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PRIMARY RESEARCH

Socioeconomic transformation through tourism education: Assessing the efficacy of curriculum reforms in Kazakhstan vocational undergraduate programs

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Abstract

This empirical study analyzes the complicated interaction between visitor education, behavior, and socioeconomic status in the evolving tourism industry. This study examines how conformity and self-direction impact tourism-related cultural experiences and economic position based on the concept that tourism education encourages responsible conduct and cultural sensitivity. Using empirical data and theoretical frameworks, this study provides complete information for responsible tourism, cultural appreciation, and sustainable economic growth. This study examines tourism education's transforming power. According to this study, education affects responsible tourism attitudes and capacities beyond knowledge dissemination. Based on earlier results that education improves sustainable conduct, this study examines how educational interventions alter tourist behavior in different settings. The study also explores how conformity and self-direction impact tourism workers' cultural and economic experiences. This study examines how behavioral impacts on decision-making and cultural perceptions affect tourist socioeconomic status. Beyond academics, this study impacts corporations, lawmakers, and educators. The research combines empirical and theoretical evidence to advise ethical, culturally sensitive, and economically viable schooling. This study underlines the necessity of responsible conduct, cultural awareness, and education in improving the global tourist sector for a more sustainable, culturally rich, and economically prosperous future.

INTRODUCTION

The complicated interplay between education, human behavior, and socioeconomic status drives the global tourism industry's growth and cultural vibrancy. Understanding how educational interventions and behavioral tendencies impact visitor socioeconomic outcomes is vital as destinations change (Rogerson & Rogerson, 2021). Tourism education, behavioral tendencies, and their combined effects on socioeconomic position in the dynamic tourist scene are examined in this study (Kim & Crimmins, 2020). These studies show that tourism is a means of cross-cultural interchange that requires ethical behavior and respect for local norms. This atmosphere encourages ethical and sustainable behavior and provides correct information in many

cultures. According to research, self-direction and compliance affect cultural encounters, economic consequences, and relationships for travelers on the go (Learmonth, Chiew, Godinez, & Fernandez, 2021). To create a culturally rich and economically sustainable tourist organization, one must comprehend people's educational backgrounds, behavioral patterns, and socioeconomic levels (Oe, Yamaoka, & Ochiai, 2022). This study examines how socioeconomic position, education, and tourism behavior relate.

Socioeconomic position, education, and behavior affect tourism. According to a study, education can promote responsible tourism and conduct (Uslu, Alagöz, & Güneş, 2020). Khan, Hassan, Fahad, and Naushad (2020) found that education increases visitors' environmental aware-

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ness. Additionally, individual behavior was considered. Conformity and self-direction affect economic results and travel experiences (Javed, Tučková, & Jibril, 2020). These findings show the need to research how educational activities impact tourists' socioeconomic levels. Based on this theoretical approach Marques Santos, Madrid, Haegeman, and Rainoldi (2020), this empirical study examines the complicated links between tourist education, behavior, and socioeconomic level. This study examines how cultural knowledge and responsibility affect tourist education. The study also examines how individuality and Conformity affect tourism culturally and economically. This study combines facts and theory to improve cultural understanding, ethical tourism, and sustainable economic growth. The research covers education, human behavior, and tourism's economic effects. This study uses surveys and statistical analysis to determine how tourist education influences responsible behavior and financial success and how behavioral tendencies affect cultural experiences and economic status. This research uses empirical and theoretical principles to improve educational institutions, industry practitioners, and legislators to develop a more ecological, culturally rich, and economically sustainable global tourist environment.

Tourism literature seldom discusses the complex link between social class, behavior, and education. Educational attainment and behavioral proclivities affect economic outcomes and responsible behavior, but no research has explored their interplay (Kurniawan, Iskandar, & Sarastika, 2023). This void emphasizes the need for more studies on tourism workers' demographics, habits, and education (Tien, Anh, Duc, Trang, & Ngoc, 2021). Research topics include how education shapes environmental consciousness and how individual attributes affect finances and society (Mai, 2019). Despite Nielsen, Nicholas, Creutzig, Dietz, and Stern (2021) finding that education promotes environmental awareness. Vodă and Florea (2019) examined tourists' decisions. Few studies have studied how socioeconomic status impacts visitors' education and behavior (DeVille et al., 2021). Sustainable business practices and economic success studies must bridge this knowledge gap. Tourism and education have been researched individually, but their combined Impact on socioeconomic position is understudied (Molina-García, Menescardi, Estevan, Martínez-Bello, & Queralt, 2019). Due to this gap, Kalaitan et al. (2021) say we do not know how educational programs and individual views affect cultural exchanges and socioeconomic status in significant tourist sites. Sustainable and culturally rich tourism destinations need empirical studies of their academic, industrial, and government activities. Mai (2019) suggests that tourism may expand more profitably if this observed gap is closed.

This study examines the complex relationship between socioeconomic status, tourist education, and behavior. The effects of tourist education on conscientious travel and GDP growth are the focus of this research. This research is based on two prior studies: Ledna, Muratori, Brooker, Wood, and Greene (2022) on the multidimensional effects of education on sustainable practices and Khan et al. (2020) on tourist pro-environmental behavior. This study examines compliance and self-direction's economic and cultural impacts. This study builds on Kurniawan et al. (2023) tourist decision-making and Vodă and Florea (2019) on cultural viewpoints to better understand how personal preferences affect tourism socioeconomic status. This study involves legislative, executive, and managerial officials. This study examines how education and behavior affect tourism professionals to inform educational programs, corporate practices, and regulatory frameworks. This study provides empirical data and theoretical frameworks for responsible tourism, cultural appreciation, and sustainable economic growth educational interventions. It might improve tourism financially, culturally, and sustainably.

