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**ANALYZING THE FACTORS THAT AFFECTING THE
PROCESS OF DEVELOPING PROFESSIONAL
CAPACITY FOR TOURISM STUDENTS:
RESEARCH IN VIETNAM**

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Abstract

By appropriate scientific methods, specific articles with the content to achieve the objectives: Contribute to improve the professional capacity framework in training tourism students; study the current status of factors affecting professional capacity development of tourism students. From there, propose some effective solutions to develop professional capacity for tourism students.

Key words: *Impact factors, tourism human resources, professional capacity*

1. Introduction

The number of tourists to Vietnam is increasing, the tourism industry is growing with the expectation of spearheading the national economy. The demand for high quality human resources is well-trained in the tourism industry. But one of the main contents in training is the development of professional capacity for learners with many obstacles. Therefore, the task is to develop and implement the professional capacity framework in training along with the active understanding of the factors influencing to develop professional capacity for tourism students.

2. Objectives and Research Methods

2.1. Objectives of the Study

- (1) Contribute to the improvement of the professional capacity in training tourism students
- (2) Research on the factors affecting professional development for tourism students
- (3) Propose some effective solutions to develop professional capacity for tourism students.

2.2. Research Methods

2.2.1. Approach: Based on the system perspective, combining qualitative and quantitative research.

2.2.2. Qualitative research & Quantitative research

2.2.2.1. Qualitative research

From theories, materials have been found to find the inevitable links, trends, ... to build the questionnaire for quantitative research.

2.2.2.2. Quantitative research

Data collection from field research (observation, sociological survey, expert opinion) and from the school documentation center; related electronic databases and other sources.

Quantitative research with the support of statistical tools and computer statistical analysis software (STATA, SPSS) to find out trends, scales, relationships of research subjects.

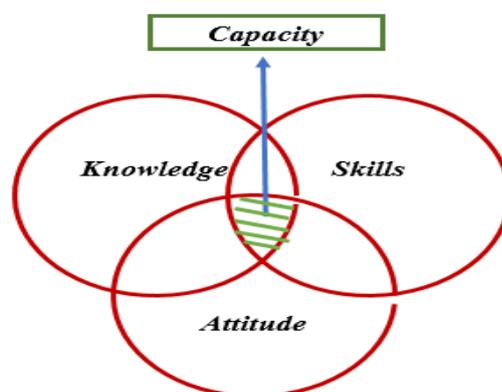
3. Content and Research Results

3.1. Rationale - theories of capacity and professional capacity

3.1.1. Theories of capacity

In terms of capacity, the English school said: Capacity consists of three components ASK: Knowledge, Skills, Attitude. American School: Capacity is the individual psychological factors that can help accomplish a quick job, act effectively. Capacity consists of 2 parts floating and sinking. The visible parts (10% - 20%) are educated, trained, experienced, skill, true feelings, ... can evaluate, interview, observe, follow... Subjects (80% - 90%) include Thinking style, Behavioral traits, Professional interests, Job fit,

In short, capacity is a combination of personal attributes, including knowledge, skills, attitudes, in accordance with the requirements of a given activity (task, task). That activity is effective. It is the ability to carry out effective and responsible actions, solve tasks, issues in the professional, social or personal field in different situations on the basis of combining knowledge, skills, skills and experience. Capacity is considered in relation to subjectivity. One of the basic activities of society is professional activity with corresponding requirements. Capacity structure through model 1:



[Source: Based on Benjamin Bloom (1956)]

Figure 1: Capacity model

The capacity framework (or capability profile) is the set of competencies: knowledge, skills and personal characteristics respectively. It is a tool for recruiting and developing human resource training, leadership and managerial planning, criteria for evaluating candidates and evaluating the capacity of employees.

Capacity frameworks often include: Role specific competencies; Core competencies; Technical competence

3.1.2. Theories of professional capacity

Professional capacity is the whole of the psychological and physiological characteristics of the human being to meet the requirements of the profession. Professional capacity is formed and developed through education, learning and labor. In which the practical skills component is the highest expression

3.1.2.1. Scientific basis for the development of professional capacity

Considering the assessment of professional competencies in many aspects, from subjective to subjective, internal and external factors, analyzes the relationship between them. Professional competence is the process by which individuals form and develop the skills and competencies to address a range of professional conflicts.

