

The publication of the European Journal of Geography (EJG) is based on the European Association of Geographers' goal to make European Geography a worldwide reference and standard. Thus, the scope of the EJG is to publish original and innovative papers that will substantially improve, in a theoretical, conceptual, or empirical way the quality of research, learning, teaching, and applying geography, as well as in promoting the significance of geography as a discipline. Submissions are encouraged to have a European dimension. The European Journal of Geography is a peer-reviewed open access journal and is published quarterly.

Received: 26/01/2024

Revised: 21/03/2024

Accepted: 01/04/2024

Published: 02/04/2024

Academic Editor:

Dr. Alexandros Bartzokas-Tsiompras

DOI: 10.48088/ejg.m.ang.15.1.067.080

ISSN: 1792-1341



Copyright: © 2024 by the authors. Licensee European Association of Geographers (EU-ROGEO). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license.



Research Article

Analysing leadership in tourism education research: A scientometric perspective

Aitor Martinez-Garcia^{1✉}, Miquel Àngel Coll-Ramis^{1✉} & Patricia Horrach-Rosselló¹

¹ University of the Balearic Islands, Spain

✉ Correspondence: aitor.martinez@uib.es (Aitor Martinez-Garcia), miquelangel.coll@uib.es (Miquel Àngel Coll-Ramis)

Abstract: This study conducts a comprehensive bibliometric analysis to examine the temporal evolution of publications on the relationship between education and tourism, as well as to identify the main authors, institutions and countries that have led research in this field. Through a meticulous examination of 968 articles retrieved from the Web of Science database between 1950 and 2021, a detailed picture of the development of research in this area has been revealed. The findings provide valuable information on the temporal and geographical distribution of publications, as well as on the key actors in the field of research on the relationship between education and tourism. Since 2007, a significant increase in the number of publications on the relationship between education and tourism has been observed. This increase suggests a growing interest and attention in this field of study over time. This finding may indicate changes in research trends and continued advances in the understanding of how education and tourism interact with each other.

Keywords: Tourism Education, Scientometric, Authors, Universities, Countries.

Highlights:

- There is a notable increase in publications on education and tourism since 2007
- This growth deepens understanding of education-tourism nexus
- Australian and US research leads in knowledge in this field

1. Introduction

The literature on tourism research has experienced substantial growth in recent decades, with various bibliometric studies aiming to assess the maturity of tourism by ranking journals, researchers, and institutions (Zhao & Ritchie, 2007; Hall, 2011; Mulet-Forteza et al., 2019). These studies also explore the intellectual and social structures of the field (Hu & Racherla, 2008; Koseoglu et al., 2015), allowing for the identification of emerging themes and critical discussions for theory development and future research (Koseoglu et al., 2016).

While bibliometric studies have delved into various aspects of tourism such as sustainability, technology, social media, tourism products, and destination planning, there has been limited exploration of the relationship between education and tourism (Hsu et al., 2017), despite its crucial role in the tourism industry (Cooper & Shepherd, 1997; Baum, 2001; Airey et al., 2015). This study complements the scarce research done on the relationship between education and tourism (Coll-Ramis et al., 2023) by analysing the actors who have promoted research in this field of knowledge.

To attain this objective, the investigation delineates three pivotal research questions (RQ):

- RQ1. Who comprise the most influential authors, and what attributes define the co-authorship networks among them?
- RQ2. Which institutions hold the greatest sway in disseminating research on education and tourism, and what discernible trends emerge in their co-citation patterns?
- RQ3. Which countries wield the most significant influence, and how are their bibliographic couplings delineated?

Through the investigation of these inquiries, the study endeavours to furnish researchers and scholars with a comprehensive understanding of influential authors and the intricate network of researchers, institutions, and countries that mold the landscape of knowledge in tourism education. Such insights are invaluable for nurturing collaborative endeavours and guiding prospective research endeavours within this domain.

By addressing these questions, the study aims to provide researchers and students with insights into influential authors and the network of researchers, institutions, and countries shaping knowledge in tourism education. This is useful for fostering collaborations and future research in this field.

2. Literature review

Regarding studies on tourism and hospitality education, the main topics are related to the programs and curriculum, student satisfaction and academic motivation, professional skills and employability, or new topics and methodologies were applied in the tourism teaching-learning process.

Regarding tourism and hospitality programs, Lugosi and Jameson (2017) discussed the challenges of tourism education and the decline of current programs; Horng et al. (2009) proposed a quality system for tourism studies and faculties. McGladdery and Lubbe (2017) and Leung et al. (2018) address the relevance of internationalization. Several studies, such as Tribe (2001), Fidgeon (2010), and McKercher et al. (2014) analysed

the tourism curriculum models and identified and evaluated the different methodological approaches used in curriculum design. Coll (2021) analysed the role of tourism in the secondary school curriculum and the disciplines in charge of teaching it.

Entrepreneurial aspects such as intentions and motivations of tourism students, skills required, and entrepreneurship education were analysed by Gurel et al. (2010), and Horng et al. (2020). Other works dealt with the students' academic perception and satisfaction with tourism programs (Lee et al., 2020).

Students' motivations to select a tourism career were addressed by Chuang and Dellmann-Jenkins (2010); while Ramakrishnan and Macaveiu (2019) studied the real aspirations of tourism students in relation to the preconceived idea of their poor academic performance and low aspirations.

In hospitality and tourism research, the educational background of individuals was considered a variable to determine job performance and leadership. Chi and Gursay (2009) examined the industry perspective on the prior preparation of undergraduates. Works on employability and the role of internships as complementary educational processes (Barron, 2007; Chen et al., 2018) were also present.

Aberg and Muller (2018) concluded that the formal education in the tourism sector had been greater than that in other sectors in Sweden. By contrast, Casado-Díaz and Simon (2016) stated that the highly qualified workers in the tourism industry earned lower wages than those working in other sectors. Marchante and Ortega (2012) concluded that the efficiency and productivity of educated employees were greater than those of the undereducated ones; similarly, Huang and Baker (2021) studied how the education level affect job performance. Some studies stated that the hotels' profitability was affected by the managers' education (Aissa & Goaid, 2016). Other studies, such as Brownell (2010), studied different styles of management in relation to their educational backgrounds.

The skills and competencies required in the tourism sector had become a relevant issue in tourism research. Bharwani and Jauhari (2013) revealed the importance of emotional intelligence as a skill to promote in tourism education; Horng and Teng (2011) pointed out others: self-management, problem solving, ethics, teamwork, networking, communication, and time management. The staff's ethical attitudes had been studied by Dimitriou and Ducette (2018), and specifically towards people with disabilities by Schitko and Simpson (2012), showing the importance of the educational background of managers and employees in relation to their appropriate behaviour. The adoption of sustainable and ethical practices in the hospitality sector depended on their level of education according to Seraphin and Thanh (2020).

Research on sustainability and corporate social responsibility increased exponentially in many fields. The contents of sustainability and ethics in hospitality and tourism programs were addressed by Liu et al. (2017). McKercher et al. (2014) studied the effect of teaching social responsibility on the students' consciousness on those issues, finding that the effect was minimal and concluding that more consistency in teaching those subjects was required. A similar claim was made by Cotterell et al. (2019). Mínguez et al. (2021) referred to the necessity of creating new values in tourism education after the COVID-19 pandemic, and Slocum et al. (2019) pointed out the business orientation of tourism programs over ethical values.

Numerous studies have explored innovative teaching methodologies and technology integration in tourism education (Cantoni et al., 2009; Hsu, 2016). Key themes encompassed gamification (Aguiar-Castillo et al., 2020), mobile learning (Fatima et al., 2019), webquests (Laborda, 2009), virtual reality (Huang et al., 2013), webGIS (Giannakou & Klonari, 2019) big data (Ogbeide et al., 2021), online teaching (Mejia & Phelan, 2013), Web 2.0 (Liburd & Christensen, 2013), blended learning (Gao et al., 2020), design thinking (Sandorová et al., 2020), experiential learning (Schreck et al., 2020), business simulation (Pratt & Hahn, 2016), and podcasts (Lee & Wicks, 2010).

Studies emphasised the impact of education on residents' tourism perceptions. Andereck et al. (2005) applied Social Exchange Theory in Arizona, Rasoolimanesh and Jaafar (2017) utilised Stakeholder Theory in Malaysia, Jung et al. (2020) examined gentrification in Korea, Sharma and Gursay (2015) analysed changing perceptions in Australia, and Del Chiappa and Abbate (2016) focused on the cruise industry in Italy. Additionally, education levels play a role in shaping tourist profiles (Gu & Huang, 2019) and influence travel intentions and choices (Kim et al., 2011; Huang & Wei, 2018).

In addition, the design of touristic products could serve as a tool for education on culture and raise awareness on social and environmental issues. Thus, the educational impacts and benefits of visits to cultural heritage sites were studied by Su and Wall (2011) and Wu and Li (2017). Other works focused on the environmental education of tourism, dealing with how ecotourism and nature-based tourism experiences promote tourist environmental learning (Li et al., 2021); sensitivity (Canosa et al., 2020); and long-term behaviour of conservation (Ballantyne & Packer, 2011).