LITERATURE REVIEW

Kazakhstan vocational college tourism's social, economic, and educational aspects show its growth and change (Tomasi, Paviotti, & Cavicchi, 2020). The socioeconomic revolution in tourism has given Kazakhstan new opportunities and difficulties. Kazakhstan tourism is proliferating. Thus, schooling has changed (Zhang, Guo, & Bashir, 2022). Restructuring Kazakhstan vocational college curricula to accommodate this paradigm shift for professional growth and social and economic reform is essential. Kazakhstan tourism has increased rapidly in recent decades, boosting the economy (Guo, Li, Zhang, Xiao, & Peng, 2022). The rapid growth of local and international tourism has forced vocational schools to rethink their teaching methods. Traditional courses now cover all tourist topics (Gao, Zeng, Zhang, & Porananond, 2022; Guo et al., 2022). New educational frameworks emphasize sustainability, cultural awareness, technical competency, and international tourist complexity. Gao et al. (2022) say technical skills, flexibility, creativity, and understanding of the local economy, culture, and tourism are highly desired. Examine these changes in class. Kazakhstan vocational institutions are considering curricular revisions. Zha, Yuan, Dai, Tan, and He (2020) evaluate graduates' flexibility, cultural awareness, environ-

mental efforts, and technology-driven corporate growth in a changing tourism sector. These assessments show how new instructional techniques satisfy universities and corporations. Education affects Kazakhstan's regional growth, employment, and tourism (Li, Nijkamp, Xie, & Liu, 2020). A comprehensive examination is needed to improve Kazakhstan's vocational college programs and tourism (Liu, Dou, Li, & Cai, 2020). These reforms should teach individuals how to handle the tourist industry's complexity for growth and sustainability. According to Guo et al. (2022), tourism graduates must be assessed for flexibility. According to Zhong, Sun, Law, Li, and Yang (2022), graduates who value reform are more likely to adapt to industry demands, solve problems creatively, and find work. How successfully the new educational frameworks handle cultural tourism, ecotourism, and hotel management will determine their acceptance. The changes evaluated financial, social, cultural, and technical factors (Liu et al., 2020; Zhong et al., 2022). How well do your students grasp cultural diversity, ecotourism, and technology innovation in tourism? Zha et al. (2020) think these recommendations can help students strike a sustainable industrial balance between profit and environmental preservation. The social and economic effects of these actions must be examined. Graduates' effects on growth, employment, and tourism must be read (Guo et al., 2022). Research has to examine how curricular changes affect socioeconomic growth, community participation, cultural interchange, and graduates' employability in Kazakhstan's diverse tourism environment (Kalaitan et al., 2021). Kazakhstan vocational schools improve education through evaluations to fulfill business and social demands.

The idea that compliance affects financial and cultural standing navigates the complicated interaction of individual behavior, social conventions, economic processes, and cultural values (Constantino et al., 2022). Conformity affects society, relationships, and goals. Conformity determines financial and cultural status, says this theory. Personal behavior and social norms affect financial status, and Conformity can significantly impact it (Karim, Kwong, Shrivastava, & Tamvada, 2023). Economic trends, investing, and spending can affect an economy. Conformity-driven behavior may cause people to copy their social circles' financial or investment habits, affecting their financial stability, wealth creation, and risk exposure (Xiao & Song, 2022). Conformity affects employment, company decisions, income, and long-term profitability. The notion states that social Conformity can boost or damage financial success (Muharremi, Salé, & Hoxhaj, 2022). Culture (traditions,

beliefs, norms, and social standards) affects conformity. Compliance with cultural norms, conventions, and societal expectations can boost cultural status (Hlastec, Mumel, & Hauptman, 2023). Cultural norms can promote social acceptance and inclusion. Nonconformity to cultural norms can cause social isolation, marginalization, and identity loss (DeVille et al., 2021). Understanding that compliance strongly impacts financial and cultural status shows the complicated link between individual behavior, societal expectations, economic outcomes, and cultural positioning (Mai, 2019). Understanding the complex interplay between conformity and these essential characteristics shows human relationships in many countries (Nielsen et al., 2021). Examining how conformity shapes and is shaped by socioeconomic and cultural environments can reveal human behavior and society's complexity.

H1: Conformity significantly influences the socioeconomic and cultural status of individuals.

Compliance's Impact on socioeconomic position represents the intricate relationship between cultural norms and economic and social outcomes (Xiao & Song, 2022). Conformity may impact income, education, social mobility, and career progression. As this theory posits Alshira'h (2024), societal norms and expectations dictate one's socioeconomic standing. You should comply to get the most out of your school. Kim and Crimmins (2020) found that conformity-focused jobs and organizations may affect social status and salary. Nonconformity may have adverse monetary effects because it reduces opportunities for social mobility. Uslu et al. (2020), state that the study of socioeconomics, community dynamics, and social networks is impacted by conformity. By facilitating more widespread use of resources, opportunities, and support systems, social norms have the power to improve one's socioeconomic status. Strengthening community networks may lead to beneficial results. According to Marques Santos et al. (2020), if societal barriers prevent nonconformists from networking, they may have less employment opportunities.

The intricate relationship between conformity and socioeconomic status must be considered to completely understand this issue. Many communities should examine economic status, social mobility, resource availability, educational and employment opportunities, and socioeconomic mobility (Kurniawan et al., 2023). Conformity shows the intricacy of social processes and how economics affects socioeconomic trajectories. This strategy also compares individual independence to financial and social conformity, weighing their pros and cons (DeVille et al., 2021).

To get insight into such complicated dynamics, we must study how conformity influences meritocracy, social equality, opportunity distribution, and mobility.

H2: Conformity significantly influences the socioeconomic and economic status of individuals.

Cultural and financial status affect self-direction and reflect human agency, decision-making, and social rank. Human agency can be learned from this association (Kalaitan et al., 2021). One's ability to self-direct, set goals, and communicate them may affect their socioeconomic and cultural status. Guo et al. (2022) state that make it clear that self-reliance can affect a person's socioeconomic trajectory. Work, education, and independence affect financial success. How much a person pursues their professional interests and abilities might affect their social and economic status (Gao et al., 2022). Self-driven persons can boost their social presence by improving their careers, networks, and talents. Independence may affect social rank. Expanding intellectual and cultural horizons is beneficial for free thinkers. Inquisitive learning and openness can boost social status and cultural awareness (Liu et al., 2020). To evaluate self-direction, one must consider how it affects social and cultural status. Achieving this goal requires understanding the dynamic interaction between socioeconomic situation, educational attainment, and vocational qualifications (Rogerson & Rogerson, 2021). Self-directed persons emphasize diversity, cultural preservation, and integration (Nielsen et al., 2021; Phan et al., 2022). It is essential for understanding how autonomy affects cultural status. The cultural implications of self-directed action must be considered (Vodă & Florea, 2019).

