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Table of Contents:

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14 Prospects for the Formation of a Smart Destination as a Determining Factor in the Modernization of Urban Infrastructure and a Means of Sustainable Urban Tourism Development in Kazakhstan
Amina BERDIBEKOVA, Guldana SADYKOVA, Sholpan ALPEISSOVA, Lyazzat PARIMBEKOVA, Zhanar ZHANABAYEVA ... 2222

15 Moderating Effect of Perceived Behavioural Control on Tourists' Revisit Intention in Island Tourism Industry: A Conceptual Model
Nur Akmal ROSLI, Zaliha ZAINUDDIN, Mohd Yusoff YUSLIZA, Zikri MUHAMMAD, Jumadil SAPUTRA, Aleff Omar Shah NORDIN, Shahriman Abdul HAMID ... 2230

16 The Effectiveness of Attractions in Increasing the Visits of Tourists in Samosir, North Sumatera
Erika REVIDA, Rizabuana ISMAIL, Prihatin LUMBANRAJA, Februati TRIMURNI, Sri Alem Br SEMBIRING, Sukarman PURBA ... 2240

17 Identification of Regional Factors Affecting Management of Territories: Formation of Residence and Social Infrastructure System in Urban and Rural Settlements in Kazakhstan
Alla A. KORNILOVA, Seimur E. MAMEDOV, Gani A. KARABAYEV, Yevgeniya M. KHOROVETSKAYA, Irina V. LAPTEVA ... 2248

18 Analysis of Spatial Concentration of Accommodation Establishments Using Machine Learning Techniques and Spatial Analysis Tools
Helien PARRA, Diana M. Ayala VALDERRAMA, Sebastián MORENO ... 2255

19 Hotel Recovery Post Pandemic: Is Rebranding Required?
Ni Made ERNAWATI, Mihai VODĂ, I Wayan JENDRA, Gusti Ayu Diah TANTRI, Eleonora Laura AVRAM ... 2263

20 Influencing Factors for Employability of University Graduates in the Tourism Industry
Zhibek OMARKHANOVA, Murat BESPAEV, Zamira MUKHAMBETOVA, Raushan MUSSINA, Gulzhan KUNAFINA, Anargul RYSMAGANBETOVA ... 2271

21 Issues of Attracting Foreign Investment in the Tourism Industry of Kazakhstan
Askar SADUOV, Beibut MUKANOV, Saule MAZHITOVA, Almas TOLEUULY, Zoya GELMANOVA, Turlybek KAZBEKOV ... 2284

22 The Determinants of Loyalty to Ecotourism against the Background of Consumer Satisfaction
Sinh Duc HOANG, Ngoc Thuyen NGO, Diep T.N. NGUYEN, Thi Thu Huong NGUYEN Zuzana TUČKOVÁ ... 2295

23 Role of Development of the Agro-Industrial Complex to Create Areas of Agritourism
Madina RAKHIMBERDINOVA, Elvira NUREKENOVA, Mainur ORDABAYEVA, Medet KONYRBEKOV, Yulia SAIFULLINA, Nurgul KUTTYBAEVA ... 2311

24 Community-Based Agritourism: A Qualitative Research of the Impacts, Opportunities, and Constraints in a Tourist Village
Pudin SAEPUDIN, Fajar Kusnadi Kusumah PUTRA, Andre HERNOWO, Ita MAEMUNAH, Nenden DIANAWATI ... 2320

25 The Online Reputation of Tourism Brands and their Dependence on Pandemic Scenarios: An Analysis of the "Hospederías De Extremadura" Brand before and During COVID-19
Marcelino SÁNCHEZ RIVERO, Luis MURILLO GONZÁLEZ, María Cristina RODRÍGUEZ RANGEL ... 2333

26 New Practices of Tourism Industry as Effects of Development of the Agricultural Land Market
Aisulu KULMAGANBETOVA, Bazarkhan RUSTEMBAEV, Olessya MISNIK, Almaz BAYARLIN, Shynar RAMAZANOVA, Samat BEKTENOV ... 2348

Journal of Environmental Management and Tourism is an interdisciplinary research journal, aimed to publish articles and original research papers that should contribute to the development of both experimental and theoretical nature in the field of Environmental Management and Tourism Sciences.

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Influencing Factors for Employability of University Graduates in the Tourism Industry

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Abstract

The employability of graduates is a vital aspect for both higher education institutions and the graduates themselves. In order to study the factors influencing the employability of graduates, attention should be paid to the human factor in the educational environment and its impact on the development of the tourism industry. This article aims to description the factors of competitiveness of university graduates in the labor market and their influences on the tourism industry. Background research is devoted to the study of various aspects of social competition and competitiveness, allowing to the authors highlight the factors that indicate the need of a university graduate to be competitive induced by the internal need for competitiveness of graduates in the labor market of tourism.

Keywords*:* education; employability; labor market; tourism training; tourism industry.

JEL Classification: Z30; Z32.

Introduction

One of the most important issues that occupy the field of education and state politicians is how university graduates can be competitive in the labor market. Since the modern world is rapidly changing in almost all areas of life, modern conditions dictate new rules of behavior in the labor market, which means that even more attention

is paid to the creation of competitive graduates. These conditions of society and the labor market determine not only what skills graduates need to develop, but also show what specialists will be in demand today and tomorrow.