3. Methodology

This study employed bibliometric analysis, a methodology using quantitative methods to analyse research documents (Pritchard, 1969). The applied quantitative methods included evaluative productivity measures and relational techniques (Benckendorff & Zehrer, 2013). Alternatively, it has been described as a tool for comprehending the evolution of a scientific discipline from intellectual, social, and conceptual angles (Martínez-García et al., 2023a).

The initial step involved selecting journals using Web of Science (WoS) due to its influence and wide usage (Martínez-García et al., 2021; Merigó et al., 2015).

The data, collected in April 2022, encompasses articles indexed from 1950 to 2021. Journals were categorized into two groups: those indexed under the "Hospitality, Leisure, Sport, and Tourism" category (57 journals) and those indexed under education-related categories such as "Education and Educational Research," "Education, Scientific Disciplines," and "Education, Special" (328 journals).

A search for "educat*" was conducted within the sources indexed under "Hospitality, Leisure, Sport, and Tourism" using the "Topic" option comprising articles, reviews, notes, letters, and early access materials. The same search process was repeated for journals categorised under education, with the addition of "touris*" to the "Topic" option.

To ensure inclusion of only pertinent literature, authors employed the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) flow diagram methodology. The use of the PRISMA flow diagram is endorsed by authors such as Martínez-García et al. (2023b), Munn et al. (2018), and Page et al. (2021).

Unlike the conventional PRISMA approach, the authors augmented the flow by incorporating a final bibliometrics phase for additional scrutiny to rectify any indexing errors identified in publications (Martínez-García et al., 2023a; Martínez-García et al., 2023b). Figure 1 illustrates the PRISMA for bibliometrics process as adapted in our study. After reviewing content, 968 documents directly addressing the relationship between education and tourism were selected.

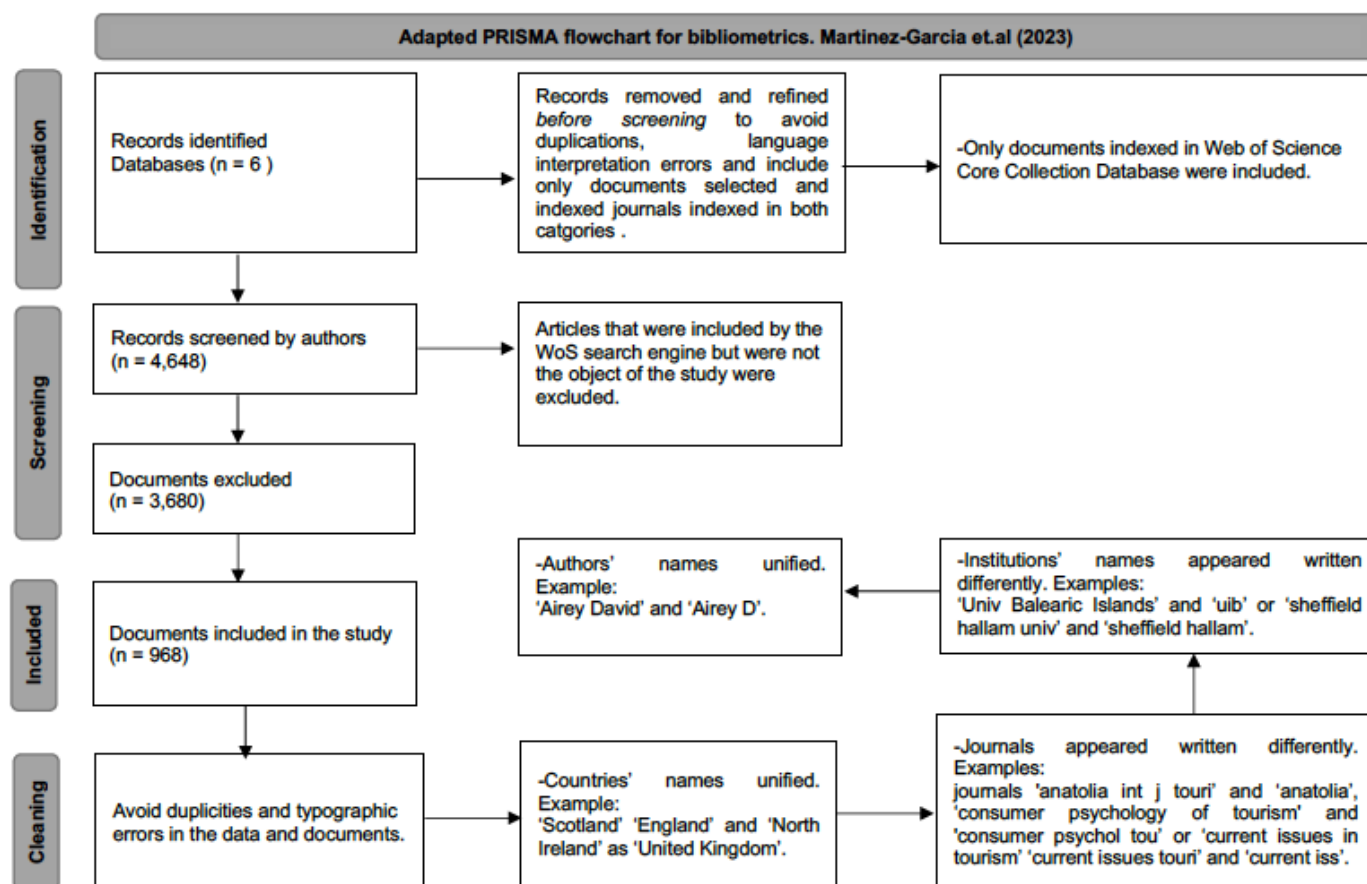


Figure 1. PRISMA for bibliometrics flow diagram of the bibliography selected.

Evaluation techniques included productivity measures and impact measures (Ding et al., 2014), assessing the number of documents and citations to measure influence (Svensson, 2010). Citation-related metrics such as the ratio of citations per document and the h-index were employed. The analysis focused on the most productive authors, countries, and institutions, employing thresholds for citations. VOSviewer and Bibliometrix for Rstudio facilitated graphical mapping for relational analysis, incorporating bibliometric techniques like co-authorship and bibliographic coupling. These software tools, utilising fractional counting, enhanced the effectiveness of co-authorship analysis (Merigó et al., 2019). Co-authorship signifies collaboration among multiple authors, while bibliographic coupling identifies papers citing the same third party, indicating similar topics (Mulet-Forteza et al., 2019).

4. Results

The literature reveals that the binomial ‘education and tourism’ has been approached from three perspectives: how the educational background of individuals influences the tourism sector from demand and supply sides, how tourism is considered itself as an educational sector and finally, the tourism and hospitality education.

Out of the 968 papers included in the present study, 697 (72%) were published in generalist journals indexed in the “Hospitality, Leisure, Sport, and Tourism” category, dealing mostly with the first two perspectives. 271 (28%) of documents were published in journals indexed in education categories: “Education and educational research”, “Education, scientific disciplines” and “Education, special”, which address the hospitality and tourism education.

Figure 2 graphically illustrates the evolution of the cumulative number of publications since the first indexed article on tourism and education was published in 1958 in the analysed database. Until 2007, the threshold of 100 publications was not exceeded, and since then, it has grown exponentially. In 2014, it surpassed 500 articles, and by the year 2021, it reached 968, demonstrating the significance of this topic among researchers from various institutions and countries.

4.1. The Most Productive and Influential Author

Addressing RQ1, this section delves into the analysis of influential authors and their co-authorship relationships. Identifying the most productive and influential authors is crucial for understanding the landscape of scholarly work within a specific field. Through the examination of contributions and collaborations, insights are gained into the network of knowledge creation and dissemination.

Table 1 displays authors who have published 5 or more articles within the bibliographic dataset, sorted by productivity (TP).

In terms of publications, Jean-Shyan Horng (Jinwen University of Science and Technology) leads with 13 documents, followed by Tom Baum (University of Strathclyde) with 9 and David Airey (The University of Sydney) with 8. Notably, Kim Seongseop (Korea University) and Robert Law (Imperial College London) have each published 8 papers. Total citations highlight Roy Ballantyne and Jan Packer as the most influential authors, with 653 citations, while John Tribe follows with 383. The University of Queensland is the most prominent institution, and Australia leads in countries.

Figure 3 shows the top 10 most cited authors at the local level. Local citation measures the number of times each publication was cited by other publications within the dataset analysed in this study. John Tribe, with 66 citations, is the most relevant author within the research addressing the relationship between education and tourism.