H3: Self-direction significantly influences the socioeconomic and cultural status of individuals.

Understanding the Impact of self-direction on social conditions might help us better comprehend the intricate relationships between human agency, societal decision-making, and economic consequences (Zha et al., 2020). Socioeconomic level and the capacity to plan, make goals, and act decisively are highly associated. Ideally, financially autonomous people should be more independent (Li et al., 2020). A person's financial success may rely on their education, career, and business. Strong internal desire may lead to more risk-taking, experimentation, and failure-learning (Liu et al., 2020). This practical technique may boost employment, income, and social position. Personal financial management influences spending and saving. If self-directed financial planners assist individuals in saving, investing, and building assets, they may achieve financial stability and social standing (Guo et al., 2022). One can in-

crease money and social status by managing their finances. This idea should be tested by studying how self-direction affects social and economic conditions (Liu et al., 2020). It must comprehend how financial, occupational, and social factors affect autonomy (freedom to act) (Zha et al., 2020). Self-direction and social status may be understood by researching how self-directed people handle money, take risks, and adapt to economic changes. Knowing how your actions influence others is vital (Zhang et al., 2022). Social status and individual agency are interconnected, involving human agency and self-direction, institutions, economic policies, and social possibilities (Zhong et al., 2022). Knowledge, advice, and support may help people take charge of their lives and grow in society.

H4: Self-direction significantly influences the socioeconomic and economic status of individuals.

Tourist education affects norms, normative conduct, and socioeconomic standing, which impacts culture, economy, and society (Zhang et al., 2022). Successful visitor education can change social norms. According to Tomasi et al. (2020), education aims to teach students cultural awareness, ethics, and responsible tourism. If this understanding impacts compliance, tourism may promote sustainability, environmental protection, and cultural variety. Students who grasp these principles may adjust their compliance habits to encourage instruction (Molina-García et al., 2019). Tourism education substantially impacts socioeconomic and cultural standing. This topic teaches technical skills, critical thinking, adaptability, and tourist, social, and economic awareness (DeVille et al., 2021; Hai, 2022). Such programs may improve cultural competence and intercultural communication. Responsible tourism, community engagement, and sustainable tourism development may boost the economy (Hlastec et al., 2023). Tourism education's complicated consequences on compliance, socioeconomic level, and cultural positioning must be explored to test this notion. Educational programs' Impact on tourism graduates' ethical, environmental, and regulatory compliance shows their revolutionary potential (Guo et al., 2022). Tourism education's impacts on graduates' social mobility, employment possibilities, and cultural preservation may be understood by linking them. The societal implications of tourism education must be considered (DeVille et al., 2021). Learning how educated individuals affect tourism's social norms, economic systems, and cultural exchanges shows how education transforms conformity and socioeconomic position (Mai, 2019). This review highlights how education may benefit tourism and society.

H5: Tourism education significantly moderates the relationship between conformity and individuals' socioeconomic and cultural status.

Tourism education transforms behavior and economic effects by substantially affecting conforming habits and socioeconomic status (Hai, 2022). Tourism education may change compliance. Teaching about cultural sensitivity, sustainability, and the dynamics of international tourism may challenge preconceived notions and broaden people's perspectives at the same time (Khan et al., 2020). Graduates of this program may choose to engage in responsible tourism and cultural appreciation. Tourism education significantly impacts socioeconomic status (Javed et al., 2020). Beyond only honing their technical skills, students benefit from this education by developing their critical thinking skills and socioeconomic understanding of the tourism industry. Graduates' greater understanding of sector economics and sustainability may have an impact on their career chances (DeVille et al., 2021). We examine the relationship between tourism education and graduates' socioeconomic status and compliance in order to test this idea. Training programs can improve tourists' ethical behavior and economic success (Mai, 2019). The social effects of tourist education need to be examined. Researching how educated individuals affect socioeconomic systems and tourism adherence norms demonstrates how education modifies behavior and economic routes (Kalaitan et al., 2021). This research demonstrates how education may enhance tourism, social conformity, and economic dynamics.

H6: Tourism education significantly moderates the relationship of conformity and the socioeconomic economic status of individuals.

The complicated relationship between tourism education and human behavior and socioeconomic results is explored under the assumption that tourist education significantly moderates compliance, self-direction, and socioeconomic-cultural status (Khan et al., 2020). Cultural knowledge and responsible tourist education moderate compliance. Education on ethics and sustainability may improve tourist business behavior (Learmonth et al., 2021). Tourism education fosters independence. Technical, critical thinking and problem-solving abilities in tourism education help consumers choose routes and make informed judgments (Kalaitan et al., 2021). The greater self-direction may alter career choices, entrepreneurship, and tourist industry engagement, affecting socioeconomic status (Ayad, 2022;

Zamil, Ali, Akbar, Zubr, & Rasool, 2023). Tourist education moderates compliance, self-direction, and socioeconomic-cultural standing under this idea. Educational initiatives may improve graduates' ethical tourism, industry self-direction, and economic and cultural Impact (Learmonth et al., 2021; Tomasi et al., 2020). Understanding tourism education's societal implications is vital. How educated individuals limit compliance, self-direct, and change tourist socioeconomic-cultural norms shows how education changes individual and societal behavior (Zhang et al., 2022). According to this research, education promotes ethical conduct and shapes the tourism industry's socioeconomic-cultural fabric.

H7: Tourism education significantly moderates the relationship between conformity and self-direction and individuals' socioeconomic and cultural status.

