment of Hotel Schools in Iraq

No.	Year of Opening	Name of Hotel School
1.	1974	Baghdad Institute for Tourism and Hospitality - Rusafa (Hotel School)
2.	1988	Nineveh Institute for Tourism and Hospitality
3.	1990	Duhok Institute for Tourism and Hospitality
4.	2008	Najaf Institute for Tourism and Hospitality
5.	2011	Karbala Institute for Tourism and Hospitality
6.	2011	Basra Institute for Tourism and Hospitality
7.	2011	Dhi Qar Institute for Tourism and Hospitality
8.	2011	Baghdad Institute for Tourism and Hospitality - Karkh
9.	2011	Baghdad Institute for Tourism and Hospitality - Evening Study

**Source: Prepared by the researcher based on**

1. **Al-Salmawi, Hussein Mazloom Abbas (2012):** The Reality of the Relationship between Tourism Education Institutions and the Tourism Labor Market in Iraq: An Analytical Study, unpublished Master’s thesis, College of Administration and Economics, Al-Mustansiriya University, pp. 210.
2. Personal Interview with the Director of the Karbala Institute for Tourism and Hospitality, previously cited source.

From the table above, we observe that there are eight tourism and hospitality institutes distributed across seven governorates in Iraq. The study program lasts three years

after middle school, with the final year dedicated to a full-year summer internship in the tourism and hospitality labor market.

**Fieldwork Aspect of the Study**

**Study Population and Sample**

The study population consists of three-year hotel schools in both Egypt and Iraq, due to the existence of only three-year hotel schools in Iraq and the absence of the five-year system there. The study population is limited; as statistics from the Egyptian Ministry of Education (2023) show that there are a total of nine three-year hotel schools nationwide up to the academic year 2022/2023. Table (2) provides data on the three-year hotel schools in Egypt:

**Table 2:** Data on three-year hotel schools in Egypt

No.	Description Statistics	Statistics
1.	Schools	9
2.	Classes	42
3.	Boys	657
4.	Girls	748
5.	Students	1405
6.	Total Appointed and Contracted Teachers	135

*Source:* Researcher based on statistics from the Ministry of Education (2023).

According to statistics from the Iraqi Ministry of Education (2023), there are a total of eight three-year hotel schools

nationwide up to the academic year 2022/2023. Table (3) provides data on the three-year hotel schools in Iraq:

**Table 3:** Hotel schools and the number of teachers and students in Iraq

No.	Name of School	Location	N. Teachers	N. Students	Type of Study	Study System and Secto
1	Baghdad Institute for Tourism and Hospitality	Baghdad - Rusafa	25	329	Morning	Three Years Government
2	Baghdad Institute for Tourism and Hospitality	Baghdad - Karkh	17	259	Morning	Three Years Government
3	Baghdad Institute for Tourism and Hospitality	Baghdad - Rusafa	20	419	Evening	Three Years Government
4	Basra Institute for Tourism and Hospitality	Basra	19	423	Morning	Three Years Government
5	Dhi Qar Institute for Tourism and Hospitality	Dhi Qar	9	214	Morning	Three Years Government
6	Karbala Institute for Tourism and Hospitality	Karbala	36	168	Morning	Three Years Government
7	Najaf Institute for Tourism and Hospitality	Najaf	26	212	Morning	Three Years Government
8	Nineveh Institute for Tourism and Hospitality	Nineveh	35	327	Morning	Three Years Government

*Source:* Personal interview with Dr. Kazem Mansour Atwan, Department of Technical Supervision, General Directorate for Vocational Education, Ministry of Education, dated June 5, 2023.

