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A STUDY ON STUDENT SATISFACTION IN TOURISM INDUSTRY-SPECIFIC TRAINING PROGRAMS

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This study aims to build a model, scale, and evaluate the impacting factors on student satisfaction in tourism industry-specific training programs at several universities. A data set was collected from 368 students from 2 universities, including the Thuongmai University, Dainam University. By qualitative and quantitative research methods, the study has identified five independent variables including facilities, university-enterprise cooperation, lecturers, practical program have a positive impact on the students' satisfaction. Meanwhile, the impact of the training program on student satisfaction was not clear. From the findings, some implications were given to help universities improve students' satisfaction.

Keywords: *Tourism industry-specific training programs; Student satisfaction; Developing human resources in the tourism industry.*

JEL Classifications: I20, I21, I25

1. Introduction

In 2017, the Ministry of Education and Training issued Official Letter 4929/BGDĐT-GD&DH on training human resources in the tourism industry according to specific training programs to quickly meet the rising needs of the tourism industry. The main contents of the dispatch include renewing the training program to meet the flexibility and easing the transition for learners; Increasing the proportion of time for practice and internship to improve students' career skills; Strengthening the cooperations with enterprises to improve the quality of training and create a good environment for students to practice. Some higher education institutions have applied the instruction content of the official letter 4929/BGDĐT-GD&DH in the development and oper-

ation of human resource training programs in the tourism industry and achieved good results. However, there are still difficulties and challenges in the process of implementing this training model.

In the context of the educational services market being assessed to be highly competitive, students taking the role of customers who experience the education services provided by universities then raising the level of student satisfaction become important goals for educational institutions. The specific training program is a new model in Viet Nam, built on the demand for human resources in the tourism industry as well as learning the advanced tourism training models in developed countries. There have been many studies on student satisfaction when studying tourism training pro-

grams, such as Atay and co (2009), Ruhanen and co (2013), Eurico and co (2015). However, in Vietnam, there are not many studies on student satisfaction in tourism-specific training programs. From the above analysis and research gaps, this research is conducted to test and evaluate the impact of some factors on student satisfaction in tourism-specific training programs, thereby provide some policy implications to help the educational institutions applying this training model to improve student satisfaction.

2. theoretical basis and research hypothesis development

2.1. Tourism-specific training programs:

In Viet Nam, the tourism-specific training program is put forward in a period when some economic branches have a shortage of human resources. According to Official Letter 4929/BGDĐT-GDĐH (2017): “Branches that are required to apply a specific training program including Tourism (7810101); Travel and tourism service management (7810103); Hotel Management (7810201); Restaurant management and catering services (7810202) and many other important branches in the tourism industry”. From the contents presented in the official letter 4929 / BGDĐT-GDĐH (2017), it is possible to summarize and define tourism-specific training programs in Vietnam as follows: “Tourism-specific training program is a form of training designed specifically according to the specific requirements of the training program, training forms, methods of connecting with enterprises to create qualified human resources with skills and practical experiences to serve the rising needs of the tourism industry”.

2.2. Student satisfaction

Customer satisfaction is often approached based on two factors including customer perception and expectation of the service. According to studies by Prasuraman and co (1988) and Spreng and co (1996), customer satisfaction is the response to the perceived difference between the known experience and expectation. More specifically, satisfaction is the feeling and mood of customers when they are

satisfied with their needs, expectations or when their needs are met beyond expectations during the use of the service. In addition, several studies evaluate the satisfaction level through the student's behavior after experiencing the service as the research of Oliver (1997). For research on student satisfaction, satisfaction was considered by the level of satisfying customer demand, the correlation of expectations as well as the behavior after the service experience.

2.3. Several factors affecting student satisfaction

2.3.1. Training Program

Research on education services or training services in Vietnam as well as in the world, issues related to training programs (Program Issue) are mentioned as an important factor. Typical case studies suggesting that training programs play an important role in the measurement of the quality of training services can include the research of LeBlanc and Nguyen (1997), the study of Firdaus (2006) with the HEdPERF scale, or study Vanniarajan and co (2011). Although there existed many scales for this factor, most studies agree when referring to the training program, it will mention two main factors including the content of the training program and the characteristics of the training program in terms of flexibility in operation, deployment method. For tourism-specific training programs, besides the important approaches such as content and characteristics; openness, theory-practice ratio, or flexibility should also be considered. From the above analysis and arguments, the research hypothesis is proposed:

H1: The training program has a positive impact on student satisfaction in tourism industry-specific training programs.