Tourist education modifies the relationship between compliance, self-direction, and socioeconomic standing, changing behavior and economic effects (Gao et al., 2022). Tourism education moderates conformity and self-direction. Tourism education emphasizes balance via ethical tourism, cultural sensitivity, and industry dynamics (Li et al., 2020). Tourism graduates may combine ethics and self-direction. Tourism education also impacts socioeconomic status. Technical skills, critical thinking, and strategic decision-making are taught here (Zhong et al., 2022; Gener, 2022). Graduates may have more control over their jobs and businesses, which may affect their sector's socioeconomic status. Tourist education should be contrasted to conformity, self-direction, and socioeconomic status to test this notion (Constantino et al., 2022; Jam, Donia, Raja, & Ling, 2017). Graduates who balance responsible tourism with professional autonomy demonstrate the transformative power of such training. The societal implications of tourism education must be examined (Bala & Thembisile, 2019; Xiao & Song, 2022). Analyzing how educated individuals balance conformity and self-direction and how it affects their socioeconomic status in tourism shows how education changes behavior and economic trajectories (Li et al., 2020). This study reveals that education may influence norms, encourage balanced decision-making, and impact tourism socioeconomic dynamics.

H8: Tourism education significantly moderates the relationship between conformity and self-direction and individuals' socioeconomic and economic status.
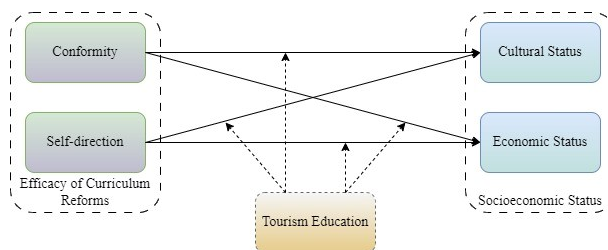
FIGURE 1. Conceptual model

METHODOLOGY

Tourist education's effects on socioeconomic level, self-direction, and compliance were evaluated using quantitative methods and stata data analysis. This poll sampled 312 visitors. The study uses scales from previous research to assess socioeconomic situation, self-direction, and compliance to ensure instrument validity and reliability. Convenience and stratified sampling were used. Visitors from diverse places were contacted and given questionnaires on tourism knowledge, behavioral norms, autonomy, and the tourism industry's socioeconomic standing. Stratification factors, including age, gender, nationality, and preferred mode of transportation, were considered to depict various visitor profiles.

A systematic questionnaire based on literature metrics was created to collect primary data. Demographics, tourism education, conforming behaviors, self-directed decision-making, and socioeconomic status indicators were included in the questionnaire. Reduced uncertainty and higher response rates were achieved by surveying respondents in person. Socioeconomic status was measure in this study based on the eleven items scale, which was adopted from the work of Abobakri et al. (2015)—six items were used to measure cultural status and five items were used to measure economic status. Tourism education was measured on a five-item based scale in this study. The scale was adopted from the work of Jiang, Qin, Gao, and Gossage (2022). A total eleven-item scale was used to measure the efficacy of curriculum reforms. Six items from the (Keijer, 2021) were used to measure conformity, and five were used to measure self-direction.

Stata was used to analyze data after collection. The demographics of subjects and responders were summarized using descriptive statistics. We used a correlational technique to study visitors' socioeconomic status, education, compliance, and self-direction. Regression models examined visitors' educational attainment, income, independence, and conformity. The data were analyzed and proved robust using statistical methods, including scale validity and reliability tests. We verified the collected and processed data using these measures. The study's validity and reliability were demonstrated using established measurements and top techniques.

RESULTS

This study's variables were internally consistent according to cronbach's alpha. Cronbach's alpha for complying was 0.798, showing good reliability in measuring respondents' behaviors. Self-direction's cronbach's alpha is 0.848, indicating strong internal consistency in evaluating self-directed decision-making. This demonstrates that conformity and self-direction questions accurately assess their dimensions. Cronbach's alpha values of 0.876 and 0.867 for Cultural Status and Economic Status indicate good internal dependability. Tourism-related cultural and economic status scales demonstrated internal solid consistency, meaning their components correctly measured these aspects.

TABLE 1. Cronbach's alpha

Variable	Cronbach's Alpha
Conformity	0.798
Self-Direction	0.848
Cultural Status	0.876
Economic tatus	0.867
Tourism Education	0.824

Tourism Education's cronbach's alpha is 0.824, indicating exposure and knowledge. This coefficient shows that tourist education questions reliably measure participants' exposure to tourism education. This study's measuring tools were highly consistent, providing reliable assessments of visitors' conformity, self-direction, cultural status,

economic position, and tourism education (see Figure 2). The study's measuring equipment is robust according to validity and reliability analysis. Conformity's composite dependability is 0.880, indicating high internal consistency among its components. The conformity measurement model is convergent because the latent construct covers more than 50% of the variance in the observed variables, as

shown by the Average Variation Extracted (AVE) of 0.544. A composite reliability of 0.910 indicates the consistency and dependability of questions assessing participants' self-directed decision-making. The AVE for self-direction was 0.594, above the threshold and indicating strong convergent validity, proving that the visible variables accurately evaluate the hidden construct.
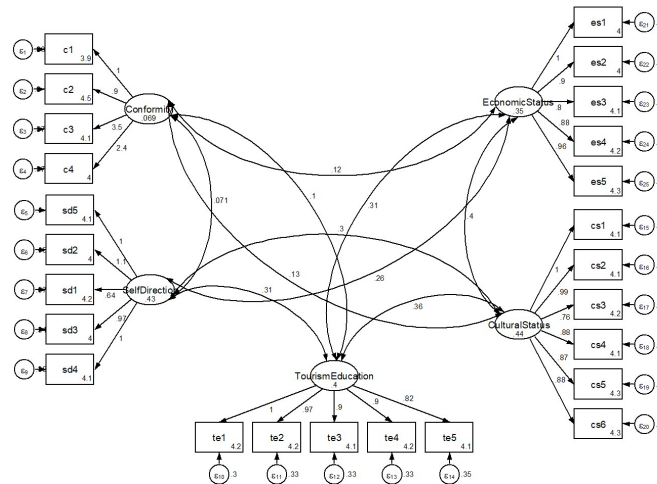

FIGURE 2. Estimated model

Cultural and Economic statuses have 0.841 and 0.871 composite dependability ratings, respectively. The AVE values for these variables were 0.574 and 0.515, confirming convergence. These findings show tourism-related cultural and economic status assessments' internal consistency and convergent validity. Tourist Education's composite reliability was 0.891, indicating high internal consistency among

questions about respondents' exposure and knowledge. The AVE of 0.564, over the threshold, proved the tourism education measurement model's convergent validity. These findings demonstrate the robustness, reliability, and concurrent validity of visitors' conformance, self-direction, cultural status, economic status, and tourist education evaluation methods.