From Table (3), we observe that Baghdad has three hotel schools, while the remaining governorates (Basra, Dhi Qar, Karbala, Najaf, and Nineveh) each have one school. Regarding the number of teachers, the highest number is at the Karbala Institute for Tourism and Hospitality (36 teachers), and the lowest number is at the Dhi Qar Institute for Tourism and Hospitality (9 teachers). In terms of student numbers, the Basra Institute for Tourism and Hospitality has the highest number with 423 students, while the Karbala Institute has the lowest with 168 students. Consequently, the student-to-teacher ratio is lowest at the Karbala Institute (one teacher for every 4.7 students), which may indicate a higher quality of education due to individual attention. Conversely, the Basra Institute has the highest student-to-teacher ratio (one teacher for every 22.3 students), which could suggest overcrowded classrooms and potential impacts on the quality of education.

**Study Sample**

The study sample consists of two groups: teachers from the hotel schools with a three-year system. According to statistics from the Egyptian Ministry of Education (2023), the total number of teachers in these schools is approximately 135, while statistics from the Iraqi Ministry of Education (2023) indicate a number close to 187 teachers.

A total of 110 questionnaires were distributed to teachers in the hotel schools in Egypt, and 140 questionnaires were distributed to their counterparts in Iraq, resulting in a total of 207 valid questionnaires, representing 82.8%. The distribution was done through both manual and electronic methods. Tables (4) and (5) show the number of distributed questionnaires, the number of responses, and the number of valid questionnaires in Egypt and Iraq.



**Table 4:** Number of questionnaires distributed in Egypt and the percentage of valid responses

Statement	Distributed Questionnaires		Received Questionnaires		Valid Questionnaires	
	Number	Percentage	Number	Percentage	Number	Percentage
Teachers	110	100%	107	97.2%	101	91.8%

**Table 5:** Number of questionnaires distributed in Iraq and the percentage of valid responses

Statement	Distributed Questionnaires		Received Questionnaires		Valid Questionnaires	
	Number	Percentage	Number	Percentage	Number	Percentage
Teachers	140	100%	118	84.3%	106	75.7%

It is evident from the data in the previous table that the distribution rates of the study tools to the sample members are very good in their scope, allowing for the results obtained to be relied upon for testing the study hypotheses and drawing conclusions.

**Questionnaire Design**

The study included a questionnaire composed of two main sections: the first focused on personal information (gender, age, educational qualification), and the second contained descriptive statements aimed at achieving the study's objectives.

**The teacher's questionnaire evaluated the study variables through several dimensions**

- Graduates' productive skills (6 statements)
- Technical (vocational) skills (3 statements)
- Leadership (management) skills (5 statements)
- Behavioral (personal) skills (6 statements)
- Application of quality standards in hotel schools (10 statements)

**The labor market questionnaire covered the following dimensions**

- General skills of graduates (6 statements)
- Technical (vocational) skills (4 statements)

- Leadership (management) skills (5 statements)
- Behavioral (personal) skills (5 statements)

**Procedures for Ensuring the Reliability and Validity of the Survey**

**1. Survey Validity:** To test the validity of the survey questionnaire, the initial version was presented to professors and experts specialized in the field of hotel management. Their feedback was sought to assess the clarity and coherence of the questionnaire items, the nature of the questions, and their relevance to the study's topic. After preparing the initial draft of the questionnaire, it was presented to a panel of judges. Based on the feedback provided by the panel, necessary modifications were made to finalize the questionnaire. These modifications included revising, deleting, or adding new items. The researcher followed the judges' guidance both in form and content to align the questionnaire with the study's objectives and hypotheses.

**2. Internal Consistency:** The Spearman correlation coefficient was calculated to determine the internal validity of the questionnaire. The correlation coefficient was computed between the score of each sub-dimension and the overall score of the main axis to which the item belongs, as illustrated in the following table.