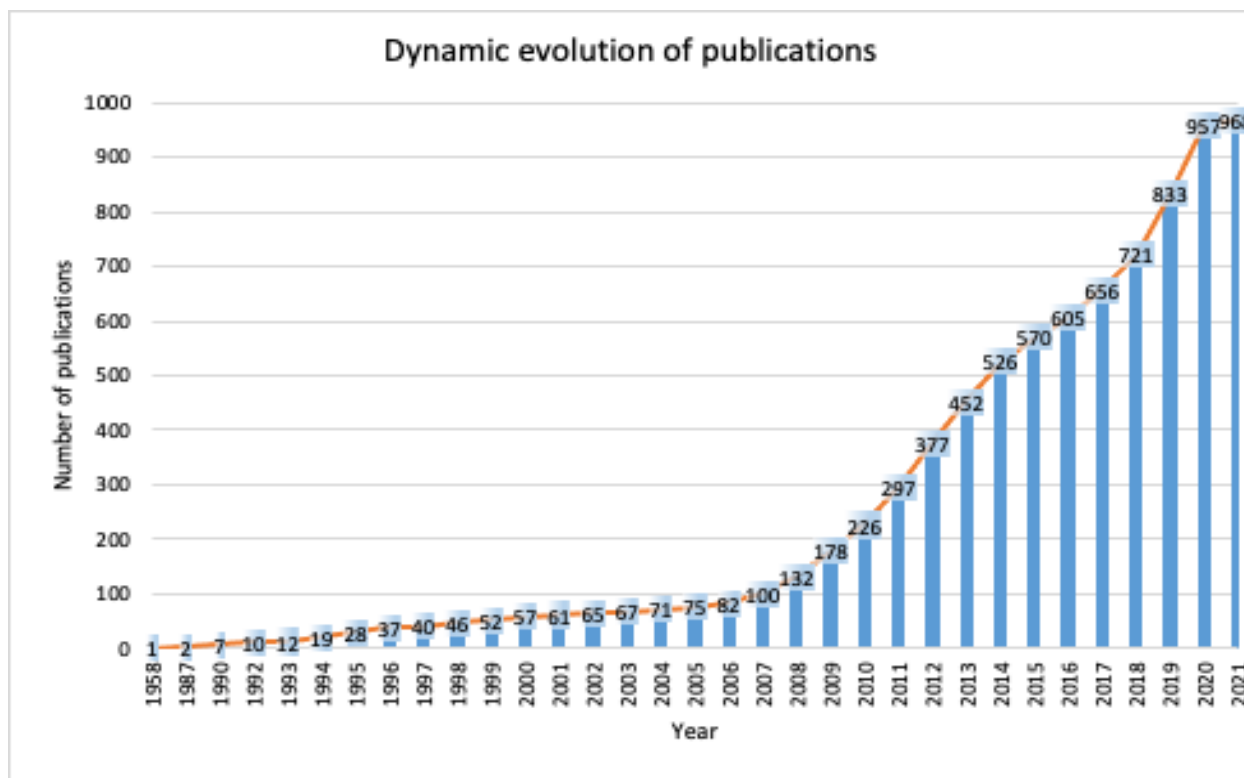


Figure 2. Dynamic evolution of publication. *Source: Authors based on WoS database.*

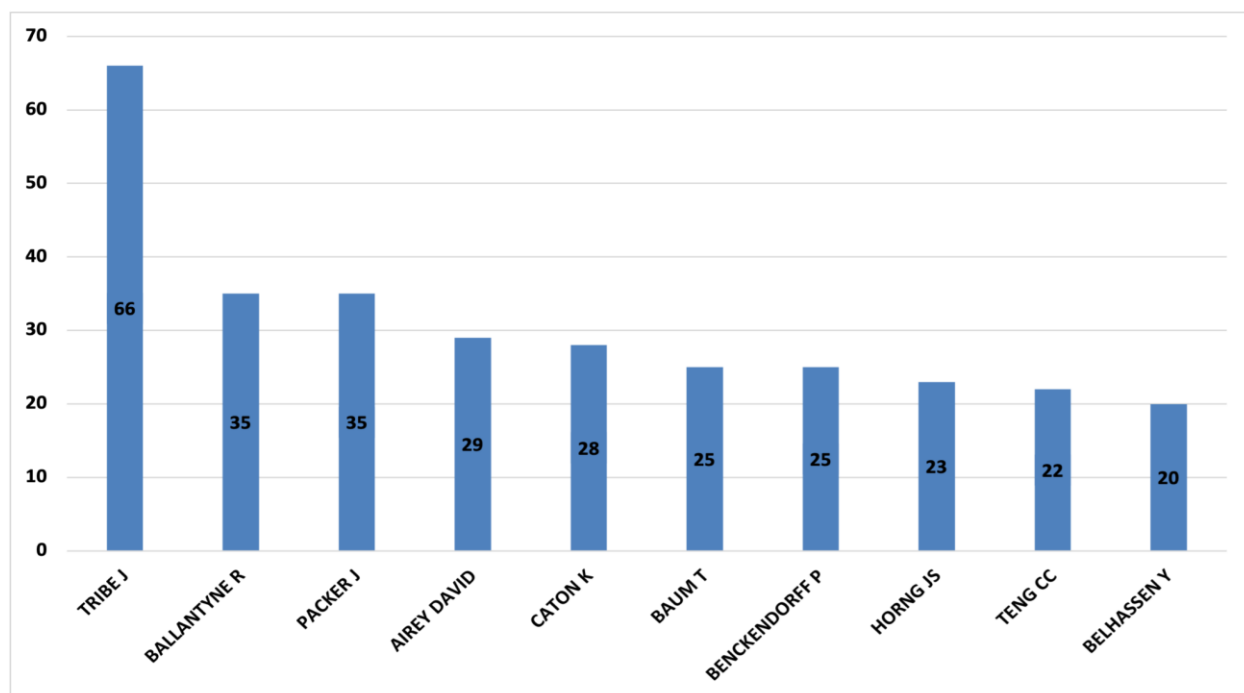


Figure 3. Most Locally Cited Authors. *Source: Authors based on WoS database.*

Table 1. Most Productive and Cited Author

R	Author	Institution	Country	TP	TC	SC	H	C/P	100	50	25	10	5	1
1	Horng, Jean-Shyan	Jinwen University	Taiwan	13	255	250	8	20	0	2	3	8	10	13
2	Baum, Tom	University of Strathclyde	UK	9	222	221	7	25	1	1	2	7	7	9
3	Airey, David	The University of Sydney	Australia	8	292	289	7	37	0	3	4	7	7	8
4	Kim, Seongseop	Korea University	South Korea	8	230	230	7	29	0	2	4	6	7	8
5	Law, Robert	Imperial College London	UK	7	285	284	5	41	1	2	2	5	5	7
6	Huang, Song Shan	Edith Cowan University	Australia	6	119	116	4	20	0	1	1	3	4	5
7	Teng, Chih-Ching	Fu Jen Catholic University.	Taiwan	6	116	113	5	19	0	1	1	4	6	6
8	Cantoni, Lorenzo	Università della Svizzera italiana	Italy	6	113	109	4	19	0	0	2	4	4	6
9	Wall, Geoffrey	University of Waterloo	Canada	6	97	97	3	16	0	0	2	3	3	5
10	Barron, Paul	Edinburgh Napier University	UK	6	83	82	5	14	0	1	2	4	5	6
11	Hsu, Li Wei	Kaohsiung Hospitality College	Taiwan	6	59	57	3	10	0	0	0	3	3	6
12	Ballantyne, Roy	University of Queensland	Australia	5	653	648	5	131	3	6	6	6	6	6
13	Packer, Jan	University of Queensland	Australia	5	653	648	5	131	3	6	6	6	6	6
14	Tribe, John	University of Surrey	UK	5	383	391	5	77	1	3	4	5	5	5

TP: total papers; TC: total citations. SC: Self-citations; H: h-index; C/P: citations per paper.

Note: ≥ 100 , ≥ 50 , ≥ 25 , ≥ 10 , ≥ 5 , ≥ 1 : authors with at least 100, 50, 25, 10, 5, and 1 citation; Source: WoS, 2022 April. Adapted from Mulet-Forteza et al. (2020)

The authors have completed the study regarding the most productive authors through a graphic analysis of the most influential authors addressing the relationship between education and tourism. This analysis was performed using a co-authorship analysis.

Figure 4 depicts co-authorship connections, highlighting four clusters. The first, in red, encompasses Pierre Benckendorff (University of Queensland) in collaboration with Maree Walo and Paul Weeks (Southern Cross University), along other authors. Their collective paper delves into debates in tourism and hospitality education, proposing a curriculum framework that harmonises liberal education with industry demands (Dredge et al., 2012). The second, in green, features Songshan Huang (Edith Cowan University) and Honggen Xiao (The Hong Kong Polytechnic University), co-authors of a study addressing the influence of education on tourism behaviour (Huang & Xiao, 2000).. The third, in blue, comprises Roy Ballantyne and Jan Packer, along with Karen Hughes (University of Queensland). Their work explored education on tourist support for conservation efforts (Ballantyne et al., 2009). The fourth, in yellow, involves David Airey (The University of Sydney) and John Tribe (University of Surrey), who collaborated on editing a significant resource in the field: "An International Handbook of Tourism Education" (Airey & Tribe, 2006).