Education is influenced by innovative changes in the performance of its main functions and is a subsystem of the global social system. Reflecting socio-economic relations in society, the education system, on the one hand, is influenced by society reform processes and, on the other hand, is itself a driving force of innovation processes. The need to increase the intellectual and professional potential of society and adapt the education system to market conditions through higher education, as well as the needs of practice and the deepening of theoretical research in the field of educational innovation determine the relevance of this study.

Education plays an important role in preparing a country's transition to an economically active population. To improve the transition from education to the market, the education system seeks to ensure that students acquire the skills needed in the labor market, regardless of the economic situation in the country. The development of Kazakhstan as an educational center in Central Asia has contributed to the access of foreigners to higher education. The expansion of Kazakhstani higher education to the external market is the goal of the Strategic Development Plan of Kazakhstan until 2025, which will increase the competitiveness and relevance of the country's higher education system.

Innovations in the development of new technologies, digitalization and globalization of the economy, increased accessibility and new social changes determine the development of tourism and educational services. In this context, the tourism program sector must be able to remain competitive and adapt flexibly, not only for sustainable development in order to build a better future, but also because the growth in the number of international tourists continues to outpace the growth of the global economy, and the income generated from tourism growth benefit the economies of both developing and developed countries.

With each new generation of educational standards, the educational institutions themselves have more and more opportunities to form the content of the variable parts of the curriculum. Vocational training and education is becoming more and more flexible to meet the needs of the labor market and individual interests. The needs of the labor market are reflected, first of all, in professional standards. These professional standards are agreed upon by employers' associations and determine the content of professional activity and qualification requirements for employees. Rapid technological and socio-economic changes in various industries require that vocational education provide opportunities for further personal development of graduates and their successful social and professional adaptation to a changing world.

5. Literature Review

Institutional mechanisms for increasing the productivity of research in the development of programs exist with the improvement of research institutions: public procurement, state registration, state support for SMEs, national science and technology policy, science and education, international relations (Semin 2018). Despite the existence of a number of mechanisms and models, the effectiveness of which has already been demonstrated in other countries of the tourism industry, the features of the socio-economic structure of Kazakhstan make it necessary to develop the management of the formation of innovation activity in higher education institutions. The effectiveness of the use of innovative potential depends not only on the level of research and development, but also on the appropriate technological, industrial, organizational, marketing and financial set of tasks that are part of the innovation process (Kulmaganbetova *et al.* 2019).

We would also like to note the opinions of Lauder and Mayhew (2020), who believe that higher education has experienced unprecedented growth over the past decade, but a significant part of graduates finds it difficult to find good jobs, and employers say they cannot find people with the skills they need. The higher education sector must reshape itself to give people more ownership of what they learn, how they learn, when they learn and where they learn to meet tomorrow's demand for knowledge and skills.

Cheng, Adekola, Albia, and Cai (2022) argue that graduate employment rates are often used to assess the quality of university education. Same point of view, has Chigbu and Nekhwevha (2022), believing that highly skilled graduates are better able to cope with imbalances caused by events such as changes in work processes and labor mobility. Universities and their faculties through specialized study programs should reposition themselves as key drivers of graduate capacity building and expand the channels through which the most vulnerable future graduates can contribute to meeting global capacity needs.

According to Okolie *et al.* (2020), there is an urgent need to improve the quality of their education. Dilrabo Jonbekova *et al.* (2021) review the employment experience of graduates of Kazakhstan government scholarships in science, technology, engineering and mathematics and identify the challenges they face in the labor market. Although graduates have a positional advantage in the labor market and many of them succeed, there are also

many graduates whose employment and career success are hindered by the intersection of socio-economic and cultural factors, the clash of generations and the rules of the scholarship program. The implications for scholarship programs and public policy goals are discussed.

Internationalization of higher education is a widespread phenomenon, which, according to Mijal, Bruska and Sokolowska, (2022), should be ranked where the advantage is not only personal, but also environmental and social aspects, and can be considered from both national and global perspectives. Student mobility is one of the factors that determine the position of future graduates in the global labor market, as well as a form of image building, and employment opportunities are a significant factor in the career development of an individual. To study the factors influencing the employment of graduates of higher vocational education institutions, researchers as Huang, Cao, Zhao and Long (2022 conducted a quantitative study in nine higher vocational education institutions and universities.

Graduates using the problem-based learning model can improve their critical thinking and employability competencies (Liu *et al.* 2020). Findings from similar studies, such as Pedagogy for Employability (POE), show the importance of teaching practices that positively impact student employability (*Li et al.* 2020) and increase graduates' employability by allowing them to identify, acquire, and apply existing knowledge.

However, there is a certain crisis in the market of educational services regarding the tourism industry, which not only differs from the previous ones, but can also lead to profound long-term changes in tourism (Sigala 2020). Some researchers have noted that such a crisis could lead to nationalist sentiments or rejection of foreigners (Donthum and Gustafsson 2020), and even fear of the transmission of pathogenic microbes by tourists (Hall 2020), (Seong and Hong 2021).

Tourism competitiveness is a key issue for governments and destinations seeking to gain a competitive edge in the ever-changing global tourism industry. The relative competitiveness of tourism facilities affects their performance in the global market (Sedlacek *et al.* 2022). Attracting tourists to different destinations has become increasingly difficult as the growth of the global tourism market has slowed and market shares have shifted.

Tourist competitiveness is based on service experience (Zeng *et al.* 2022). The issue of tourism competitiveness is crucial for countries that want to control and operate effectively in the global tourism sector.