**Table 6:** Internal consistency and the correlation of sub-dimensions with the overall score of the teachers' questionnaire axes

Dimensions	Correlation Coefficient	Significance Level
<b>Independent Variable Axes (Graduate Skills)</b>		
General Skills	0.83	0.001
Technical Skills	0.69	0.000
Leadership (Managerial) Skills	0.77	0.000
Behavioral (Personal) Skills Axis	0.91	0.000
<b>Dependent Variable Axes (Quality of Hotel Services)</b>		
Quality of Hotel Services	0.74	0.029

\*The significance is meaningful at a level of 0.05 or less

The results showed that the internal consistency values for the questions in the teachers' questionnaire and for the overall questionnaire were statistically significant at a significance level of 0.05 or less. These values ranged between 0.44 and 0.81 in the dimensions of graduates' skills and reached 0.69 in the dimension of applying quality standards in hotel schools. This indicates that the questionnaire has a high degree of validity and internal consistency.

One of the methods used to calculate reliability is the Cronbach's Alpha coefficient, which was applied to the dimensions of the form using SPSS software to verify the reliability of the data, as shown in the following table: Table (7) shows that the reliability coefficients using Cronbach's Alpha ranged from 0.70 to 0.95%, which is higher than the acceptable average (70%). This indicates that the questionnaire has a good level of reliability, making it suitable for use in the study.

**Table 7:** Cronbach's alpha coefficient for measuring the reliability of the questionnaire questions

No.	The form	Number of statements	Cronbach's Alpha coefficient value
<b>Dimensions of the Teachers' Questionnaire</b>			
1	6	Graduates' Productive Skills	834,
2	3	Graduates' Technical (Professional) Skills	955,
3	5	Graduates' Leadership (Managerial) Skills	712,
4	6	Graduates' Behavioral (Personal) Skills	884,
5	10	Application of Quality Standards in Hotel Schools	902,
	30	Total	957,

**Testing Statistical Hypotheses**

The research hypotheses were formulated based on the problem and questions of the study in order to achieve the desired objectives, which will be tested as follows:

**First Hypothesis:** "There is a significant correlation at a 0.05 level between the application of quality standards in hotel schools and the improvement of graduates' skills."

**Table 8:** Pearson correlation coefficients between study variables

Variables	Mean	Correlation Coefficient				
		1	2	3	4	5
Productive Skills	3.57	1,00	.54*	.66*	.71*	.69*
Technical (Professional) Skills	2.93		1,00	.61*	.84*	.58*
Leadership (Managerial) Skills	3.66			1,00	.88*	.74*
Behavioral (Personal) Skills	3.82				1,00	.93*
Application of Quality Standards in Hotel Schools	3.35					1,00

The correlation is significant at a level of 0.05 or less.

Table (8) illustrates a significant positive correlation between the application of quality standards in hotel schools and the improvement of students' skills. The table shows a strong relationship between the application of these standards and the enhancement of productive skills by (.69\*), technical skills by (.58\*), leadership skills by (.74\*), and behavioral skills by (.93\*), all at a significance level of

0.05 or less. These results confirm that the application of quality standards in hotel schools significantly contributes to improving students' skills.

**Second Hypothesis:** "There is a significant impact at a 0.05 level between the application of quality standards in hotel schools and the improvement of graduates' skills."

**Table 9:** Multiple regression results for the relationship between independent

Variables	Application of Quality Standards in Hotel Schools				
	Regression Coefficient	Calculated T Value	Significance Level	Significance	Rank
Constants	2.354	15,051	0,000	.....	
Productive Skills	.172	2.938	.004	Substantial	1
Technical (Professional) Skills	.170	2.754	.006	Substantial	2
Leadership (Managerial) Skills	.048	.885	0,000	Substantial	3
Behavioral (Personal) Skills	.093	1.673	.046	Substantial	4

The effect is significant at a level of 0.05 or less.

The results in Table (9) indicate that the application of quality standards in hotel schools has a significant impact on improving students' skills. This application contributes to enhancing productive skills by (0.172) and technical skills by (0.170), with other factors held constant. It also affects behavioral skills by (0.093) and leadership skills by (0.048). The table supports the hypothesis that there is a statistically

significant effect at the 0.05 level, with the impact ranked as follows: productive skills first, followed by technical skills, then behavioral skills, and finally leadership skills.