In summary, Australian authors frequently collaborate, with connections also extending to Hong Kong and the UK. Despite several highly cited authors, no co-authorship relationships were found among some influential figures, including Jean-Shyan Horng and Tom Baum.

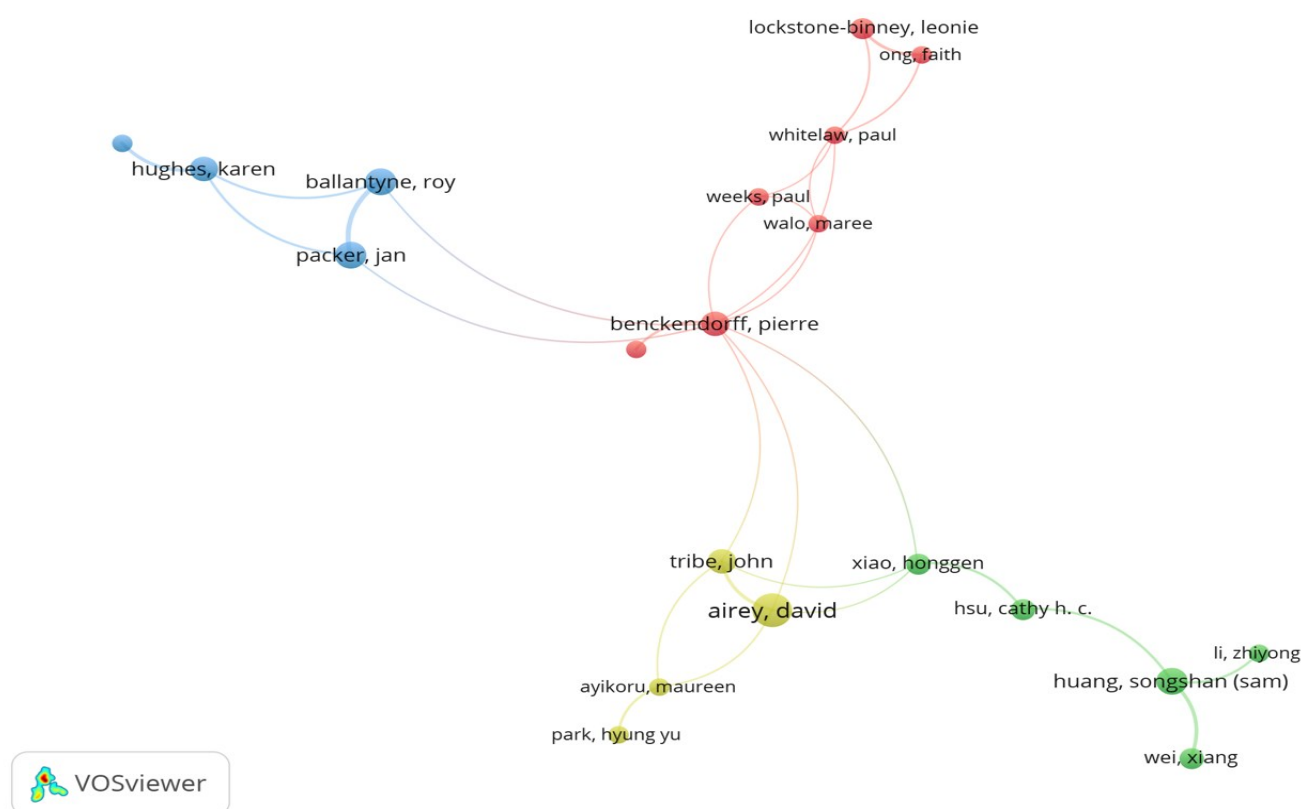


Figure 4. Co-authorship of Journal Panel Authors. *Source: Figure created with VOSviewer software.*

4.2. Most Productive Institutions.

To address RQ2, institutions were ranked based on productivity (number of papers) and influence (citations) within the bibliographic corpus. The top 10 institutions are presented in Table 2, considering criteria such as the number of papers, citations, h-index, citations per paper, and studies meeting various citation thresholds.

Hong Kong Polytechnic University was the most productive institution, in terms of number of publications, citations, and regarding the h-index. The main topics refer to tourism as a tool for education in sustainable development, digital technology, and the analysis of the experiences and perceptions of tourists. The University of Queensland secured the second position, actively contributing to topics such as tourism as an educational tool for sustainable development and environmental preservation. These leading institutions collectively accounted for 24% of all publications and 29% of citations within the bibliographic dataset, underscoring their prominence in the field.

Arizona State University, despite ranking 20th in published papers, clinched the third position in citations. A highly cited article, "Residents' perceptions of community tourism impacts," published in *Annals of Tourism Research* in 2005, attributed this achievement. Notably, nearly 62% of their papers garnered over 50 citations. With the majority of top-ranking institutions hailing from the USA and Australia, these countries collectively contributed 53% of published papers.

Furthermore, the study examined institutional standings in the Academic Ranking of World Universities (ARWU) and Quacquarelli Symonds (QS) World University Rankings, revealing significant representation. The University of North Carolina emerged as the best-placed institution in both rankings, securing the 30th position in ARWU.

This comprehensive analysis sheds light on the institutional landscape, emphasising the pivotal role of specific universities in advancing knowledge at the intersection of education and tourism.

The color-coded clusters reveal seven distinct groupings. The largest cluster, highlighted in red, comprises 19 institutions, spearheaded by the University of Waterloo with 16 documents. This cluster maintains robust connections with James Cook University and the University of Surrey, both contributing 13 papers, as detailed in Table 2.

Table 2. Most Productive and Cited Institutions

R	Institution	Country	TP	TC	C/P	H	≥100	≥50	≥25	≥10	≥5	≥1	ARWU 2021	QSWUR 2021
1	Hong Kong Polytechnic University	China	52	1930	37.12	23	6	13	22	38	42	50	201-300	66
2	University of Queensland	Australia	37	1246	33.68	17	3	9	15	23	27	35	54	47
3	Griffith University	Australia	27	535	19.81	10	1	3	6	10	14	25	301-400	320
4	University of Central Florida	USA	21	532	28.00	9	2	2	5	9	16	18	301-400	701-750
5	University of North Carolina	USA	17	384	22.59	10	1	3	4	11	14	16	30	90
6	University of Waterloo	USA	16	536	33.50	8	1	1	4	6	10	15	151-200	173
7	Texas A & M University College Station	USA	16	498	31.13	9	2	4	4	9	14	15	151-200	189
8	James Cook University	Australia	14	646	46.14	12	2	5	7	14	14	14	301-400	377
9	University of Surrey	UK	13	650	50.00	10	1	4	6	10	10	13	301-400	274
10	University of Strathclyde	UK	13	337	25.92	10	1	1	4	10	11	13	401-500	296

Note: Abbreviations available in Table 1. Source: WoS, 2022 April.

The green node, the second-largest cluster, encompasses 10 institutions led by the University of Central Florida, ranking fourth in productivity with 19 papers. Noteworthy is its connectivity with institutions beyond the Top 25, predominantly from the United States.

A third node, depicted in dark blue, consists of nine US institutions, prominently led by the University of Queensland (Australia) with 37 papers, securing the second position in Table 2. It also has strong relationships with Texas A&M University (13 papers) and Virginia Polytechnic Institute and State University (8 papers).

The fourth node, highlighted in yellow, is headed by the Hong Kong Polytechnic University, the most productive institution in Table 2. This cluster notably establishes a substantial connection with the University of South Australia, contributing 11 papers.

The fifth node in purple is led by the University of Strathclyde, presenting 13 papers, and maintaining robust connections with the National Kaohsiung University of Hospitality & Tourism and the National Taiwan Normal University, both contributing 12 papers each.

Finally, the sixth and seventh nodes, in light blue and orange respectively, are each led by Griffith University and Sejong University, each contributing two documents. These visualised connections offer insights into the collaborative landscape among institutions in the realm of education and tourism research.