2.3.2. Facilities

Facilities are considered as the foundation for service delivery, the studies conducted by Hoang Thi Phuong Thao and Hoang Trong (2006), Chen and co (2007), Jain and co (2013) have all verified the impact of facilities on the quality of training services as well as on student satisfaction. With tourism industry-specific training programs, the facilities are not just the facilities of the train-

ing institution but also the facilities at the enterprise - where students practice and practice. In Official Letter 4929/BGDĐT-GDĐH, it is clear that universities and enterprises need to have a strong relationship to create an environment where students can practice and apply professional knowledge and skills. And for this to happen, facilities play an extremely important role. From the above analysis and arguments, the research hypothesis is proposed:

H2: The facilities have a positive impact on student satisfaction in tourism industry-specific training programs.

2.3.3. University - enterprise cooperation

The relationship between university and enterprise is mentioned a lot in the research of European scholars, operating educational services is also based on stakeholders such as enterprise and is not merely based on educational facilities. According to Khan and Anwar (2013), "The interaction between university and enterprise has a long history, but now university and enterprise are working hand in hand, universities create new knowledge and enterprise provides space for testing the validity and reliability of this knowledge ". From the perspective of students, according to Majumdar (2013), "The interaction between the university and enterprise is necessary because it develops students' awareness of job functions in enterprises, attitudes to adapt to the business environment, practical and relevant knowledge, skills and qualification for the students to do the work themselves". In the study of Jain and co (2013), the university - enterprise cooperation is reflected through Industry Interaction. In general, the university-enterprise cooperation has existed for a long time and enterprise is the place where students transform the knowledge learned in school into real work. In addition, the link between university and enterprise plays an important role in student satisfaction. This viewpoint is also consistent with the training orientation that focuses on professional skills and follows the requirements given by enter-

prises in the official letter 4929/BGDĐT-GDĐH. From the above analysis and arguments, the research hypothesis is proposed:

H3: The university-enterprise cooperation has a positive impact on student satisfaction in tourism industry-specific training programs.

2.3.4. Lecturers

Lecturers play an important role in the quality of training, research on the quality of training all put the quality factor of teachers into consideration. Lecturers play the role of conveying knowledge to learners. However, tourism industry-specific training programs has their characteristics: Lecturers need to be trained professionally, having the standard theoretical knowledge and skills; Lecturers can be experts with years in the industry; Lecturers will at some point also serve as the student manager during the internship. In studies on the relationship between student satisfaction and service quality, lecturers are always considered an important factor. Studies by Douglas and co (2006), Hemsley-Brown, and co (2010) have verified this relationship. From the above analysis and arguments, the research hypothesis is proposed:

H4: The lecturers have a positive impact on student satisfaction in tourism industry-specific training programs.

2.3.5. Practical Program

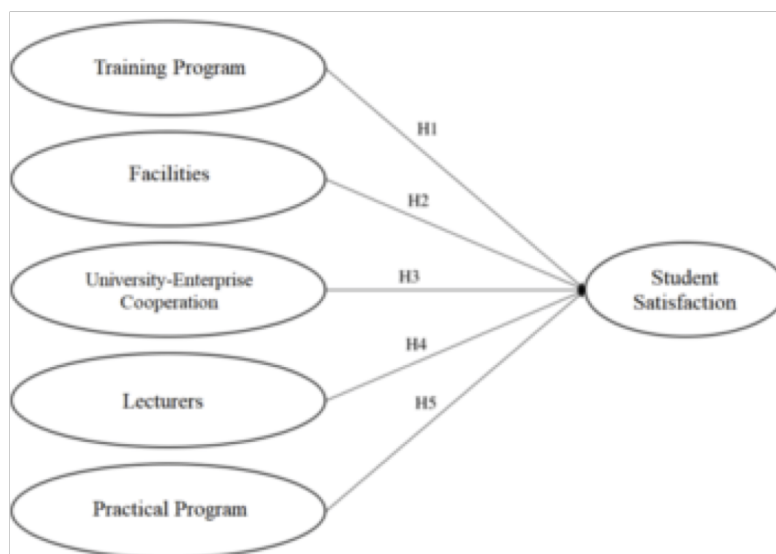
A clear difference between the tourism industry-specific training program from the mass program lies in the ratio of internship, and theoretical study time. Unlike mass programs which mainly focus on theoretical knowledge and spend mainly studying at university. Students enrolled in this particular training program spend a large part of their time studying in an enterprise, in the actual working environment of the tourism industry. Therefore, it can be said that the quality of practical programs plays an important role in the training effectiveness of tourism industry-specific training programs. From the above analysis and arguments, the research hypothesis is proposed:

H5: The practical program has a positive impact on student satisfaction in tourism industry-specific training programs.

3. Research model and scale

3.1. Research model

The theoretical research model of the study is built on the relationship between the analyzed factors and student satisfaction. The training form that focuses on the university-enterprise is not too new around the world. However, when the form is applied in Vietnam, it is affected by the official letter 4929/BGDĐT-GDĐH. Therefore, in addition to using some observed variables from the notable scales from past studies, the study will supplement the observed variables based on the content of the official letter 4929/BGDĐT-GDĐH that universities are applying in training programs. From the analyzed theory, the proposed theoretical research model is described in Figure 1:



Source: Proposed by the authors' group

Figure 1. The theoretical research model

3.2. Measurement

The research object has a high specificity and orientation (due to the influence of the official letter 4929/BGDĐT-GDĐH), the authors will develop the

scale by adding some observed variables based on the content of the official letter. The dependent variable of student satisfaction is built on Oliver's scale of satisfaction (1997). The scale of the aforementioned factors has real-life connections to the tourism training activities at universities that have tourism industry-specific training programs. The observed variables are taken from the scales of high-reliability studies in university education such as Firdaus (2006); Jain and co (2013); LeBlanc and Nguyen (1997). Preliminary research with a scale of $n = 40$ with participants being students and experts was conducted. Two PhDs in tourism are participating in the tourism industry-specific training programs, 4 senior managers of tourism businesses have participated in specific training programs and 34 students are currently enrolled in the program have been invited to partake in in-depth interviews. Questions referenced from the scale of foreign studies

will be translated into Vietnamese by 2 language experts and re-checked by 2 PhDs in tourism in terms of content. The team of experts and doctors will provide suggestions on completing the scale from the team of management and operation of the training program's perspective. And 34 students will evaluate the perceived level of the contents of the questions on the scale. After summarizing the results and conducting the evaluation, the official scale is described in Table 1.

4. Research methodology, data collection, and research samples

4.1. Research Methods

The study uses qualitative and quantitative research methods. Qualitative research is used in the analysis and synthesis of secondary data and in-depth interviews. The quantitative research method

Table 1: *Construct, items of research scale*

Name	The observed variable's content	Source
Training Program		
PROG1	The subjects in the training program are suitable for skill development	Firdaus (2006)
PROG2	The training program has a balanced ratio between theory and practice	Expanded and added
PROG3	The training program focuses on developing professional skills	
PROG4	I find the training program suitable for the needs of enterprises	
Facilities		
FACI1	The classrooms have a scientific layout to ensure that there is enough space for students	LeBlanc and Nguyen (1997)
FACI2	The hygienic quality of the university's facilities is clean	
FACI3	The training institution has a full range of equipment and device prepared for professional subjects	Expanded and added
FACI4	The associated enterprises have good facilities that serve the need of practice and internship	
University - Enterprise Cooperation		
UEC1	The university applies practical teaching methods to the corporate environment	Jain and Co (2013)
UEC2	The university organizes visits to enterprises for the students	
UEC3	Universities and enterprises regularly organize internship programs for students	
UEC4	Professionals from enterprise participate in the students' training programs	
UEC5	Enterprises and universities have good coordination in the management of student	Expanded and added
UEC6	Enterprises accompany and support students in many career-oriented activities	
Lecturers		
LEC1	Students receive attention from lecturers	Firdaus (2006)
LEC2	Lecturers have a positive working attitude	
LEC3	Lecturers have good and interesting communication skills	
LEC4	Lecturers are very committed to collaborating with affiliated enterprises	Expanded and added
LEC5	Lecturers have extensive professional knowledge and practical knowledge	
Practical Program		
PP1	Students learn a lot of knowledge and skills from internships at enterprises	Expanded and added
PP2	Internships at enterprises help students hone the knowledge and skills learned in school	
PP3	Students receive support from enterprises and universities as interns at enterprises	
PP4	Students feel excited to experience internships at enterprises	
Student Satisfaction		
SAT1	Overall, I feel satisfied when studying specific training programs	Oliver (1997)
SAT2	The university's unique training program has met my demands	
SAT3	I feel the values obtained from the learning process is suitable for my expanse	
SAT4	I will choose this training program if my learning needs arise in the future	