**Third Hypothesis:** "The skills of hotel school graduates differ according to the nationality of the graduates."

**Table 10:** Analysis of differences in the skills of graduates based on ' Nationality

Variables	Category	Ranking		Statistical Tests		
		Sample	Mean Rank	T-Test	Significance Level	Significance
Productive Skills	Egyptians	224	248.21	9.254	0.000*	Significant
	Iraqis	213	179.37			
Technical (Professional) Skills	Egyptians	224	265.18	13.771	0.000*	Significant
	Iraqis	213	163.01			
Leadership (Managerial) Skills	Egyptians	224	200.46	0.749	0.052*	Not Significant
	Iraqis	213	202.87			
Behavioral (Personal) Skills	Egyptians	224	188.53	7.621	0.009*	Significant
	Iraqis	213	223.19			

The effect is significant at a level of 0.05 or less.

The previous table shows the differences in the skills of hotel school graduates based on nationality. The results indicate significant differences in productive skills favoring Egyptian graduates (T-Test = 9.253) with a mean rank of 248.21. This confirms the acceptance of the first part of Hypothesis (H2). For technical skills, differences also favor Egyptians (T-Test = 13.771) with a mean rank of 265.18, confirming the acceptance of the second part of Hypothesis (H2). In contrast, there are no significant statistical differences in leadership and managerial skills between the two groups (T-Test = 0.749), leading to the rejection of the third part of the hypothesis. Finally, in personal and behavioral skills, the Iraqi sample outperformed (T-Test = 7.621) with a mean rank of 223.19, leading to the acceptance of the fourth part of the hypothesis.

**Research Conclusions**

**1. Theoretical Conclusions for Hotel Schools in Egypt**

- Numerous initiatives support technical and hotel education, including the "I Work as a Technician" initiative funded by Egyptian and European sources, competitions like "Little Chef" to qualify professionals, and European Union support to improve the hotel industry.
- Hotel schools have significantly developed through curriculum updates, practical training, and partnerships with countries like France and Germany to enhance education quality and align it with the job market.
- The strategic plan for technical education (2014-2030) aims to develop technical education in Egypt with decentralized support.
- Most teachers in hotel schools have been trained and developed.
- Egyptian hotel education is distinguished by the implementation of a dual education system (theoretical and practical) with private sector involvement in curriculum development.
- The practical curriculum relies on competencies, with precise evaluation of student performance levels.

**2. Theoretical Conclusions for Hotel Schools in Iraq**

- Initiatives are limited to two: the Technical and Vocational Education Reform Project in only five schools and the Entrepreneurship Initiative to support students with individual projects.
- Development of hotel schools is very limited, with only one school in Karbala receiving support in 2023.
- There is no adoption of decentralized policies in the vocational education plan (2020-2030).
- Only 20 teachers have been trained in hotel schools, concentrated in one school.
- Hotel education relies on a traditional (theoretical and practical) system within the school, with a 12-week summer training.
- The practical curriculum is based on practical programs within the theoretical component, with 50% of the evaluation based on a practical exam form.

**3. General conclusions for teachers in both countries**

- Teachers believe that students' productive skills are very good, as they are assigned tasks suitable for the job market, with the possibility of self-assessing their products. The curriculum enhances students' motivation to work in the hospitality sector and encourages innovation, but it does not address common problems in the job market.
- Technical skills are good but need improvement. The courses somewhat help in using tools and programs related to the job market, and learning outcomes partially match the required qualifications.
- Students' leadership skills are very good, as the courses enhance communication and time management abilities, but they only moderately prepare students for managerial positions and do not sufficiently develop supervisory skills.
- Behavioral skills are good, with academic activities enhancing self-confidence and commitment. Students are moderately trained to deal with supervisors, and the curriculum helps in moderately planning their professional future.
- The application of quality standards in hotel schools is good but needs enhancement. Some courses include a larger practical component than theoretical, and the curriculum somewhat considers individual differences among students. However, teachers believe that students are not sufficiently qualified for the job market, and there is no academic advisor to guide them.