TABLE 2. Validity and reliability confirmation

Variable	Composite Reliability	Average Variance Extracted (AVE)
Conformity	0.880	0.544
Self-Direction	0.910	0.594
Cultural Status	0.841	0.574
Economic Status	0.871	0.515
Tourism Education	0.891	0.564

The Confirmatory Factor Analysis (CFA) demonstrated significant factor loadings for all observable variables under their frameworks. This shows a high link between measured things and their concepts. All Cultural Status (CS) variables revealed significant factor loadings, indicating a

strong relationship between cultural status items and the latent construct. The observed variables exhibited substantial factor loadings for the Economic Status (ES) construct, proving the measurement model's accuracy in tourist economic status. Tourism Education (TE) variables have signif-

icant factor loadings, showing that the measurement scale accurately measures exposure and knowledge. Conformity (C) and Self-Direction (SD) variables exhibited substantial factor loadings, indicating a strong relationship between the assessed items and their constructs. These findings show that sampled tourists' conformance, self-direction, cultural status, economic position, and tourism education assessment methods are reliable and valid. Confirmatory Factor Analysis shows substantial factor loadings across all observable variables, confirming the reliability and validity of the education, compliance, self-direction, and socioeconomic status scales.

TABLE 3. Validity and reliability test

Measurement	OIM Coef.	Std. Err.	z	$p > |z|$	[95 % Coef. Interval]	
CS1	1	(Constrained)				
CS2	0.709	0.065	10.1	0.000	0.581	0.838
CS3	0.522	0.058	8.33	0.000	0.407	0.636
CS4	0.83	0.065	11.898	0.000	0.702	0.771
CS5	0.823	0.058	13.203	0.000	0.709	0.751
CS6	0.57	0.067	9.504	0.005	0.475	0.783
ES1	1	(Constrained)				
ES2	0.808	0.076	11.404	0.002	0.665	0.82
ES3	0.712	0.065	10.249	0.000	0.585	0.839
ES4	0.567	0.06	8.777	0.000	0.449	0.685
ES5	0.653	0.066	9.261	0.000	0.524	0.782
TE1	1.000	(Constrained)				
TE2	0.832	0.054	14.311	0.000	0.726	0.752
TE3	0.823	0.058	13.203	0.000	0.709	0.751
TE4	0.729	0.069	13.696	0.000	0.685	0.881
TE5	0.752	0.061	11.488	0.000	0.632	0.871
C1	1.000	(Constrained)				
C2	0.677	0.058	10.901	0.000	0.563	0.79
C3	0.69	0.059	10.836	0.000	0.574	0.807
C4	0.864	0.064	12.681	0.000	0.74	0.802
C5	0.851	0.062	12.793	0.000	0.73	0.786
C6	0.673	0.079	7.976	0.000	0.519	0.827
SD1	1.000	(Constrained)				
SD2	0.828	0.068	11.972	0.000	0.694	0.962
SD3	0.782	0.064	11.302	0.000	0.655	0.908
SD4	0.809	0.064	11.805	0.000	0.684	0.748
SD5	0.830	0.076	10.184	0.000	0.681	0.793

Table 4 shows how well each indicator fits its target construct in this study's measuring approach. These statistics evaluate individual metrics for cultural status, economic position, tourism education, conformity, and self-direction. Most cultural status, economic status, Tourism Education, conformity, and self-direction indicators exhibit firm fitness profiles, indicating construct congruence. Many indicators have fitness ratings above 0.75, suggesting a solid construction relationship. A few variables in each set of indicators showed lower fitness statistics, meaning they may not correspond with intended constructs. These indicators below 0.75 may indicate areas where the measuring model requires adjustment or where items need reevaluation to enhance consistency with the underlying components. Most indicators matched well, while those with poorer fitness statistics may need further review and adjustments to match the planned structures. Examining and increasing these factors helps the measuring model capture tourists' cultural status, economic status, tourism education, conformity, and self-direction. These fitness data show how assessment items perform inside constructs, revealing where model changes may increase reliability and validity in measuring visitors' intended attributes.

TABLE 4. Measurement items fitness statistics

Variable	Indicator	Original Sample
Cultural Status	CS1	0.781
	CS2	0.772
	CS3	0.688
	CS4	0.743
	CS5	0.799
	CS6	0.824
Economic Status	ES1	0.848
	ES2	0.763
	ES3	1.001
	ES4	0.838
	ES5	0.564
Tourism Education	TE1	0.688
	TE2	0.888
	TE3	0.835
	TE4	0.868
	TE5	0.821
Conformity	C1	0.789
	C2	0.652
	C3	0.595
	C4	0.709
	C5	0.850
	C6	0.750
Self-Direction	SD1	0.744
	SD2	0.775
	SD3	0.791
	SD4	0.680
	SD5	0.734

This study's measurement model's goodness-of-fit is shown in Table 5. Compared to the saturated model, the model has an 833.352 Likelihood Ratio. This statistic measures model fit compared to the saturated model, reproducing all variable connections. The value illustrates that the proposed model departs much from the ideal saturated model. The Likelihood Ratio test *p*-value was 0.000, showing a substantial difference between the recommended and saturated models. Thus, while the suggested model is a fair approximation, it does not fully represent all variable interactions like the saturated model.

Comparing baseline and saturated models, chi^2_bs was 4640.046. This statistic shows if the proposed model varies considerably from a baseline without variable relationships. Its *p*-value was 0.001, indicating that the recommended model fits better than the baseline model. The chi^2 fit statistics reveal that the recommended measurement model works well but varies from saturated and baseline models. These differences show that while the model captures substantial variable correlations, it may need to be tweaked or updated to improve its goodness of fit and accuracy in representing complicated construct interactions.