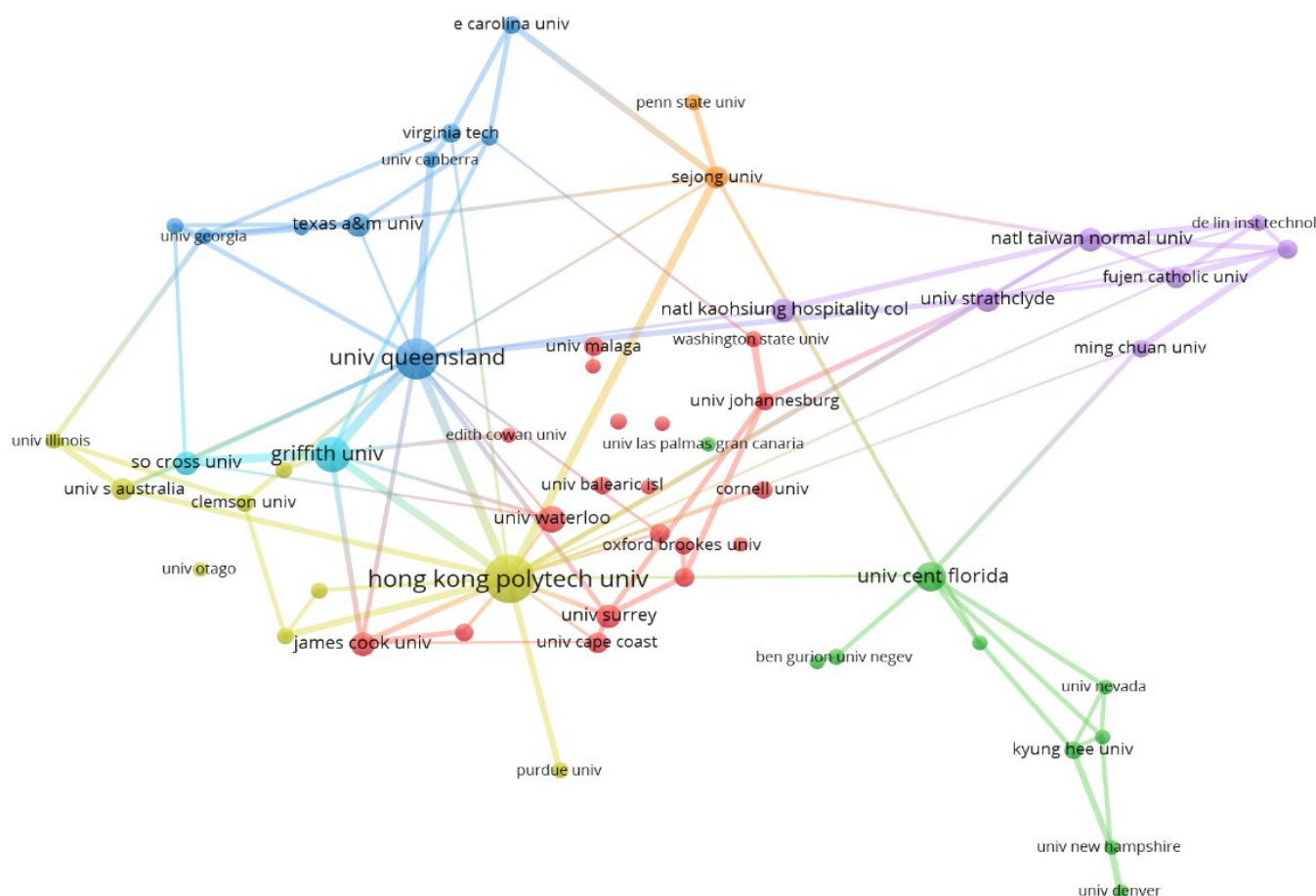


Figure 5. Bibliographic Coupling of Institutions. Note: Figure 5 is a visual representation of significant bibliographic coupling among institutions, derived from an analysis of data available in the WoS database. Figure 5 focuses on the 100 main connections, considering a threshold of 5 documents for inclusion. Source: Authors, based on WoS database; figure created using VOSviewer Software.

4.3. The most productive countries.

Table 3 uncovers the responses to RQ3 by examining the top countries in education and tourism research, delving into their bibliographic coupling and collaboration (Figures 6 and 7).

The USA takes the lead in both papers and citations, holding a prominent position in the h-index. Notably, Canada and Australia distinguish themselves with high citations per paper. Among the top contributors, the USA, Australia, the UK, and China have each surpassed the 100-document mark. Additionally, the USA and Australia dominate in papers with 100 or more citations. New Zealand's remarkable productivity per inhabitant stands out.

In tandem with these findings, figures 6 and 7 vividly illustrate the strong collaborations and connections between the most productive countries. Notably, the USA, Australia, China, and the UK exhibit strong ties. Despite the USA's productivity, Australia has the most extensive network. The United States and the United Kingdom rank second and third in network connections. Figures 6 and 7 reveal diverse collaborations, transcending country nodes. For instance, the USA (cluster 5) engages notably with China, Australia (cluster 4), and South Korea (cluster 7). European countries, especially the UK and Spain, dominate, followed by Southeast Asian nations led by China and Taiwan. South America lacks representation.

5. Conclusions.

This research addresses an important gap in bibliometric studies related to the connection between education and tourism (Coll-Ramis et al., 2023). A comprehensive bibliometric analysis has been conducted from 1950 to 2021 to explore the stakeholders that promote research in this field. The authors conducted a comprehensive bibliometric analysis from 1950 to 2021 to explore the actors promoting research in this field. Through the use of quantitative methods and mapping techniques, the study aimed to provide a detailed understanding of the research landscape, identifying the main contributors and facilitating insightful relational analyses (Mulet-Forteza et al., 2020). We note a notable increase in the

number of publications since 2007, indicating a growing interest in the relationship between education and tourism. This increase reflects greater attention to this topic and suggests a momentum in research and understanding of this interaction in recent years, due to the growing awareness of the importance of education in tourism.

Table 3. Most productive and cited countries dealing with education and tourism.

R	Country	TP	TC	S/C	H	C/P	≥100	≥50	≥25	≥10	≥5	≥1	Pop (millions)	TP/Pop	TC/Pop
1	USA	236	5993	57	38	25.39	9	29	62	125	170	217	331.01	0.71	18.11
2	Australia	144	4155	93	35	28.85	9	24	47	87	110	134	25.49	5.65	163.01
3	UK	132	3011	89	28	22.81	6	13	33	69	92	126	68.2	1.94	44.15
4	China	108	2327	35	24	21.55	6	12	24	55	69	97	1439.32	0.08	1.62
5	Spain	66	1581	28	20	23.95	2	5	17	29	41	60	46.75	1.41	33.82
6	Taiwan	65	1349	35	19	20.75	2	8	14	36	45	60	23.85	2.73	56.56
7	Canada	48	1438	19	19	29.96	3	8	16	27	34	45	37.74	1.27	38.10
8	South Korea	38	889	3	15	23.39	1	3	10	23	29	35	51.27	0.74	17.34
9	New Zealand	34	542	2	14	15.94	0	3	5	19	25	33	4.86	7.00	111.52
10	Turkey	34	823	1	13	24.21	1	5	10	18	21	30	84.33	0.40	9.76

Notes: Abbreviations are available in Table 1 except for Pop (Millions): population per millions of inhabitants; TP/Pop: total publications per millions of inhabitants; TC/Pop: total citations per million of inhabitants. Source: WoS, 2022 April.

Our investigation was guided by three RQs that directed our focus towards the most productive authors, institutions, countries, and the networking patterns among them. The study reflects the growing significance of exploring the relationship between education and tourism.

In addressing RQ1 concerning the most productive and influential authors, Jean-Shyan Horng from Jinwen University of Science and Technology emerged as the leader in terms of publications. For citations, Roy Ballantyne and Jan Packer of the University of Queensland stood out. John Tribe from the University of Surrey was identified as the most relevant author based on local citations. The co-authorship analysis revealed collaboration tendencies among Australian authors from various universities, with notable connections to Hong Kong Polytechnic University and the University of Surrey (UK).

Regarding RQ2, the Hong Kong Polytechnic University and the University of Queensland emerged as the most productive and influential institutions. The United States and Australia dominated the institutional landscape, with bibliographic links highlighting significant connections among Australian universities and collaborations with Hong Kong Polytechnic University.

Answering RQ3, the United States claimed the top spot as the most productive and influential country, followed by Australia, the United Kingdom, and China.