According to Gao *et al.* (2021), it is very important to create a technological system to evaluate the competitiveness of mountain tourism, statistically evaluate and scientifically determine the obstacles that hinder real demands, as well as the simultaneous pressures of power and competition. Tourist destinations need both competition and cooperation from the higher education system (Zhang *et al.* 2022). In order to drastically improve destination competitiveness, it is necessary to strengthen such cooperation among destinations, so the development of indicators and evaluation models, analysis of key competitiveness factors and development of future destinations help to maintain long-term competitive advantages, which will contribute to the sustainable and healthy development of the tourism industry.

Kimeto (2021) argues that improving the skills and knowledge of the workforce can increase the competitiveness of a destination and help create and sustain a viable industry, explaining that good service and human capital are the foundation of the tourism industry.

Piróg, Kilar and Rettinger (2021) conduct a principal components analysis that identified a set of competencies that have a significant impact on students' perception of their chances of finding employment in the tourism industry.

To ensure efficiency and success in the development of the hospitality industry, hospitality businesses are always focused and looking for a professional workforce to provide the best service possible. Regarding university training for the hospitality industry, according to Nguyen (2020), the number of students studying in the hospitality industry has a positive trend, but there is a lack of teachers with sufficient academic training and practical business experience, which combined with the lack of facilities, especially practical classrooms, results in students not meeting the quality requirements of hospitality businesses.

2. Educational Programs with Impact on Development of Tourism Industry

A stage in the development and implementation of the Atlas of new professions in Kazakhstan is the localization of new professions (professions of the future) of the tourism industry in Kazakhstan, which were developed and proposed by leading experts in this industry. As part of localization, it is proposed to consider the potential of 20 leading universities, the list of which was formed on the basis of the rating of "Educational programs of universities in the specialty "Tourism" at the end of 2020, presented by the NCE "Atameken" (Table 1).

Table 1. Rating of universities for the localization of new professions in the tourism industry of Kazakhstan

№	Universities with tourism training-oriented programs	Rating	No. of new professions
1	International Business University	3,610	8
2	Kazakh National University named after al-Farabi	3,490	14
3	Almaty Technological University	3,100	9
4	Kazakh University of Economics, Finance and International Trade	3,310	7
5	University of Foreign Languages and Business Careers	3,290	2
6	Eurasian National University L.N. Gumilyov	3,250	12
7	Kazakhstan Innovation Academy	3,234	7
8	Kazakh University of International Relations and World Languages Abylai Khan	3,232	2
9	Narxoz University	3,226	10
10	Pavlodar State University named after S. Toraigyrova	3,220	13
11	University "Almaty"	3,215	6
12	Kazakh-American Free University	3,206	5
13	Caspian State University of Technology and Engineering named after Sh. Esenova	3,090	10
14	South Kazakhstan State University M. Auezov	3,060	13
15	Kazakh State Women's Pedagogical University	3,010	6
16	Zhetysu State University I. Zhansugurova	2,990	9
17	Taraz State University named after M.Kh. Dulaty	2,850	11
18	Kazakh-Russian International University	2,770	8
19	Aktobe Regional State University named after. K. Zhubanov	2,743	10
20	University of Turan	2,736	9

Source: compiled by authors according to https://atameken.kz/uploads/content/files/Туризм(3).pdf

The localization of new professions is an event aimed at the development of educational and methodological materials and special educational practices for teaching knowledge, skills and competencies for the new challenges of the industry.

3. Issues Regarding Tourism-Oriented Educational Programs that Affect the Quality and Competitiveness of Graduates in the Labor Market

The lack of professionals in the tourism sector and the quality of their training is one of the most serious problems for the sustainable and effective development of the tourism industry in Kazakhstan, thereby affecting the entire chain of tourism services. Kazakhstan ranks 71st out of 136 countries in terms of the availability of qualified personnel in the tourism sector. Currently, there are 61 higher education institutions in Kazakhstan that train personnel in the tourism sector and graduate 3,500 specialists annually.

Kazakhstan has a plenty of tourism-oriented educational programs, but so far, the training of specialists in certain categories of the tourism industry, such as practical education, entertainment programs for guides, guides and animators, does not meet the needs of the modern tourism services market and its professionals (Roberts and Nowak, 2018). Therefore, the state must create certain conditions for the development of tourism in order to take advantage of new opportunities.

Having a certain potential and opportunities for tourism development and its contribution to the country's economy, Kazakhstan has all the possibilities for varieties of tourism. However, the development of the tourism industry has been affected by Covid-19, and therefore opportunities for tourism development are not fully used, as evidenced by the graphical data (Figure 1).

Figure 1. Indicators characterizing the tourism industry in the Republic of Kazakhstan