(1) Based on the orthodoxy of the country

In Vietnam, training and development of high quality human resources is highly valued:

“To build up the people of Vietnam with patriotism, sense of ownership, civic responsibility, knowledge of health, good labor, cultural life, true love and international spirit. Innovative and applied science of technology in production and management”¹

Education Law has concretized:

“The goal of education is to train the Vietnamese people to develop in a comprehensive, ethical, health, aesthetic and professional knowledge, faithful to the ideals of national independence and socialism; Form and foster the personality, qualities and capacity of citizens, meet the requirements of building and defending the country”².

(2) Based on domestic and international context and profession requirements; on the strength of the facilities, school training

(3) Based on the Mind - Physiology and needs, aspirations of the learner.

Biologically, professional development is the creation of a series of conditional reflexes, which help individuals change behavior, behavior, and adaptation to fit the needs and conditions job³. The career development process must be based on a certain psychological basis. If individuals have psychological traits appropriate for a particular occupation, the development of professional competencies will be much easier for the individual.

At the same time, the professional development of students can not be separated from the theoretical basis and content of the vocational education of the school. It is a system of educational influences that aims to shape, develop and develop the qualities and abilities of the workforce.

(4) Based on social relationships

Career development is the process by which individuals receive the values and norms of society and participate in the process of socialization.

(5) Acquire common capacities across the world.

¹ Congress to represent the Communist Party of Vietnam X (2006)

² Education Law, Law No. 11/1998. QH10

³ According to Palov's conditional reflex theory

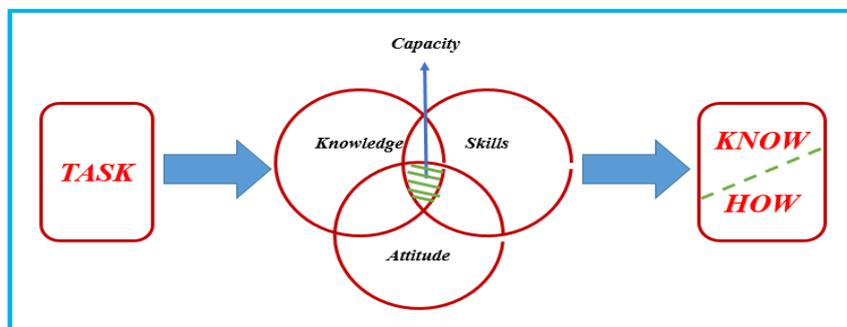
It is the criterion of comparison with practice, the best practice recognized internationally; is the best common denominator or common language to promote the interests of the regional community and the world;

3.1.2.2. Capacity Framework for Tourism Labor in Vietnam

(1) Vietnam Tourism Professional Skills Standards (VTOS)⁴

With the support of the European Union, through the ESRT Project, VTOS was enacted within the period 2007-2009, which was revised and supplemented from the task-based approach to access (Competency based): VTOS 2013. In addition to the new approach, modern, suitable development trend in training human resources for tourism,

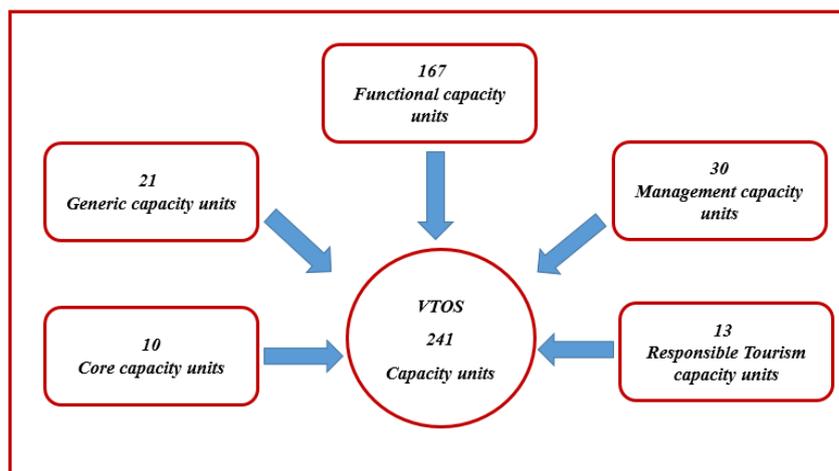
VTOS 2013 is compatible with ACCSTP. The key point in the VTOS 2013 structure is the capacity approach, focusing on the competency system required in each trainee, ensuring the link between know-what and know-how.