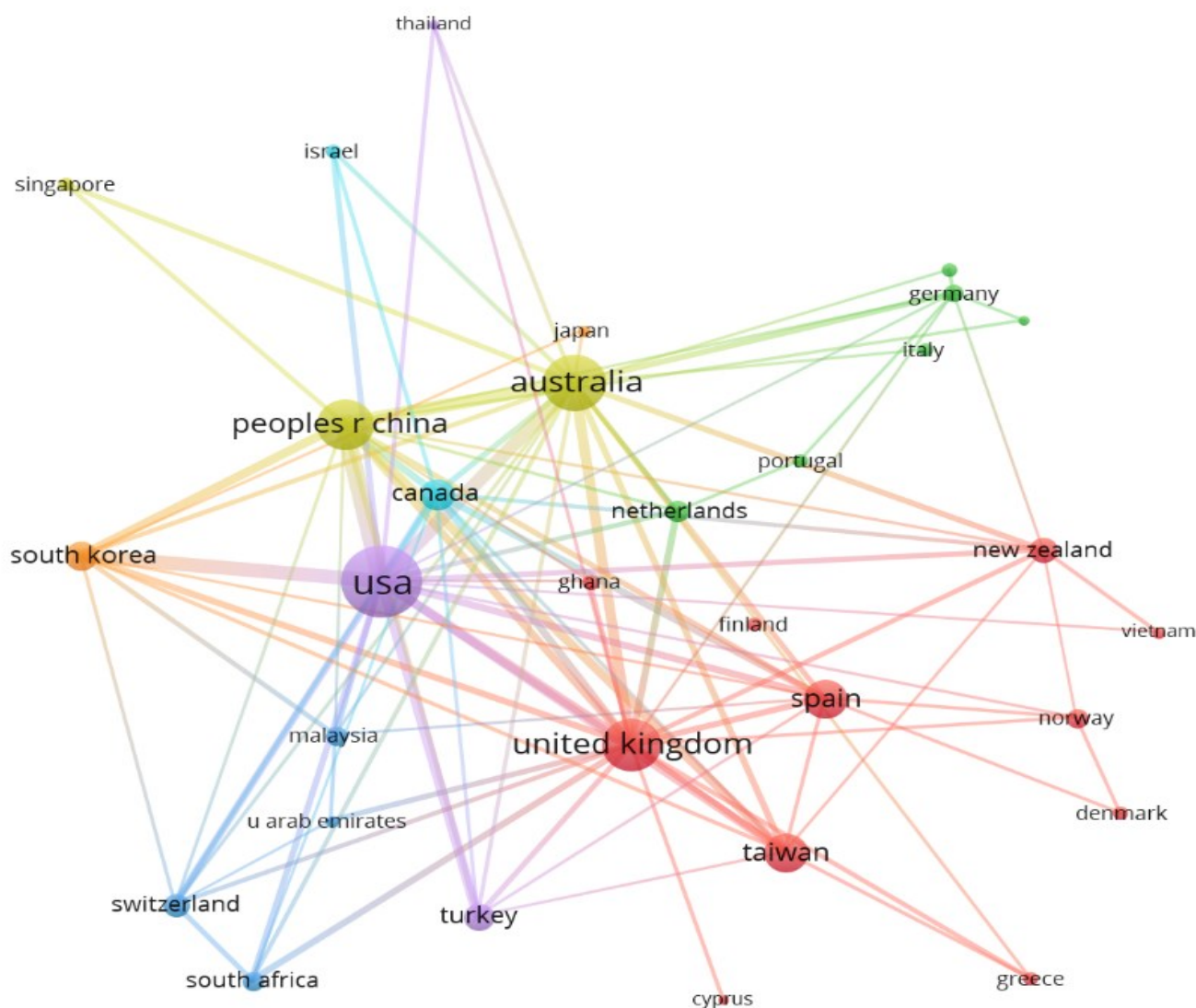


Figure 6. Bibliographic coupling of countries in the panel of journals. Note: Only includes citation with a threshold of 5 and the 100 most representative connections. Node size = the number of citations received by country; line thickness indicates multiple connections; line length is not significant. Source: Authors, based on WoS database; figure created using VOSviewer Software.

5.1 Theoretical Implications.

The extensive bibliometric analysis conducted in this research adds to the body of previous studies that have explored the evolution of tourism and education research (Coll-Ramis et al., 2023). This contribution highlights the growing importance of these topics and provides a solid foundation for future researchers to establish collaborative connections.

Furthermore, by identifying the leading authors, countries and institutions in the field, scholars can use this knowledge to foster meaningful collaborations and expand the existing body of literature. This approach encourages further theoretical and practical development in the field of education and tourism research, thus enriching academic knowledge in this area and offering new perspectives and approaches to address the challenges and opportunities facing the tourism industry in relation to education.

5.2 Practical Implications.

The results of this research provide crucial information for practitioners and policy makers in the fields of education and tourism. By identifying the main authors, institutions and countries involved in research on the relationship between tourism and education, it provides a detailed overview of the current research landscape in this field. This understanding can serve as a starting point for the development of more informed strategies and policies that effectively address the challenges and opportunities at the intersection of tourism and education.

5.3 Limitations and Future Research.

While our research provides valuable insights, it has some limitations. The primary constraint pertains to the database utilised, WoS, which encompasses a restricted number of journals, albeit all deemed influential and pertinent. The data were sourced from the WoS database, which

operates under a full-count system, potentially favouring articles with numerous co-authors. To mitigate this, fractional counting was applied in the mapping analysis using VOSviewer software. Despite this limitation, our results align closely with both counting methods.

The study focused on specific document types, excluding some contributions that have not undergone a peer-review process, such as meetings, corrections, or others, which are included as document types by WoS, as depicted in the enhanced PRISMA flow diagram in the methodology section. Additionally, the results presented are dynamic and subject to change over time.

As a future research direction, the combination of bibliometrics with qualitative methods, such as systematic reviews, could provide a more complete analysis of the interaction between tourism and education, opening up new lines of research in a promising field with significant implications for improving the sustainability and quality of tourism.

Conflicts of Interest: The author declares no conflict of interests.

References

- Aberg, K. G., & Müller, D. K. (2018). The development of geographical differences in education levels within the Swedish tourism industry. *Tourism Geographies*, 20(1), 67-84. <https://doi.org/10.1080/14616688.2017.1400093>
- Aguiar-Castillo, L., Hernández-López, L., De Saá-Pérez, P., & Pérez-Jiménez, R. (2020). Gamification as a motivation strategy for higher education students in tourism face-to-face learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, 100267. <https://doi.org/10.1016/j.jhlste.2020.100267>
- Airey, D., & Tribe, J. (Eds.). (2006). *An international handbook of tourism education*. Routledge.
- Airey, D., Tribe, J., Benckendorff, P., & Xiao, H. (2015). The managerial gaze: the long tail of tourism education and research. *Journal of Travel Research*, 54(2), 139-151. <https://doi.org/10.1177/0047287514522877>
- Aissa, S. B., & Goaid, M. (2016). Determinants of Tunisian hotel profitability: the role of managerial efficiency. *Tourism management*, 52, 478-487. <https://doi.org/10.1016/j.tourman.2015.07.015>
- Andereck, K. L., Valentine, K. M., Knopf, R. C., & Vogt, C. A. (2005). Residents' perceptions of community tourism impacts. *Annals of tourism research*, 32(4), 1056-1076. <https://doi.org/10.1016/j.annals.2005.03.001>
- Ballantyne, R., Packer, J., & Hughes, K. (2009). Tourists' support for conservation messages and sustainable management practices in wildlife tourism experiences. *Tourism management*, 30(5), 658-664. <https://doi.org/10.1016/j.tourman.2008.11.003>
- Ballantyne, R., & Packer, J. (2011). Using tourism free-choice learning experiences to promote environmentally sustainable behaviour: the role of post-visit 'action resources'. *Environmental Education Research*, 17(2), 201-215. <https://doi.org/10.1080/13504622.2010.530645>
- Barron, P. (2007). Hospitality and tourism students' part-time employment: patterns, benefits and recognition. *Journal of Hospitality, Leisure, Sport & Tourism Education (Oxford Brookes University)*, 6(2). <https://doi.org/10.3794/johlste.62.150>
- Baum, T. (2001). Education for tourism in a global economy. In S. Wahab & C. Cooper (Eds), *Tourism in the age of globalisation* (pp. 198-212). London: Routledge. <https://doi.org/10.4324/9780203995853>
- Benckendorff, P., & Zehrer, A. (2013). A network analysis of tourism research. *Annals of Tourism Research*, 43, 121-149. <https://doi.org/10.1016/j.annals.2013.04.005>
- Bharwani, S., & Jauhari, V. (2013). An exploratory study of competencies required to co-create memorable customer experiences in the hospitality industry. *International Journal of Contemporary Hospitality Management*, 25(6), 823-843. <https://doi.org/10.1108/ijchm-05-2012-0065>
- Brownell, J. (2010). Leadership in the service of hospitality. *Cornell Hospitality Quarterly*, 51(3), 363-378. <https://doi.org/10.1177/1938965510368651>
- Canosa, A., Graham, A., & Wilson, E. (2020). Growing up in a tourist destination: developing an environmental sensitivity. *Environmental education research*, 26(7), 1027-1042. <https://doi.org/10.1080/13504622.2020.1768224>
- Cantoni, L., Kalbaska, N., & Inversini, A. (2009). eLearning in tourism and hospitality. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 8, 148. <https://doi.org/10.3794/johlste.82.263>
- Casado-Díaz, J. M., & Simon, H. (2016). Wage differences in the hospitality sector. *Tourism Management*, 52, 96-109. <https://doi.org/10.1016/j.tourman.2015.06.015>
- Chen, T. L., Shen, C. C., & Gosling, M. (2018). Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 88-99. <https://doi.org/10.1016/j.jhlste.2018.04.001>
- Chi, C. G., & Gursoy, D. (2009). How to help your graduates secure better jobs? an industry perspective. *International Journal of Contemporary Hospitality Management*, 21(3), 308-322. <https://doi.org/10.1108/09596110910948314>
- Chuang, N. K., & Dellmann-Jenkins, M. (2010). Career decision making and intention: a study of hospitality undergraduate students. *Journal of Hospitality & Tourism Research*, 34(4), 512-530. <https://doi.org/10.1177/1096348010370867>
- Coll-Ramis, M. À., Horrach-Rosselló, P., Genovart-Balaguer, J., & Martínez-García, A. (2023). Research Progress on the Role of Education in Tourism and Hospitality. A Bibliometric Analysis. *Journal of Hospitality & Tourism Education*, 1-13. <https://doi.org/10.1080/10963758.2023.2180377>
- Coll Ramis, M. A. (2021). Tourism education in Spain's secondary schools: The curriculums' perspective. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100292. <https://doi.org/10.1016/j.jhlste.2020.100292>
- Cooper, C., & Shepherd, R. (1997). The relationship between tourism education and the tourism industry: implications for tourism education. *Tourism recreation research*, 22(1), 34-47. <https://doi.org/10.1080/02508281.1997.11014784>
- Cotterell, D., Hales, R., Arcodia, C., & Ferreira, J. A. (2019). Overcommitted to tourism and under committed to sustainability: the urgency of teaching "strong sustainability" in tourism courses. *Journal of Sustainable Tourism*, 27(7), 882-902. <https://doi.org/10.1080/09669582.2018.1545777>
- Del Chiappa, G., & Abbate, T. (2016). Island cruise tourism development: a resident's perspective in the context of Italy. *Current Issues in Tourism*, 19(13), 1372-1385. <https://doi.org/10.1080/13683500.2013.854751>
- Ding, Y., Rousseau, R., & Wolfram, D. (2014). Measuring scholarly impact. *Methods and Practice: Springer International Publishing*. <http://dx.doi.org/10.1007/978-3-319-10377-8>