$y = 2697.4x^2 - 20901x + 122394$
$R^2 = 0.6353$

$y = 73548e^{0.0652x}$
$R^2 = 0.448$

- Investments aimed at housing and catering services, mln. Tenge
- Investments in the development of arts, entertainment and recreation,
- Expon. (Investments in the development of arts, entertainment and recreation,)
- Poly. (Investments in the development of arts, entertainment and recreation,)
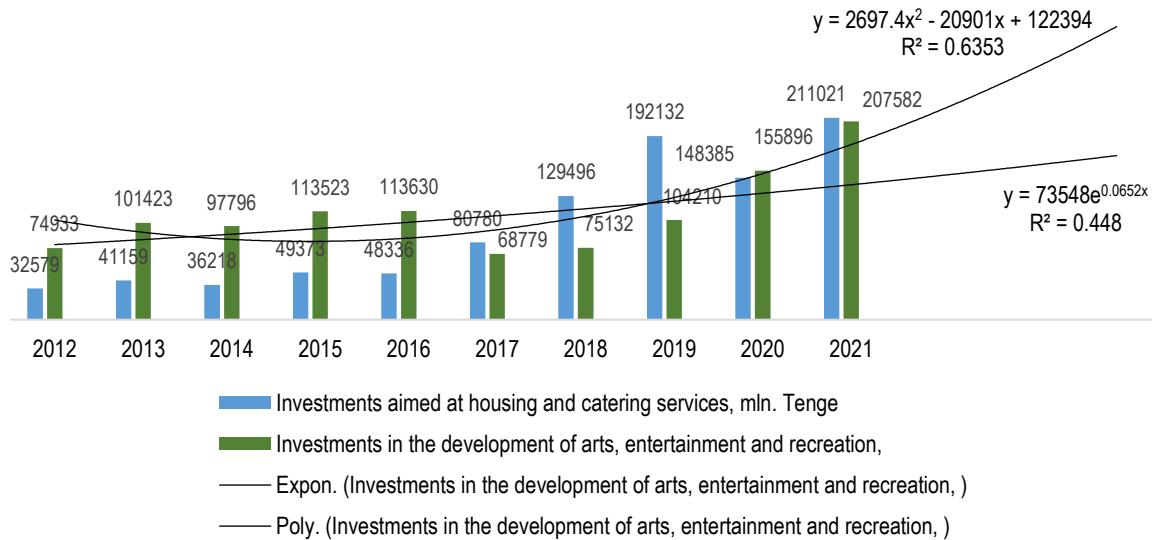
Source: compiled by authors according to www.stat.gov.kz

Given the priorities of the national policy of Kazakhstan on the development of the tourism sector, vocational training should be focused on specialties that are in demand by the market. Particular attention should be paid to the training of highly qualified specialists in interrelated sectors (mid-level managers in the hospitality industry) and in the field of domestic and inbound tourism (local historians, guides, instructors/escorts). Thus, according to the data presented in the figure, by 2020 the largest number of higher education institutions will be concentrated in Almaty (Table 2 and Figure 2).

Figure 2. The list of regions of Kazakhstan, in which there is a specialty "Tourism" and "Hospitality" in the areas of bachelor's and master's programs
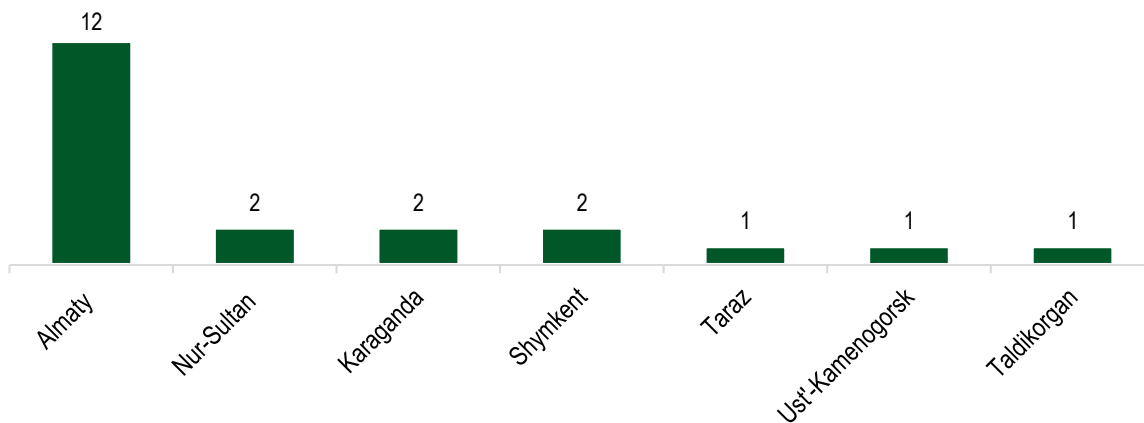
Source: compiled by authors according to www.stat.gov.kz

Noteworthy is the experience of developing human resources in the United States, where there is a unified information system for the tourism sector, and specialized departments (hiring offices) have been created in educational institutions that regularly identify labor market needs, recruit young professionals and coordinate the recruitment of entry-level personnel in specialized areas. There is a direct relationship between tourism development trends and general economic, technical, social and innovative (technological) progress. Tourism has an impact on the economy in almost all aspects: as a certain set of social relations in the sphere of production, exchange and distribution of products; certain sectoral types of production and economic activity.

Table 2. Number of higher education organizations in the Republic of Kazakhstan for 2011-2021

| Number of higher education organizations, units	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Akmola	6	6	6	6	6	5	4	4	4	4	4
Aktuibinsk	8	7	6	6	6	6	6	6	6	6	6
Almaty	2	3	3	3	3	3	3	3	3	3	2
Atyrau	3	3	3	3	3	3	3	3	3	3	3
West Kazakhstan	4	4	3	3	3	5	4	4	4	4	4
Zhambyl	5	5	5	5	4	3	3	3	3	2	2
Karaganda	13	10	10	9	9	9	9	9	9	9	9
Kostanay	7	7	7	7	7	7	7	7	7	6	6
Kyzylorda	4	4	4	4	4	3	3	3	3	4	3
Mangistau	3	3	2	2	2	2	2	2	2	2	2
Pavlodar	4	4	4	4	4	4	4	4	4	4	4
North Kazakhstan	2	2	2	2	2	2	2	2	2	2	2
Turkestan*	2	2	2	2	2	2	2	2	2	3	3
East Kazakhstan	10	10	7	7	7	7	7	7	7	7	7
Nur-Sultan city	14	14	14	14	14	14	13	14	15	15	15
Almaty city	47	45	41	40	42	40	40	41	41	41	42
Shymkent city	12	10	9	9	9	10	10	10	10	10	8

Source: compiled by authors according to http://www.stat.gov.kz

3.1. Investments Aimed at Developing Competitiveness in the Field of Education

Investments in education in 2021 amounted to 293.6 billion tenge. And this figure is 2.7% less than in 2020 - 301.6 billion tenge. Capital investments in the education sector amounted to 0.3% of the total investment portfolio of the country (Figure 3).