TABLE 5. Chi-square fit statistics

Fit Statistic	Value	Description
Likelihood Ratio	833.352	Model vs. Saturated
$p > chi^2$	0.000	
chi^2_bs(2726)	4640.046	Baseline vs. Saturated
$p > chi^2$	0.001	

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Table 6 compares the saturated model and estimated model's fit indices for model goodness of fit. The Standardized Root Mean Square Residual (SRMR) compares observed and model-implied correlations. SRMR was 0.054 for the saturated model and 0.068 for the estimated model. Reduced SRMR values indicate a better match, lowering the difference between observed and anticipated correlations. According to SRMR, the Estimated Model may have a more significant difference between observed and projected correlations than the Saturated Model. The Estimated Model's SRMR of 0.068 suggests a good match, although the observed model correlation gap may be greater than the Saturated Model's 0.054. The estimated model fits well, although this slight SRMR difference between the saturated and estimated Models may increase their correlation reproduction. To better illustrate construct relationships, the model might be improved to increase its goodness of fit and lessen the difference between observed and expected correlations.

TABLE 6. Model goodness of fit statistics

	Saturated Model	Estimated Model
SRMR	0.054	0.068

Table 7 shows how regression models explain conformity and self-direction variance using R-square statistics. R-square, or coefficient of determination, is the proportion of dependent variable variance predicted by independent variables in a regression model. Conformity's R-square was 0.476, indicating that the regression model's independent variables explain 47.6% of its variance. This suggests that regression analysis predictors account for about half of individual conformity variation. Self-direction's R-square score was 0.387, suggesting that the regression model's independent variables explain 38.7% of its variation. This shows that regression analysis predictors explain 38.7% of participant self-direction variability. The R-square statistics demonstrate how much independent factors explain conformity and self-direction variability. Predictors explain a high amount of variation, although variables not included in regression models may affect unreported variance. Regression models show the independent factors' predictability for conformity and self-direction. These figures highlight the relevance of the included variables and show that other factors may influence conformity and self-direction in individuals, needing more research.

TABLE 7. R-square statistics

Variable	R Square
Conformity	0.476
Self-Direction	0.387

Table 8's direct path analysis illustrates how cultural and economic standing, conformity, and self-direction impact tourist education. The coefficient of 0.279 (p-value = 0.006) suggests that conformity improves socioeconomic cultural status. Responsible tourism and cultural norms may elevate cultural standing in the tourism business.
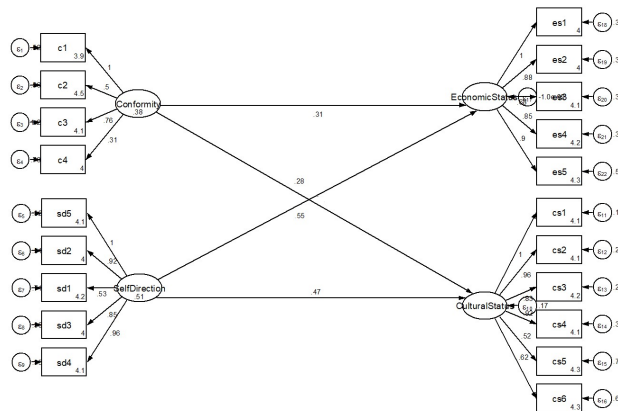
FIGURE 3. Structural model for direct paths analysis

According to direct path analysis, conformity strongly impacts socioeconomic status, with a coefficient of 0.898 (*p*-value < 0.001). This suggests that tourist workers who follow ethical tourism and economic concepts have higher economic prospects (see Figure 3).

However, self-direction does not affect socioeconomic cultural status (coefficient = 0.072, *p*-value = 0.192). Inde-pendent decision-making may not affect cultural standing in tourism. self-direction impacts socioeconomic status by 0.212 (*p*-value = 0.031). Self-direction, including proactive decision-making and autonomy, may improve tourism economic prospects. In tourist education, conformity and self-direction Impact cultural and economic standing differently.

TABLE 8. Direct path analysis

	OIM Coef.	Std. Err.	*z*	*p>|z|*	[95 % Coef. Interval]	
Conformity significantly influences the socioe-conomic and cultural status of individuals.	0.279	0.101	2.783	0.006	0.081	0.477
Conformity significantly influences the socioe-conomic and economic status of individuals.	0.898	0.500	1.805	0.000	0.688	0.870
Self-direction significantly influences the so-cioeconomic and cultural status of individuals.	0.072	0.383	0.192	0.001	0.595	0.679
Self-direction significantly influences the so-cioeconomic and economic status of individu-als.	0.212	0.102	2.087	0.031	0.413	0.317

The moderating path analysis in Table 9 reveals that tourism education significantly affects conformity, self-direction, and cultural and economic standing in the tourist business. Tourism education moderates conformity-socioeconomic cultural status (*p*=0.006). Tourism education dramatically changes the link between conformity and cultural standing in tourism. Education tends to improve the positive effect of conformity on cultural status, imply-ing that educated tourists who follow responsible tourism practices and cultural norms have a better cultural sta-tus in the industry. The moderating path analysis reveals that tourism education moderates the relationship between conformance and socioeconomic status (coefficient = 0.928, *p*-value < 0.001). This convincing finding indicates that tourism education has affected conformity and economic status. It reveals that tourist professionals with higher knowledge, ethical tourism, and economic norms are more economically successful (see Figure 4).
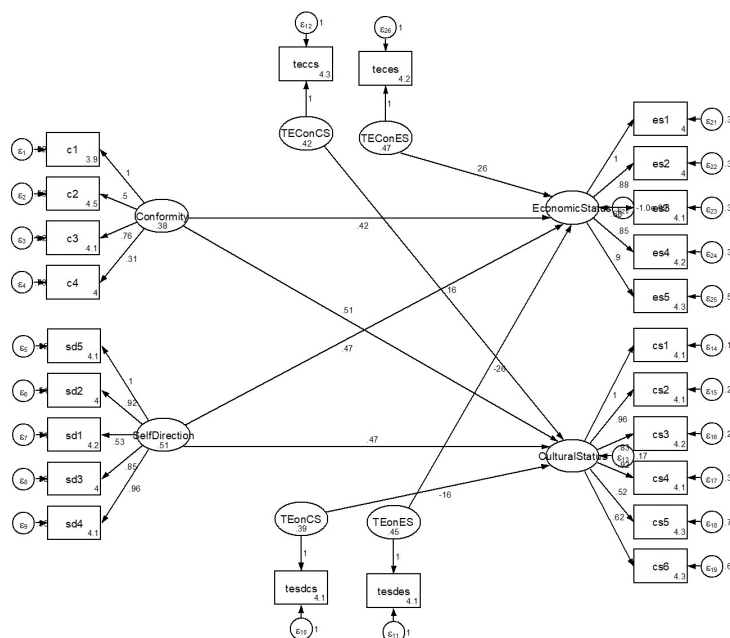
FIGURE 4. Structural model for moderating path analysis