- Dimitriou, C. K., & Ducette, J. P. (2018). An analysis of the key determinants of hotel employees' ethical behavior. *Journal of Hospitality and Tourism Management*, 34, 66-74. <https://doi.org/10.1016/j.jhtm.2017.12.002>
- Dredge, D., Benckendorff, P., Day, M., Gross, M. J., Walo, M., Weeks, P., & Whitelaw, P. (2012). The philosophic practitioner and the curriculum space. *Annals of Tourism Research*, 39(4), 2154-2176. <https://doi.org/10.1016/j.annals.2012.07.017>
- Fatima, J. K., Ghandforoush, P., Khan, M., & Mascio, R. D. (2019). Mobile learning adoption for tourism education in a developing country. *Current issues in Tourism*, 22(4), 420-427. <https://doi.org/10.1080/13683500.2018.1434135>
- Fidgeon, P. R. (2010). Tourism education and curriculum design: a time for consolidation and review?. *Tourism management*, 31(6), 699-723. <https://doi.org/10.1016/j.tourman.2010.05.019>
- Gao, B. W., Jiang, J., & Tang, Y. (2020). The effect of blended learning platform and engagement on students' satisfaction—the case from the tourism management teaching. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, 100272. <https://doi.org/10.1016/j.jhlste.2020.100272>
- Giannakou, O., & Klonari, A.I. (2019). Digital storytelling in education using webGIS. *European Journal of Geography*, 10(3), 154-172. <https://euro-geojournal.eu/index.php/egj/article/view/190>
- Gu, Q., & Huang, S. (2019). Profiling Chinese wine tourists by wine tourism constraints: A comparison of Chinese Australians and long-haul Chinese tourists in Australia. *International Journal of Tourism Research*, 21(2), 206-220. <https://doi.org/10.1002/itr.2255>
- Gurel, E., Altinay, L., & Daniele, R. (2010). Tourism students' entrepreneurial intentions. *Annals of Tourism Research*, 37(3), 646-669. <https://doi.org/10.1016/j.annals.2009.12.003>
- Hall, C. M. (2011). Publish and perish? Bibliometric analysis, journal ranking and the assessment of research quality in tourism. *Tourism Management*, 32(1), 16-27. <https://doi.org/10.1016/j.tourman.2010.07.001>
- Hong, J. S., Teng, C. C., & Baum, T. G. (2009). Evaluating the quality of undergraduate hospitality, tourism and leisure programmes. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 8(1), 37-54. <https://doi.org/10.3794/johlste.81.200>
- Hong, J. S., & Teng, C. C. (2011). Cross-cultural quality measurement of undergraduate hospitality, tourism and leisure programmes: comparisons between Taiwan and the USA. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012)*, 10(1), 49. <https://doi.org/10.3794/johlste.101.293>
- Hong, J. S., Liu, C. H., Chou, S. F., & Huang, Y. C. (2020). The roles of university education in promoting students' passion for learning, knowledge management and entrepreneurialism. *Journal of Hospitality and Tourism Management*, 44, 162-170. <https://doi.org/10.1016/j.jhtm.2020.06.005>
- Hsu, L. (2016). Diffusion of innovation and use of technology in hospitality education: an empirical assessment with multilevel analyses of learning effectiveness. *The Asia-Pacific Education Researcher*, 25(1), 135-145. <https://doi.org/10.1007/s40299-015-0244-3>
- Hsu, C. H., Xiao, H., & Chen, N. (2017). Hospitality and tourism education research from 2005 to 2014: "Is the past a prologue to the future?". *International Journal of Contemporary Hospitality Management*, 29(1), 141-160. <https://doi.org/10.1108/ijchm-09-2015-0450>
- Hu, C., & Racherla, P. (2008). Visual representation of knowledge networks: A social network analysis of hospitality research domain. *International journal of hospitality management*, 27(2), 302-312. <https://doi.org/10.1016/j.ijhm.2007.01.002>
- Huang, A., & Xiao, H. (2000). Leisure-based tourist behavior: a case study of Changchun. *International Journal of Contemporary Hospitality Management*, 12(3), 210-214. <https://doi.org/10.1108/09596110010320850>
- Huang, Y. C., Backman, S. J., Chang, L. L., Backman, K. F., & McGuire, F. A. (2013). Experiencing student learning and tourism training in a 3D virtual world: an exploratory study. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 190-201. <https://doi.org/10.1016/j.jhlste.2013.09.007>
- Huang, S., & Wei, X. (2018). Chinese outbound travel: understanding the socioeconomic drivers. *International Journal of Tourism Research*, 20(1), 25-37. <https://doi.org/10.1002/itr.2150>
- Huang, A., & Baker, M. (2021). Exploring skill-based career transitions for entry-level hospitality and tourism workers. *Journal of Hospitality and Tourism Management*, 48, 368-373. <https://doi.org/10.1016/j.jhtm.2021.07.007>
- Jung, G., Lee, C. K., Lee, E. J., & Son, H. J. (2020). Understanding community responses to tourism gentrification in Seochon Village in South Korea: the significance of parental, social, and cultural factors. *Asia Pacific Journal of Tourism Research*, 25(3), 286-299. <https://doi.org/10.1080/10941665.2019.1708757>
- Kim, S. S., Timothy, D. J., & Hwang, J. (2011). Understanding Japanese tourists' shopping preferences using the Decision Tree Analysis method. *Tourism management*, 32(3), 544-554. <https://doi.org/10.1016/j.tourman.2010.04.008>
- Koseoglu, M. A., Sehitoglu, Y., & Craft, J. (2015). Academic foundations of hospitality management research with an emerging country focus: A citation and co-citation analysis. *International Journal of Hospitality Management*, 45, 130-144. <https://doi.org/10.1016/j.ijhm.2014.12.004>
- Koseoglu, M. A., Rahimi, R., Okumus, F., & Liu, J. (2016). Bibliometric studies in tourism. *Annals of Tourism Research*, 61, 180-198. <https://doi.org/10.1016/j.annals.2016.10.006>
- Laborda, J. G. (2009). Using webquests for oral communication in English as a foreign language for Tourism Studies. *Journal of Educational Technology & Society*, 12(1), 258-270. <https://www.jstor.org/stable/jeductechsoci.12.1.258>
- Law, R., & Chon, K. (2007). Evaluating research performance in tourism and hospitality: the perspective of university program heads. *Tourism Management*, 28(5), 1203-1211. <https://doi.org/10.1016/j.tourman.2006.09.022>
- Law, R., Leung, R., & Buhalis, D. (2010). An analysis of academic leadership in hospitality and tourism journals. *Journal of Hospitality & Tourism Research*, 34(4), 455-477. <https://doi.org/10.1177/1096348010370866>
- Lee, S., Shin, H. H., & Jeong, M. (2020). Are students ready for their future career in the event and meeting industry? Lessons from a comparative study between students and event and meeting professionals. *Journal of Hospitality & Tourism Education*, 32(2), 77-87. <https://doi.org/10.1080/10963758.2019.1654886>
- Lee, B. C. & Wicks, B. (2010). Podcasts for tourism marketing: university and DMO collaboration. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012)*, 9(2), 102. <https://doi.org/10.3794/johlste.92.242>
- Leung, X. Y., Wen, H., & Jiang, L. (2018). What do hospitality undergraduates learn in different countries? An international comparison of curriculum. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 31-41. <https://doi.org/10.1016/j.jhlste.2018.01.001>
- Li, T., Liu, F., & Soutar, G. N. (2021). Connecting tourism experience and environmental learning. *Current Issues in Tourism*, 24(13), 1792-1797. <https://doi.org/10.1080/13683500.2020.1754354>