Figure 3. Investment in fixed assets in education for the period from 2013-2021, billion tenge

$$y = 169.83e^{0.0585x}$$
$$R^2 = 0.5422$$
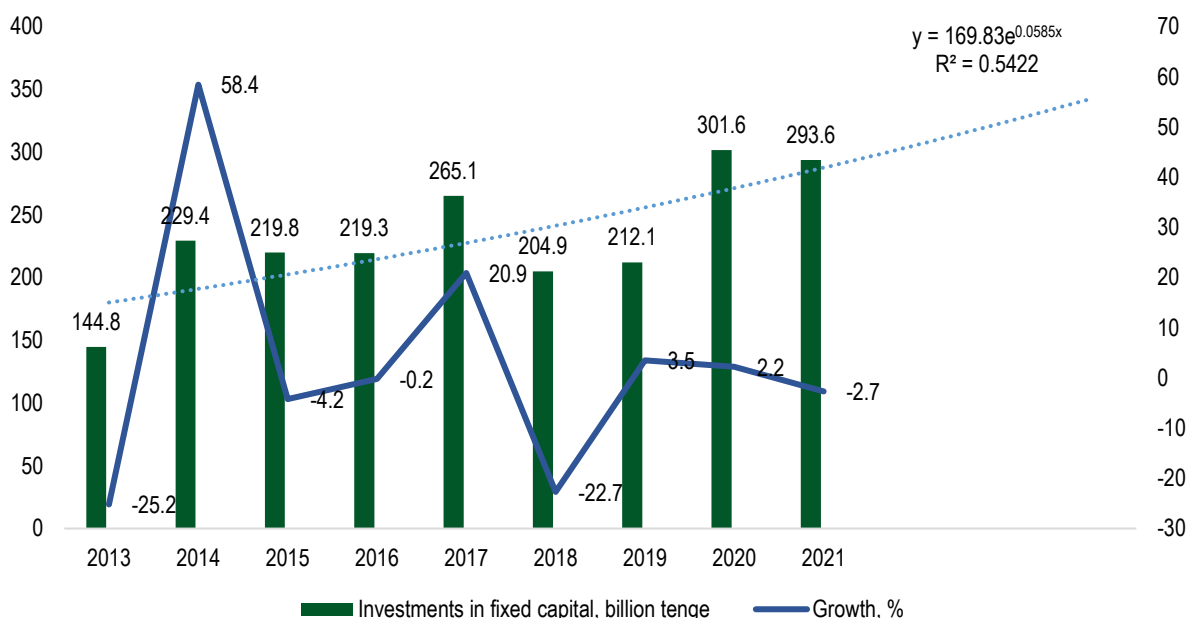
Source: compiled by authors according to http://www.finprom.kz/

The largest volume of investments in this area receives: Almaty (56.9 billion tenge), Turkestan region (36.8 billion tenge), Nur-Sultan (35 billion tenge) (Figure 4).

Figure 4. Investments in fixed capital in the field of education in the regional aspect for 2021
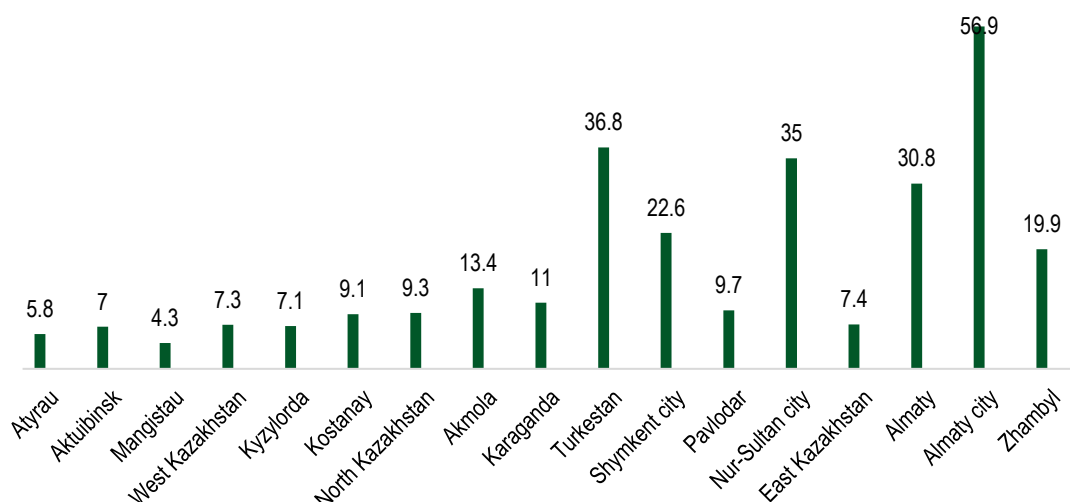
Source: compiled by authors according to http://www.finprom.kz/

The least investment in education is in: Mangystau (4.3 billion tenge), Aktobe (7 billion tenge); Kyzylorda (7.1 billion tenge) regions. Capital investment in this sector barely makes up 0.3% of the country's total investment portfolio. Capital investment in the education sector from January to December 2021 amounted to 293.6 billion kt, down 2.7% in value terms compared to last year (IFO - 96.1%). In contrast, investments in the sector for the same period in 2020 amounted to 301.6 billion Kt, an increase of 42.2% compared to last year. 59.5% of capital expenditures in education came from local budgets: in the amount of 174.6 billion tenge, which is 18.7% less in value than in the same period last year.