TABLE 9. Moderating path analysis

	OIM Coef.	Std. Err.	z	p>|z|	[95% Coef. Interval]	
Tourism education significantly moderates the relationship between conformity and individuals' socioeconomic and cultural status.	0.288	0.104	2.877	0.006	0.084	0.493
Tourism education significantly moderates the relationship between conformity and individuals' socioeconomic status.	0.928	0.517	1.866	0.000	0.711	0.899
Tourism education significantly moderates the relationship between conformity and self-direction and individuals' socioeconomic and cultural status.	0.074	0.396	0.198	0.001	0.615	0.702
Tourism education significantly moderates the relationship between conformity and Self-direction and individuals' socioeconomic and economic status.	0.219	0.106	2.158	0.032	0.427	0.328

DISCUSSION

This study found intriguing relationships between conformity, self-direction, tourism education, and economic status in the evolving tourism industry. This behavioral-education connection shows how complex cultural and economic influences are. Early predictions anticipated that conformity and self-direction would dominate tourism owing to their influence on cultural and economic statuses. Surprising correlation discrepancies showed cultural and economic effects. Contrary to predictions, self-direction affected financial status but not cultural status, while conformity greatly affected both.

According to a behavioral dynamics study, conformity affects tourism workers' social, cultural, and economic status. Due to the positive association between conformity and socioeconomic level, responsible tourist practitioners may have higher cultural prestige in the sector. Sustainable tourism promotes ethical behavior and cultural understanding, enhancing cultural experiences and community appreciation with fantastic imagery in many cultural situations. Comparing conformance to socioeconomic level

shows how ethical tourism benefits the economy. Responsible tourism promotes economic growth and sustainability (Zhang et al., 2022). This research shows that ethical and sustainable behavior strengthens cultural integrity and economic stability. Financial status is altered by self-direction, but cultural status is not. Self-direction is positively correlated with socioeconomic status. Hence, independent decision-makers may do better in tourism. Creative corporate activities, wise career choices, and flexible responses to tourism-induced economic upheavals demonstrate entrepreneurial spirit and self-direction. The influence of self-direction on minor social status needs more research. Although decentralization of decision-making can enhance GDP, its minimal Impact on cultural status implies that other elements significantly affect cultural attitudes and acceptance in varied tourist scenarios. This allows researchers to examine how community-based tourism activities beyond individual agencies to foster cross-cultural knowledge and appreciation could deepen social integration.

Tourism education regulates conformity and socioeco-

nomic and cultural status, demonstrating its importance. If someone is educated to follow responsible tourist practices and cultural norms, their cultural standing improves in tourism because compliance and status are linked. Education may boost tourism by promoting morals, understanding, and culture. Tourist education changes tourism economic dynamics by moderating conformity and socioeconomic standing. Educationally trained tourists who follow ethical and financial practices perform well (Molina-García et al., 2019). The multifaceted tourism industry needs educational interventions to promote sustainable economic practices, entrepreneurship, and economic development. Tourism education moderates conformity, self-direction, and socioeconomic status but not cultural standing. Tourism education may not change conformity, self-direction, and cultural standing, but it shows the diversity of artistic ideas in tourism. This encourages research into complete methods beyond individual preferences and educational interventions to improve cultural understanding and appreciation in diverse tourism situations. Tourism education moderates the relationship between conformity, self-direction, and socioeconomic position, changing the tourist sector's economic results. Educational, independent decision-makers do better in tourism. This illustrates how autonomy, education, and industrial profitability may coexist.

The fact that self-direction does not influence socioeconomic or cultural status intrigues tourist education. Tourist education may teach responsible conduct and cultural sensitivity, but self-directed decision-making may not significantly alter tourist culture. We can study how educational therapies help people comprehend and appreciate diverse cultures through self-directed learning to improve their cultural standing in all tourist settings. There is a strong correlation between the autonomy of tourist education and its economic and social position. Education and independence encourage travel. Even though education fosters introspection and cross-cultural understanding, DeVille et al. (2021) found that giving employees more freedom to make decisions increased company earnings. This study suggests that educational travel can improve economic performance by fostering initiative and cultural awareness. Self-direction discusses how people operate in different socioeconomic settings. This is because self-direction strongly influences financial status but less so culture. This would mean that individual choices affect tourism's economic viability more than cultural factors. This plan stresses visitor education programs focusing on the relationship between people's activities and socioeconomic circumstances to pro-

mote responsibility and independence using a diversified approach. These results demonstrate how self-direction influences tourism education socioeconomic characteristics. Because the tourist sector is constantly evolving, it is essential to provide children with a broad education to help them become self-sufficient, respectful of many cultures, and good members of society. It also stresses the need to research and enhance educational programs that teach people to be responsible and provide them with the tools to make choices that are good for tourism.