[Source: Synthesized from the ESRT Project document]

Figure 2: Transformation of the VTOS Standard Construction Approach

VTOS 2013 includes 241 units of competency: Core Units, Generic Units; Functional Units; Management Units; Responsible Tourism Units.



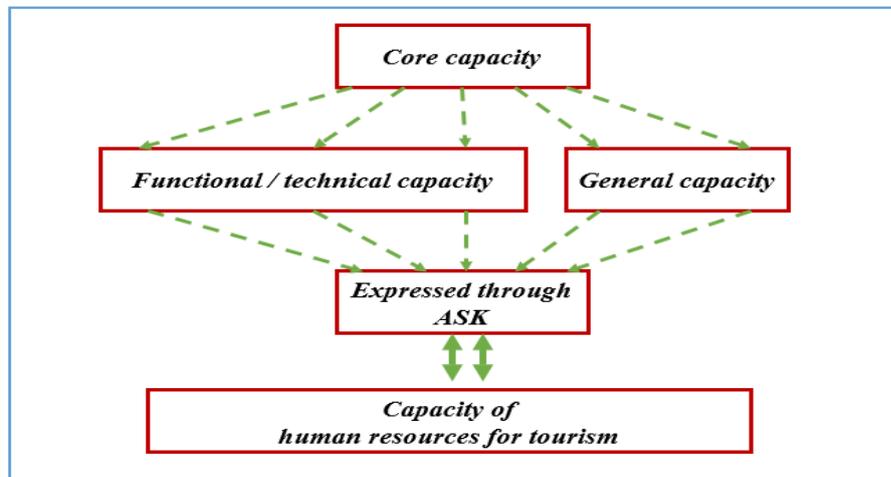
[Source: ESRT Project]

Figure 3: Content of VTOS 2013

⁴ Based on Ngo Trung Ha * Pegasus International Training Center - KinderWorld Education Group (Singapore) Date: 18-10-2017; Date received: 28-10-2017; Date Posted: 30-11-2017

(2) Capacity framework for tourism workers under ACCSTP

To implement MRA-TP, ASEAN member countries must jointly develop and train tourism personnel in accordance with the Common Program Framework (CATC) and the Common Criteria for Capacity Required in Tourism (ACCSTP). The ACCSTP model is shown in Figure 3.



[Source: Tourism Board Certification Board (VTCB) - Vietnam National Administration of Tourism]

Figure 3: Capacity model required for tourism workers in ASEAN

(3) Vietnam National Competency Framework for Tourism Industry (VQF issued by the Government in October 2016).

VQS is suitable for the following establishments: Tourism training establishments; tourism business; Human resource management agencies and enterprises in evaluating and recognizing the professional capacity of laborers. The content of the VQS is as follows:

Table 1: Capacity Framework for VQS issued in August 2017⁵

No.	Required competency framework of tourism bachelor	Description of components
1	Core Competencies	The most common, necessary units of competence, require most workers to work for
2	Generic Competencies	General, relevant and necessary capacities for a group of occupations in tourism: <ul style="list-style-type: none"> - Common Capacity Unit - common: general mandatory work capacity for a number of occupations - Units of management capacity are general capacities related to management, supervision or certain influence on the work of others. - The capacity unit responsible for tourism: the specific skills required for operation and management
3	Functional Competencies	Specific capacities for each job position in the travel industry for the employee to effectively perform the job.

⁵ Based on Ngo Trung Ha * Pegasus International Training Center - KinderWorld Education Group (Singapore) Date: 18-10-2017; Date received: 28-10-2017; Date Posted: 30-11-2017

The above can be generalized as follows:

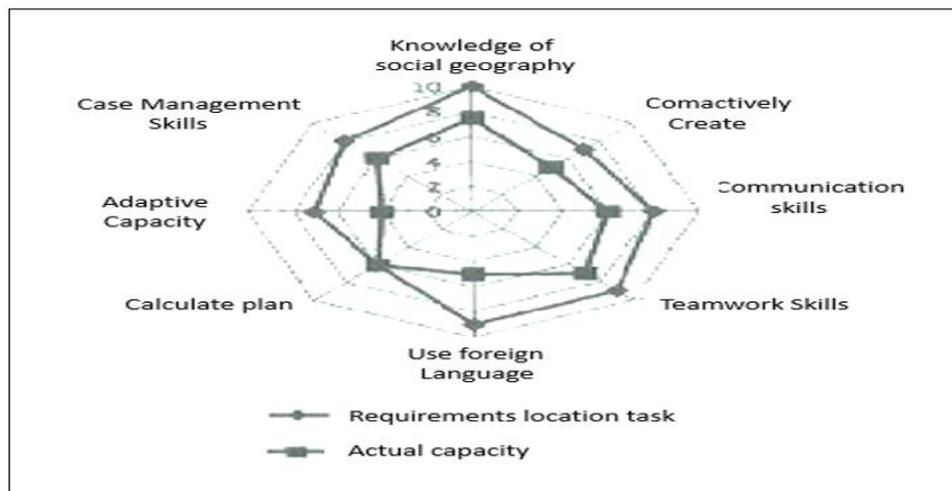
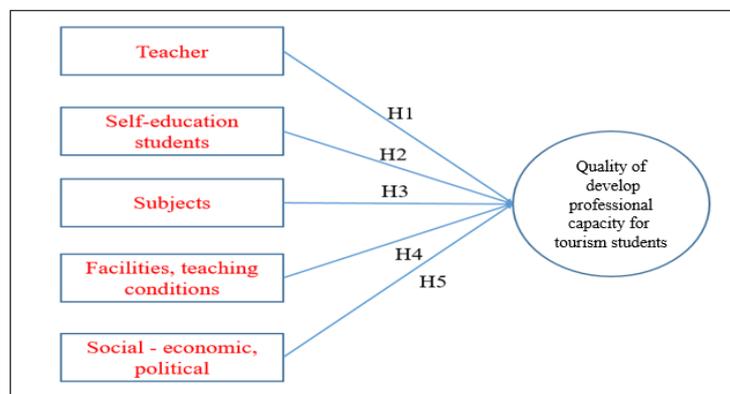


Figure 4: Competitiveness framework of tourism industry⁶

3.2. Factors affecting the development of professional capacity for tourism students

The process of professional development is influenced by many factors: objective, subjective, biological and physical factors; Self-awareness of professional values; motivation, ideal, professional excitement; knowledge of skill skills already in students; positive self-awareness, creativity in learning and the will to practice; ...

Based on a number of theories, along with the opinions of teachers and some educational administrators at the school, and the formation of the following model:



[Source: Self - building authors]

Figure 5: Research models

The hypotheses: H1, H2, H3, H4, H5 are factors that co-exist with the quality of teaching and learning philosophy.

3.2.1. Qualitative research

⁶ According to NCS Le Huy Kim Hoang Anh, MSc. Nguyen Thi Tam, "Career capacity of students and expectations of employers". Published in the Asia-Pacific Economic Journal (December 2015)

Selected interviews with 5 experts, namely Philosophy teachers and in-depth interviews with 30 staff members, managers and managers working at university training institutions and enterprises employing university graduates..

3.2.2. Quantitative research

3.2.2.1. Data sources and methods of data collection

a. Data sources:

- Primary data: opinions, views of employees, managers, business leaders, university training institutions on aspects affecting the philosophy of the subject.
- Secondary data: is a reference resource related to research topics...

b. Data collection methods:

- Secondary Data Collection:

From sources such as books, magazines, data from Internet sources, or other mixed data.

- Primary data collection:

In the primary data collection survey for this topic, the article also selected the interview method to help obtain the necessary information.

c. Questionnaire design and sample design

The questionnaire consists of three parts: personal information, research contents and other contents (see appendix).

Convenient form on all students and alumni at 3 universities: Dong Thap University, National Economics University, Tay Bac University. Sample size: apply the rule 5 samples / variable measurement, estimate the sample size of about 300.

Data processing methods

The process of processing the data in the order of steps: (i) check and clean the data; (ii) analysis of data with descriptive methods, methods of measuring scale reliability, factor analysis methods, regression analysis of the influence of factors, ANOVA; Based on SPSS software for data analysis. Through the questionnaire constructed primary data and using the Snow-ball method (Hussey and Hussey, 1997),

3.2.2.2. Quantitative research results

Research on theoretical model of teaching quality in philosophy consists of 5 groups of factors (Table 2)

Table 2: The factors and observations

Seq.	Affecting factors	Observed variables	
		Symbols	Number
1	Teacher	T1, T2, T3, T4	4
2	Self-education students	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	10
3	Content Subjects	C1, C2, C3, C4, C5	5
4	Facilities,teaching conditions	F1, F2, F3	3
5	Social - economic, political	P1, P2, P3, P4, P5	5

a. Statistics of sample description

The number of ballots issued was 200, earning 170 (85%); The number of responses was not sufficient 11 (6.5%); The remaining 159 valid questionnaires were used for the study. Range: 5 degrees likert.