Investments from the enterprises' own funds amounted to 53.4 billion tenge, an increase of 9.7% compared to last year, while investments from the state budget amounted to 44.5 billion tenge. Borrowings from non-banking structures amounted to 10.6 billion tenge, from banks - 10.5 billion tenge (Table 3).

Table 3. Ensuring capital investments in the field of education at the expense of the local budget, 2020-2021, in billion tenge

Indicator	2020	2021	Growth, %
Total	301,6	293,6	-2,7
Local budget	214,8	17,6	-18,7
Own funds	48,7	53,4	9,7
Republican budget	29,8	44,5	49,1
Borrowed funds	0,03	10,6	353 times
Bank loans	8,2	10,5	27,2

Source: compiled by authors according to http://www.finprom.kz/

In accordance with the data from the Table 3, 60% of investments in the field of education are local budgets (174.6 billion tenge). Investments from the own funds of enterprises amounted to 53.4 billion tenge, from the republican budget - 44.5 billion tenge.

3.2. Analysis of State Budget Expenditures on Education in the Republic of Kazakhstan, Affecting the Quality and Efficiency of Education Using Funding Formulas

Spending on education in the state budget by the end of 2021 will reach 3.7 trillion tenge, which is 17.2% more than last year, but only 6.8% of the total state budget. The sector accounted for 20.5% of all budget expenditures. Education spending as a percentage of the budget also rose to a record 24.2% from 22.1% in 2020 and 19.4% in 2019. Its share of GDP also increased to 4.59% - 4.45% in 2020 and 3.35% in 2019. On the other hand, the share of state budget expenditures on education in the GDP of the Republic of Kazakhstan is relatively low: 4.8% in the third quarter of 2021, -5.2% in 2020 and -4.1% in 2015 (Figure 5).

Figure 5. State budget spending on education for the period from 2013-2021, in trillion. tenge
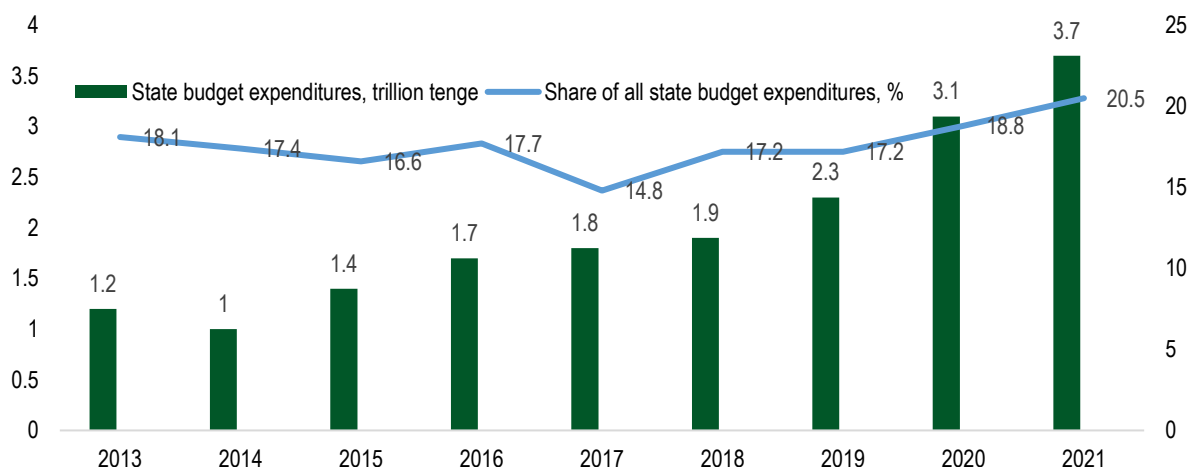
According to UNESCO, by 2020 African countries Namibia will spend 9.41% of its GDP on education, Sierra Leone - 9.26%, Belize - 7.94%, Lesotho - 7.38%, South Africa - 6.84%. Kazakhstan allocates significant budgetary funds for education. State budget expenditures have been increasing over the years, and in 2021, 20.5% of the total state budget expenditures, or 3.7 trillion tenge, was allocated to this sector, which is 17.2% more than in the previous year; a total of 20 trillion tenge was allocated over a 10-year period, with an average annual growth rate of 15% during this period. Public spending on higher and postgraduate education increased by 20.2% from 287.28 billion tenge to 345.4 billion tenge, increasing from 0.41% to 0.43% of GDP and from 2.02% to 2.27% of the budget (Table 4).