Education for tourists is crucial to preserving cultural and social norms. Conformity and prestige are linked in the tourist industry, so learning about responsible tourism and cultural norms might help you advance. Education may promote morals, openness, and cultural understanding, boosting tourism. Educated tourists are less inclined to follow social and economic standards, which might disrupt the industry's economic dynamics (Mai, 2019). Educationally trained tourists who follow ethical tourism and financial practices perform well. The multifaceted tourism industry needs educational interventions to promote sustainable financial practices, entrepreneurship, and economic development. Tourism education moderates conformity, self-direction, and socioeconomic status but not cultural standing. Tourism education may not change conformity, self-direction, and cultural standing, but it shows the diversity of artistic ideas in tourism. This encourages research into complete methods beyond individual preferences and educational interventions to improve cultural understanding and appreciation in diverse tourism situations. Tourism education moderates the relationship between conformity, self-direction, and socioeconomic position, changing the tourist sector's economic results. Educational, independent decision-makers do better in tourism. This illustrates how autonomy, education, and industrial profitability may coexist. Tourism education brought about a transformation in these linkages. Results showed a stronger correlation between socioeconomic position and behavioral tendencies than was previously believed. Cultural status was less affected by tourism education than economic standing. Alterations in conduct, levels of education, and tourist expenditure are all intricately related. A holistic strategy is required because of the complex interplay between schools and societal and cultural elements.

CONCLUSION

Much research on behavior, education, and socioeconomic level has led to complex discoveries that affect the ever-changing travel and tourism business. Many elements can

affect tourist education programs. Participants' socioeconomic status, compliance, and self-direction are variables. Conformity affects travelers' cultural and economic status. Businesses and societies gain from ecotourism and socially responsible travel. Ethical tourism boosts business and artistic preservation. Different tourism socioeconomic groups have different experiences with self-direction's educational benefits. Students will be better prepared for success in other cultures if they receive a well-rounded education emphasizing ethics and culture because self-direction is a better predictor of economic success than cultural standing. Tourism education is crucial for social and behavioral management. Tourism education encourages responsibility, initiative, and economic growth. To educate this complicated subject, the field must highlight responsible methods, cultural awareness, and human agency in decision-making. Based on these findings, visitor education programs should emphasize cultural sensitivity, responsibility, and decision-making autonomy. To promote environmentally friendly and culturally rich tourism, individuals should be informed on how to travel safely, respect local customs, and trust their judgment. Educational programs that teach people how to behave ethically while helping them navigate the complex tourism environment can promote economic development and cultural appreciation.

Implications of the Study

This study illuminates the intricate relationship between socioeconomic class, human behavior, and tourism education. These findings aid educational, behavioral, and tourism success. Education could change the tourism business, according to studies. Education promotes ethical behavior, cultural understanding, and business growth among visitors. Educational interventions can promote environmental practices and economic development in tourism by changing people's behaviors and socioeconomic impacts. Conformity and self-direction impact passengers' socioeconomic standing in many ways. Only by teaching restraint, cultural knowledge, and appropriate conduct can behavioral models that address behavioral complexity help tourists achieve satisfaction. Tourist education moderates behavior and socioeconomic status, showing that education can change people. Educational theoretical frameworks are needed to offset the positive correlations between responsible conduct, human agency, and tourism's social and economic consequences. Finally, a well-rounded education for children should incorporate cultural understanding, responsible outdoor activity, and ethical travel. Theory models with multiple pedagogical aspects are essential. These

models may change people's ideas, knowledge, and abilities to handle tourism's hazards and opportunities. These findings highlight the need for theoretical frameworks that account for cultural sensitivity, responsible tourism, economic consequences, and visitor responsibility. Education promotes moral and culturally conscious behavior in many culturally rich tourist destinations.

This study's findings and recommendations can benefit academic institutions, government agencies, and tourism experts. Based on these findings, educational institutions and curriculum makers should focus on comprehensive tourism education. Personal responsibility, cultural knowledge, and independent decision-making should be stressed in school to prepare students for the ever-changing tourism business. Schools may encourage cultural immersion, ethical decision-making, and hands-on learning to educate responsibility and sensitivity. Businesses, destination management groups, and tourism boards can improve their planning with this information. Responsible tourism, cultural exchange, and community participation programs that reflect local values can enrich travelers' cultural experiences. Businesses may promote responsible business practices, ecological activities, and local community economic empowerment to strengthen culture and the economy. These findings impact tourism authorities and policymakers. Education encourages responsible conduct and economic progress. Thus, authorities should emphasize educational investment and stimulate industry-educational collaboration. Policymakers may promote responsible tourism, sustainability, cultural preservation, and entrepreneurial education. Tourism workers can benefit from regular ethics, cultural awareness, and decision-making autonomy training and seminars. These methods assist in producing a workforce that can navigate cultures, encourage accountability, and sustain economic progress. Due to these practical effects, educational institutions, industry partners, governments, and professionals must collaborate to build a tourism environment based on responsible conduct, cultural appreciation, and economic development. These recommendations can help towns and visitors experience a more sustainable and culturally rich tourism business while protecting cultural assets and encouraging economic growth.

Limitations and Future Research Directions

This research has shown important links between tourism education, behavioral inclinations, and socioeconomic status in the tourist industry, although its limitations allow for more study. Complex tourism-related behavioral con-

structs and metrics constrain us. This study focuses on conformity and self-direction. However, other behaviors may affect tourism. Future research may add other behavioral factors to understand further how generosity, risk-taking, and environmental consciousness impact tourists' socioeconomic status. Cultural norms in tourism circumstances are another obstacle. Cultural variations across destinations may limit this research's generalizability. Future studies might analyze how behavioral tendencies and education impact socioeconomic standing across cultures and regions to understand these processes better. Self-reported assessments may have generated social desirability bias and subjective interpretations of behavioral tendencies in this study. Qualitative and observational research may confirm and enhance self-reported data to better understand tourist habits and consequences. This research focuses on tourism education, although economic volatility, regulatory changes, and technological improvements may alter tourist workers' socioeconomic status. Future studies should evaluate how external influences, education, and conduct affect visitor socioeconomic results holistically. Long-term effects of education on behavior and socioeconomic status may illuminate tourist industry educational programs. Longitudinal studies on education, behavior, and socioeconomic outcomes may explain how education influences performance in the dynamic tourism sector. Finally, this research offers significant insights, but resolving these constraints and pursuing new research pathways may help us comprehend the complicated linkages between education, behavior, and socioeconomic position in the ever-changing tourist business. To develop a more sustainable, culturally sensitive, and economically lucrative tourism sector, future research may inform educational programs, regulatory frameworks, and industry practices.

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