The factors are the factors that are both positive and negative, affecting students. The extent and direction of impact is determined by the respondent, based on self-perception and subject requirements, the quality of the training as stated in the theoretical section.

The author uses secondary data sources when studying general theoretical issues and related research.

Table 3: Characteristics of survey samples

Characteristics	Form n = 159		
	Frequency	Percent %	% accumulated
Gender			
Male	36	23,2	23,3
Female	121	76,8	100
Specialized			
DThU	38	23,8	23,8
NEU	63	39,6	63,4
UTB	58	36,4	100,0
Academic year			
Studying	15	9,4	9,4
Employees	97	61,0	70,4
Manage	47	29,6	100

b. Testing of scale

Testing reliability of the scale

Use SPSS22.0 software to determine the Cronbach's Alpha reliability of each scale: External Factors, School Factors, Impact from Teachers Philosophy, Self-Learning Process students, material support conditions from the school, subject matter.

Table 4: Cronbach's alpha coefficients

Component scale	Cronbach's Alpha coefficients
Factors outside the school (FOS)	0.721
Factors inside the school (FIS)	0.837
Factor Impact from the teacher (FIT)	0.848
Factor self-education of students (FES)	0.829
Factor condition material of school (FMS)	0.810
Factor content subjects (FCS)	0.858

All scales have Cronbach's Alpha > 0.6 (satisfactory) so all the observational variables of the scales are retained.

c. Results of factor analysis

Use SPSS22.0 software to perform factor analysis. Some criteria for conducting factor analysis are guaranteed: The scale used here is the distance scale, the sample size is nine times the number of observations (4 or 5 times required). The correlation matrix satisfies a few $r > 0.3$, Bartlett's test: $p < 0.05$, $KMO = 0.806 > 0.6$.

After the first round of factor analysis, the results showed that seven factors accounted for 67.001% variation, looking at Sceeplot and Component Matrix showed that most items were concentrated in seven factors. So, will choose to use 7 factors. Continue to factor analysis but this time forced software to process with 7 factors. Some variables are loaded on many factors, and continue to use the factor rotation technique to see more clearly (Table 5).

Table 5: Rotated Component Matrix^a

	Factor						
	1	2	3	4	5	6	7
Communication Arts (1-5)	.859						
Teaching Method (1-5)	.809						
Equity in student performance assessment (1-5)	.690						
Lifestyle (1-5)	.612						
Ethical conduct (1-5)	.581						
School Internet (1-5)		.856					
Classrooms (1-5)		.763					
Gallery (1-5)		.725					
Dormitory (1-5)		.685					
Knowledge (1-5)			.781				
Duration (1-5)			.721				
School security - order (1-5)			.685				
Practicality (1-5)			.625				
Attractiveness (1-5)			.594				
Determine the goal				.805			
Attempt of will (1-5)				.779			
Ideal student orientation (1-5)				.663			
Ability to evaluate and compare self-esteem with social norms (1-5)				.644			
School Title (1-5)					.784		
School Stability (1-5)					.745		
Movements initiated by the school (1-5)					.658		
Qualification (1-5)					.567		
Advisory Group (1-5)						.838	
Youth Union (1-5)						.724	
Student Union (1-5)						.708	
Extracurricular Activities (1-5)						.516	
Market mechanism (1-5)							.778
International integration process (1-5)							.754
Socio-economic conditions in the country (1-5)							.632

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 7 iterations.

Based on the Rotated Component Matrix to determine the variables of each factor, variables loaded on multiple factors will be selected for the factor with a larger load factor.

Factor 1 consists of five variables that are influenced by Socio-political situation.

Factor 2 consists of four variables that are part of the condition of material support from the school.

Factor 3 consists of five variables, four of which are subject-matter and one factor, and material support from the school.

Factor 4 consists of four variables that are part of the student self-education process.

Factor 5 consists of four variables, three of which belong to the school, and one is the influence of the faculty of political theory.

Factor 6 consists of four variables that are part of the school.