Table 4. State budget expenditures on education in 2017-2021

Indicator	2017	2018	2019	2020	2021	Changes, +/-
Volume of expenditures on education, bln. tenge	1.843,2	1.948,5	2.332,0	3.141,2	3.681,9	+33.677,8
Budget volume, billion tenge	11.567,7	10.120,9	12.019,9	14.234,2	15.207,2	+973
GDP of the Republic of Kazakhstan, bln. tenge	54.378,9	61.819,5	69.532,6	70.649	80.302,1	+9.653,1
Share of expenditures on education budget, %	15,9	19,3	19,4	22,1	24,2	+2,1
Share of spending on education in GDP, %	3,39	3,15	3,35	4,45	4,59	+0,14
Expenditure on higher and postgraduate education, bln. tenge	185,8	206,4	238,9	287,3	345,4	+58,1
Share of expenditures on higher and postgraduate education from the budget, %	1,61	2,04	1,99	2,02	2,27	+0,25
Share of expenditures on higher and postgraduate education from GDP, %	0,34	0,33	0,34	0,41	0,43	+0,02

3.3. Analysis of Identifying Forecast Values of State Budget Expenditures on Education for 2022-2025 to Ensure the Quality of Services Provided by Universities in Kazakhstan

Considering the forecast values of state budget expenditures on education for 2022-2025, which are shown in Table 5.

Government contracts remain the main source of income for the country's universities, and Forbes Kazakhstan calculated the approximate state income for student education and listed the top 15 scholarship recipients. In 2015, the republic committed itself to achieving the UN Sustainable Development Goals (SDGs) by 2030, which include Goal 4 to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all. However, despite significant spending on education from the state budget, regular statements by relevant ministries and the implementation of various systematic measures and national programs in the education sector, the quality of education in the country remains at an extremely low level (Figure 6).

Table 5. Forecast values of state budget expenditures on education for 2022-2025

Indicator	2022	2023	2024	2025
The volume of expenditures on education, billion tenge				
Trend	4.050,390	4537,400	5.024,410	5.511,420
Growth	4.362,667	5.255,227	6.330,397	7.625,535
Budget volume, billion tenge				
Trend	16.047,67	17.186,90	18.326,13	19.465,36
Growth	16.310,43	17.825,32	19.480,90	21.290,26
GDP of the Republic of Kazakhstan, billion tenge				
Trend	85.539,19	91.606,78	97.674,37	103.742,0
Growth	87.798,58	96.193,31	105.390,70	115.467,4
Share of expenditures on education budget, %				
Trend	26,000	27,940	29,880	31,820
Growth	26,772	29,516	32,540	35,875
Share of spending on education in GDP, %				
Trend	4,896	5,266	5,636	6,006
Growth	4,974	5,470	6,017	6,617
Spending on higher and postgraduate education, billion tenge				
Trend	372,790	412,800	452,810	492,820
Growth	394,8023	461,952	540,524	632,460
Share of expenditures on higher and postgraduate education from the budget, %				
Trend	2,376	2,506	2,636	2,766
Growth	2,4186	2,588	2,769	2,963
Share of expenditures on higher and postgraduate education from GDP, %				
Trend	0,448	0,474	0,50	0,526
Growth	0,451	0,483	0,51	0,555

Source: calculated by authors

Figure 6. State budget spending on education - 2011-2021, in billion tenge

$y = 24.663x^2 - 21.936x + 794.76$
$R^2 = 0.9191$
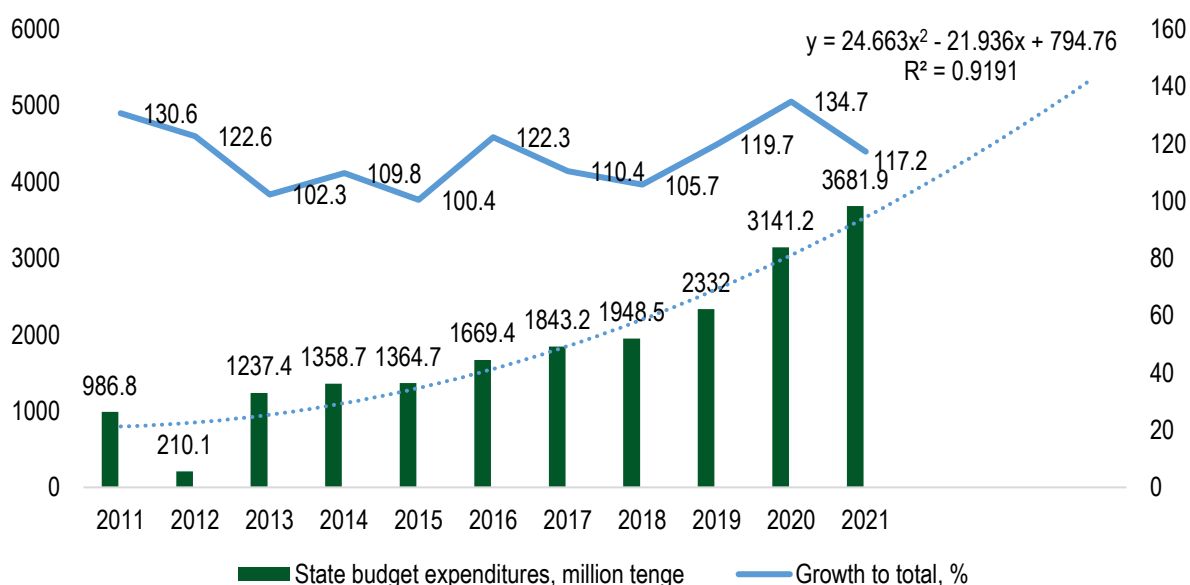
Source: compiled by authors according to http://www.minfin.kz/

Despite the fact that the country has a number of national programs in place, the situation in the education sector has not improved. For example, the MES has implemented the following programs:
- National Program of Education Development of the Republic of Kazakhstan for 2011-2020;
- National Program of Education and Science Development of the Republic of Kazakhstan (2016-2019);
- State Program of Education and Science Development of the Republic of Kazakhstan for 2020-2025;
- Program of preschool education and upbringing "Balapan" for 2010-2020;
- The concept of lifelong education (life-learning);

and several national programs, which are not included in the main objectives, but are related to the development of education.