**4. Statistical Hypothesis Conclusions**

There is a significant positive correlation between the application of quality standards in hotel schools and the improvement of students' skills. The study indicates that the application of quality standards positively impacts productive, technical, behavioral, and leadership skills, confirming the hypothesis of a significant effect at the 0.05 level. The order of impact was as follows:

- Productive Skills
- Technical Skills
- Behavioral Skills
- Leadership Skills

The results show statistically significant differences in productive and technical skills favoring Egyptian graduates compared to their Iraqi counterparts. However, there are no statistically significant differences in leadership skills, indicating a similar level between Egyptian and Iraqi graduates. Conversely, the results revealed that the behavioral and personal skills of Iraqi graduates are better than those of their Egyptian counterparts.

**Study Recommendations**

Based on the results of the field part, a set of recommendations has been reached, as follows:

No	Recommendation	Implementing Entity	Implementation Mechanism
1.	Linking the student's progression from one level to another to achieving a specific level of proficiency in the agreed-upon quality standards.	Ministry of Education Directorate of Education School Administration	The Ministry determines measurement tools for each level. The Directorate distributes the measurement tools to the schools. The school administration tests the students' levels. The Directorate monitors the students' progression



			based on their levels and skills.
2.	When designing and developing a curriculum based on quality and academic standards, vertical and horizontal integration between all educational levels must be considered.	Ministry of Education Specialized University Professors	Assigning the design of academic programs to specialized university professors. Involving professionals in the design of programs. Creating a matrix for the academic programs.
3.	Adequate time should be given during the planning and preparation of curricula based on academic standards to meet the requirements of the labor market, involving teachers, educators, industry specialists, economists, and other stakeholders.	Ministry of Education Directorate of Education School Administration Teachers Specialized Professional	Allow sufficient time for planning and preparing curricula based on academic standards to meet labor market requirements, involving teachers, educators, industry specialists, economists, and other stakeholders.
4.	Life skills (such as problem-solving, effective communication, critical thinking, decision-making, and independent time management) should be integrated into the curriculum content in hotel schools	Ministry of Education Specialized University Professors	Life skills (such as problem-solving, effective communication, critical thinking, decision-making and independent time management) should be integrated into the curriculum content in hotel schools.
5.	Defining the objectives of the curricula.	School Administration Teachers Specialized Professionals	The English translation is: To begin identifying the skills needed by hotel schools, the goals of the hotel schools should be determined through a comprehensive review of the job descriptions specific to these schools. At this point, the director will identify the following: Outline the general framework for the curriculum structure. Determine who should participate in developing the curriculum structure and how its scope should be defined. Develop academic standards to encompass all roles and functions or a group of staff. Decide whether the framework will cover all levels or exclude certain levels, such as executives. Determine whether a competency framework will be created to focus exclusively on a specific group and its roles and functions, while another framework will be developed for use across multiple functions, with a more general focus that includes all roles and functions.

**Conclusion**

In conclusion, it is evident that the quality of hotel education outputs plays a crucial role in preparing students for the labor market in the hospitality sector. Through the comparison between hotel schools in Egypt and Iraq, it has been shown that there is a notable discrepancy in quality levels, with Egyptian hotel schools excelling in areas such as productive and technical skills, while Iraqi schools demonstrate better performance in developing behavioral and personal skills.

The results indicate that effective application of quality standards contributes to enhancing students' capabilities and readiness for the labor market. However, there remains a need for further development and updating in both countries to ensure that educational outputs align with the constantly evolving labor market requirements. It is recommended to strengthen collaboration between educational institutions and the private sector, increase focus on practical training, and pay attention to curriculum development to meet the needs of both the local and global markets.

This research represents an important step towards a better understanding of the state of hotel education in Egypt and Iraq and is hoped to contribute to improving the quality of hotel education, positively impacting the development of the hotel sector in both countries.

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