Factor 7 includes 3 variables that are outside the school.

Recalling the reliability of the seven factors mentioned above, the results show that Cronbach's Alpha reliability of factor 1 "the influence of Socio-political situation " was 0.84; factor 2 "material support from the school" is 0.827; factor 3 "subject" is 0.838; Factor 4 of the "self-education process of students" is 0.797. Factor 5 "school activity" is 0.793. The factor 6 of the "element of the house" is 0.771. The factor "outside the school" is 0.657. Thus first three factors had Cronbach's Alpha are high, last three factors had Cronbach's Alpha are average, while factor 7 with Cronbach's Alpha acceptable.

d. Results of regression

Analytical models will be:

The quality of education (QE) = f (factor 1, factor 2, factor 3, factor 4, factor 5, factor 6, factor 7)

In which: QE - The dependent variable is quantified by calculating the mean of the seven observed variables in this factor. (Cronbach's Alpha Reliability of Satisfaction is high at 0.789.) The factors 1,2,3,4,5,6,7 are also quantified by calculating the mean of the variables in that factor. The Correlation table shows that all seven factors have a positive correlation. Statistical significance with satisfaction variable. Use of SPSS software for regression yields results in Table 6.

Table 6: Regression results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.150	.078		1.914	.058		
FOS	.372	.020	.463	18.664	.000	.829	1.206
FIS	.134	.020	.186	6.646	.000	.648	1.543
FIT	.104	.020	.156	5.319	.000	.590	1.695
FES	.110	.017	.171	6.547	.000	.745	1.343
FMS	.126	.018	.209	7.087	.000	.588	1.702
FCS	.119	.017	.224	6.876	.000	.480	2.081

The regression results show that the external factor (.372) has the greatest influence on the quality of the training, then the school factor (0.134), the technical support material (0.126), the subjects (111), self-education of students (0.110), impact of teaching (0.104)

In Table 5, the value of VIF is <10, so no multi-collinearity occurs.

4. Comment and proposed solutions to develop professional capacity for tourism students

4.1. In order to improve the quality of develop professional capacity for tourism students, should reinforce the elements of influence from the teaching about the face pedagogy, fairness in the evaluation of learning outcomes for students, living, virtue and the art of communication.

4.2. Improve elementary school facilities such as classrooms, dormitories, libraries and the Internet to better meet the needs of learners as well as the teaching process of the lecturers.

4.3. It also requires the involvement of school-based factors, counseling students to understand the purpose, the foundation value of the subject, the organization of extracurricular activities to enhance the understanding of the subject exchange. . Education in the students union organized effective reinforcement of the union imbued with the subject education.

4.4. A great influence factor is the effort of each student, self-taught education. Determine the right purpose of approaching the subject, defining the ideal that the student wants to address, citing his or her behavior with social norms.

4.5. Strengthening professional in short time training courses regularly. This is a subject that has special significance in developing career adaptability for students. It provides students with a system of knowledge and skills, qualification requirements of workers, specific knowledge related, areas of training that need to be addressed with students.

4.6. Increasing the work of practice, practice. Besides regular professional in short time training courses regularly, the forging activities of the students also include the process of practice, practice, practice and practice in the practice. As a result, the students are presented with theoretical ideas, have the opportunity to compare and apply the theory to the reality, flexibility in thinking when applying what they learned in the lecture hall into social and professional reality.

4.7. Enhance the help of friends, relatives and promote family traditions. In the process of learning and practicing, students will face many difficulties, may not solve themselves. So, the support is very meaningful to motivate students to overcome difficulties, adapt to life and practice career. Promote to family traditions. If the family has a tradition of activity, have the thinking and professional qualities, there is also influence, the transmission of family experiences to help students more confident, more adaptable. with the process of learning and practicing.

5. Conclusions

Through the use of analytical models, we can see the factors that influence the quality of teaching and learning. Philosophy is a factor outside the school, elements of the school, technical facilities support, subject matter, self-education of students, impact of teaching staff and political theory. In it, the external factor is the most influential factor in teaching and learning philosophy. Therefore, in order to improve the quality of teaching, it is necessary to adjust the contents accordingly to socio-economic conditions, global integration process and market mechanism. These are factors that have a great impact on learners' impact and their effectiveness as well as the application of knowledge. Besides, they also regularly organize extra-curricular activities to educate students about the spirit of occupational.

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