3.4. Impact of Socio-Economic Indicators on the Competitiveness of University Graduates in the Kazakhstan's Labor Market Using Correlation and Regression Analysis

In accordance with the analysis conducted by Temiraliyeva *et al.* (2021), the author came to the conclusion that it is necessary to analyze the impact of socio-economic indicators on the competitiveness of university graduates in the labor market, hypothesizing the existence of a relationship between the indicator number of students of higher education organizations (person) and the following factors: number of higher education organizations (units); population size (persons); average per capita nominal cash income of the population (tenge); volume of employment services (million tenge); release of students of higher education organizations (persons); state budget expenditures on education (trillion tenge). The information base for econometric modeling was statistical data for the period since 2010 to 2021, presented in Table 6.

Table 6. Dynamics of the considered socio-economic indicators

Year	No. of higher education organizations, units	No. of students of higher education organizations, pers.	Population, pers.	Average per capita nominal cash income of population, tenge	Employment services, mln. tenge	Graduation of students, pers.	State budget spending on education, trln. tenge
2010	149	620.442	16.203.274	468.169	107.144,7	161.964	0,9
2011	146	629.507	16.440.470	551.017	119.081,4	160.934	1,0
2012	139	571.691	16.673.933	622.317	96.956,1	171.609	1,1
2013	128	527.226	16.910.246	677.433	128.839,6	172.810	1,2
2014	126	477.387	17.160.855	747.257	154.325,9	177.678	1,4
2015	127	459.369	17 415.715	807.855	135.208,6	147.184	1,4
2016	125	477.074	17.669.896	918.904	140.210,1	138.004	1,7
2017	122	496.209	17.918.214	1.004.518	260.647,3	127.084	1,8
2018	124	542.458	18.157.337	1.117.617	314.721,2	130.691	1,9
2019	125	604.345	18.395.567	1.251.383	392.235,1	142.435	2,3
2020	125	576.557	18.631.779	1.393.507	303.495,2	153.627	3,1
2021	122	575.511	18.879.552	1.581.559	398.546,3	151.679	3,7

Source: compiled by authors according to http://www.stat.gov.kz

The results of the regression analysis applied to the growth rates of the initial data show that a statistically significant and reliable relationship is observed between the number of students in higher education institutions, the number of higher education institutions, and the volume of employment services. The results of data approximation using the least squares method are presented in Table 7.

Table 7. Results of evaluating the equation: growth rate number of students in higher education organizations

R	0,756
R^2	0,572
Adjusted R^2	0,465
Fisher test	5,340 (p-value = 0,034)
Variables	
The growth rate of the number of students of higher education institutions, % - dependent variable	
Constant	0,778
Growth rate of the number of higher education institutions, %	1,758**
* p<0,1; ** p<0,05; *** p<0,01	

Source: calculated by authors

Analysis of the obtained parameters of the multiple linear regression equation allows us to draw the following conclusions: an increase in the growth rate of the number of higher education organizations by 1% will contribute to an increase in the growth rate of the number of students in higher education organizations by 1.758%; an increase in the growth rate of the volume of employment services by 1% will contribute to an increase in the growth rate of the number of students in higher education organizations by 0.117%.

Conclusion

The conditions for further development of the tourism industry and opportunities affecting the employment of tourism graduates are:

- Creating employment opportunities for the population and young people in rural and remote areas without disrupting traditional lifestyles.
- Encouraging entrepreneurship among the population by creating business opportunities for households and SMEs,
- Development of socio-cultural, ethnic, medical, sports, cultural, educational, scientific, children's and other types of tourism.
- To give universities more autonomy, as well as updating the standards of education in the field of tourism.

Development of the tourism industry by improving the competitiveness of graduates in the labor market is necessary to achieve the national goals of economic diversification and improve the welfare and quality of life of the population. Thus, the hypothesis proposed by the author was confirmed by the existence of a relationship between: number of students of higher education organizations and the number of higher education organizations; number of students of higher education institutions and the volume of employment services in the field of tourism.

Paper also presented an analysis of identifying the projected values of the state budget expenditures on education for 2022-2025 to ensure the quality of services provided by universities of Kazakhstan tourism industry. The quality of the educational process directly affects the quality of education as a result. Therefore, one of the factors increasing the competitiveness of university graduates in the labor market can rightfully be considered the quality of the educational process, which, not least of all, depends on the development of the main professional educational program.

The quality of educational process is determined by the quality of educational program, quality of teachers' potential, quality of material and technical base, educational and methodological support, quality of students' potential, quality of educational technologies.

Today, institutions of higher education are faced with the task of not only providing students with good knowledge, but also laying the foundation for future professional trajectories of their graduates so that they can successfully adapt to the ever-changing and increasingly competitive labor market.

Professional management of Kazakhstan's tourism brand depends on the quality of university graduates. The need to improve the intellectual and professional potential of society through higher education and adaptation of the education system to the market environment, along with the deepening of practical and theoretical research in the field of educational innovation, determine the relevance of this study.

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