- Liburd, J. J., & Christensen, I. M. F. (2013). Using web 2.0 in higher tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 12(1), 99-108. <https://doi.org/10.1016/j.jhlste.2012.09.002>
- Liu, C. H., Horng, J. S., Chou, S. F., & Huang, Y. C. (2017). Analysis of tourism and hospitality sustainability education with co-competition creativity course planning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 21, 88-100. <https://doi.org/10.1016/j.jhlste.2017.08.008>
- Lugosi, P., & Jameson, S. (2017). Challenges in hospitality management education: perspectives from the United Kingdom. *Journal of Hospitality and Tourism Management*, 31, 163-172. <https://doi.org/10.1016/j.jhtm.2016.12.001>
- Marchante, A. J., & Ortega, B. (2012). Human capital and labor productivity: a study for the hotel industry. *Cornell Hospitality Quarterly*, 53(1), 20-30. <https://doi.org/10.1177/1938965511427698>
- Martínez-García, A., Horrach-Rosselló, P., & Mulet-Forteza, C. (2023a). Mapping the intellectual and conceptual structure of research on CoDa in the 'Social Sciences' scientific domain. A bibliometric overview. *Journal of Geochemical Exploration*, 252, 107273. <https://doi.org/10.1016/j.gexplo.2023.107273>
- Martínez-García, A., Horrach-Rosselló, P., & Mulet-Forteza, C. (2023b). Evolution and current state of research into E-learning. *Heliyon*, 9(10), e21016. <https://doi.org/10.1016/j.heliyon.2023.e21016>
- Martínez-García, A., Horrach-Rosselló, P., Valluzzi, C., & Mulet-Forteza, C. (2021). The impact of the European Accounting Review on accounting research (1992-2019). *De Computis, Revista Española De Historia De La Contabilidad*, 18(2), 98-142. <https://doi.org/10.26784/issn.1886-1881.v18i2.438>
- McGladdery, C. A., & Lubbe, B. A. (2017). Rethinking educational tourism: proposing a new model and future directions. *Tourism Review*, 72(3), 319-329. <https://doi.org/10.1108/tr-03-2017-0055>
- McKercher, B., Mackenzie, M., Prideaux, B., & Pang, S. (2014). Is the hospitality and tourism curriculum effective in teaching personal social responsibility?. *Journal of Hospitality & Tourism Research*, 38(4), 431-462. <https://doi.org/10.1177/1096348012451452>
- Mejia, C., & Phelan, K. V. (2013). Normative factors influencing hospitality instructors to teach online. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 168-179. <https://doi.org/10.1016/j.jhlste.2013.09.005>
- Merigó, J. M., Mas-Tur, A., Roig-Tierno, N., & Ribeiro-Soriano, D. (2015). A bibliometric overview of the Journal of Business Research between 1973 and 2014. *Journal of Business Research*, 68(12), 2645-2653. <https://doi.org/10.1016/j.jbusres.2015.04.006>
- Merigó, J. M., Mulet-Forteza, C., Valencia, C., & Lew, A. A. (2019). Twenty years of Tourism Geographies: a bibliometric overview. *Tourism Geographies*, 21(5), 881-910. <https://doi.org/10.1080/14616688.2019.1666913>
- Mínguez, C., Martínez-Hernández, C., & Yubero, C. (2021). Higher education and the sustainable tourism pedagogy: are tourism students ready to lead change in the post pandemic era?. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100329. <https://doi.org/10.1016/j.jhlste.2021.100329>
- Mulet-Forteza, C., Genovart-Balaguer, J., Merigó, J. M., & Mauleon-Mendez, E. (2019). Bibliometric structure of IJCHM in its 30 years. *International Journal of Contemporary Hospitality Management*, 31(12), 4574-4604. <https://doi.org/10.1108/ijchm-10-2018-0828>
- Mulet-Forteza, C., Lunn, E., Merigó, J. M., & Horrach, P. (2020). Research progress in tourism, leisure and hospitality in Europe (1969-2018). *International Journal of Contemporary Hospitality Management*, 33(1), 48-74. <https://doi.org/10.1108/ijchm-06-2020-0521>
- Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC medical research methodology*, 18, 1-7. <https://doi.org/10.1186/s12874-018-0611-x>
- Ogbeide, G. C., Fu, Y. Y., & Cecil, A. K. (2021). Are hospitality/tourism curricula ready for big data?. *Journal of Hospitality and Tourism Technology*, 12(1), 112-123. <https://doi.org/10.1108/jhtt-09-2017-0081>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., & Moher, D. (2021). Updating guidance for reporting systematic reviews: development of the PRISMA 2020 statement. *Journal of Clinical Epidemiology*, 134, 103-112. <https://doi.org/10.1016/j.jclinepi.2021.02.003>
- Pratt, M. A., & Hahn, S. (2016). Enhancing hospitality student learning through the use of a business simulation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 19, 10-18. <https://doi.org/10.1016/j.jhlste.2016.05.001>
- Pritchard, A. (1969). Statistical bibliography or bibliometrics. *Journal of documentation*, 25(4), 348-349. <https://doi.org/10.1108/eb026482>
- Ramakrishnan, S., & Macaveiu, C. (2019). Understanding aspirations in tourism students. *Journal of Hospitality and Tourism Management*, 39, 40-48. <https://doi.org/10.1016/j.jhtm.2019.02.003>
- Rasoolimanesh, S. M., & Jaafar, M. (2017). Sustainable tourism development and residents' perceptions in World Heritage Site destinations. *Asia Pacific Journal of Tourism Research*, 22(1), 34-48. <https://doi.org/10.1080/10941665.2016.1175491>
- Sandorová, Z., Repáňová, T., Palenčíková, Z., & Beták, N. (2020). Design thinking-a revolutionary new approach in tourism education?. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26, 100238. <https://doi.org/10.1016/j.jhlste.2019.100238>
- Schitko, D., & Simpson, K. (2012). Hospitality staff attitudes to guests with impaired mobility: the potential of education as an agent of attitudinal change. *Asia Pacific Journal of Tourism Research*, 17(3), 326-337. <https://doi.org/10.1080/10941665.2011.628326>
- Schreck, C. M., Weilbach, J. T., & Reitsma, G. M. (2020). Improving graduate attributes by implementing an experiential learning teaching approach: a case study in recreation education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26, 100214. <https://doi.org/10.1016/j.jhlste.2019.100214>
- Seraphin, H., & Thanh, T. V. (2020). Investigating the application of the principles for responsible management education to resort mini-clubs. *The International Journal of Management Education*, 18(2), 100377. <https://doi.org/10.1016/j.ijme.2020.100377>
- Sharma, B., & Gursoy, D. (2015). An examination of changes in residents' perceptions of tourism impacts over time: the impact of residents' socio-demographic characteristics. *Asia Pacific Journal of Tourism Research*, 20(12), 1332-1352. <https://doi.org/10.1080/10941665.2014.982665>
- Slocum, S. L., Dimitrov, D. Y., & Webb, K. (2019). The impact of neoliberalism on higher education tourism programs: meeting the 2030 sustainable development goals with the next generation. *Tourism Management Perspectives*, 30, 33-42. <https://doi.org/10.1016/j.tmp.2019.01.004>
- Su, M. M., & Wall, G. (2011). Chinese research on world heritage tourism. *Asia Pacific Journal of Tourism Research*, 16(1), 75-88. <https://doi.org/10.1080/10941665.2011.539392>
- Svensson, G. (2010). SSCI and its impact factors: A "prisoner's dilemma"?. *European Journal of Marketing*, 44(1/2), 23-33. <https://doi.org/10.1108/03090561011008583>

- Tribe, J. (2001). Research paradigms and the tourism curriculum. *Journal of travel research*, 39(4), 442-448. <https://doi.org/10.1177/004728750103900411>
- Wu, H. C., & Li, T. (2017). A study of experiential quality, perceived value, heritage image, experiential satisfaction, and behavioral intentions for heritage tourists. *Journal of Hospitality & Tourism Research*, 41(8), 904-944. <https://doi.org/10.1177/1096348014525638>
- Zhao, W., & Ritchie, J. B. (2007). An investigation of academic leadership in tourism research: 1985–2004. *Tourism management*, 28(2), 476-490. <https://doi.org/10.1016/j.tourman.2006.03.007>

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of EUROGEO and/or the editor(s). EUROGEO and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.