Source: Collected and developed by the authors

is used to process primary data through two software IBM SPSS 22 and IBM AMOS 23. In particular, the IBM SPSS software solves the scale testing problems (EFA and Cronbach Alpha)), descriptive

statistics. The IBM AMOS 23 software tests for the affirmative factors, tests general reliability, tests the SEM linear structure model, assesses the influence of the control variables, and tests multiple groups.

4.2. Data collection

Data is collected from students who enrol in a specific tourism training program at two universities, including Thuongmai University and Dai Nam University. These two universities are the educational institutions pioneering in the application of training in the tourism industry-specific training programs. Thuongmai University has deployed enrollment for these specific training courses since 2018, so far the size of this training form is at 560 students. Dai Nam University's total number is 750 students enrolling in this specific tourism training program. The method of sampling for the study is convenience sampling. In particular, the team of respondents who are students enrolling in this training program is even through the years including sophomore and third-year students. This study only collected data of 2nd and 3rd-year students for two main reasons. First, the specific training program has not been applied for long, so there are no fourth-year students. Secondly, the first-year students have their first year studying in the context of being affected by the Covid 19 epidemic. As such, the level of perception is not high, and the information collected does not guarantee objectivity. The study applies the sample size selection rule according to the study of Hair and co (2006), the minimum sample size is 5 times the number of observed variables. Therefore, the minimum sample size is $27 \times 5 = 135$. The research data were collected during September and October 2020. During the data collection, the research team members conducted face-to-face interviews and assisted the respondents in answering the survey. The survey was designed with questions to collect identifying information and ques-

tions to construct quantitative data. The answer is designed after the Likert scale with 1 to 5 meaning from strongly disagree to completely agree. For the study, 400 questionnaires were passed to the respondents. The number of questionnaires collected was 392, of which 24 were removed due to the lack of information. So the final size sample of the study is 368 respondents with a 92% rate compared to the original number of questionnaires. The characteristics of the study sample are described in detail in Table 2.

Table 2: *The characteristics of the study sample*

	Frequency	Ratio (%)
<i>The total number of respondents: 368</i>		
Gender		
Male	167	45.38
Female	201	54.62
University Year		
2 nd Year	196	53.26
3 th Year	172	46.74
University		
Thuongmai University	126	34.24
Dai Nam University	242	65.76

Source: Collected by the authors

5. Research results

5.1. Descriptive statistics

The descriptive statistical results showed that the average values of the factors ranged from 3.2880 to 3.7826. In particular, the lecturers' factor received the highest average rating (3.7826) and the training program had the lowest rating from students (3.2880). The average value of the independent variable reached 3.6712.

5.2. Test the scale

The scale is assessed on reliability based on the exploratory factor analysis method EFA and the Cronbach Alpha coefficient test. For the exploratory factor analysis EFA, the Bartlett test, the extraction is Principal Components, the Varimax rotation is used to test the convergence as well as the distinc-

Table 3: Summary of descriptive statistics results

	N	The average value	The standard deviation
LEC	368	3.7826	0.5905
FACI	368	3.6196	0.6214
PROG	368	3.6141	0.6343
UEC	368	3.4946	0.6088
PP	368	3.2880	0.5990
SAT	368	3.6712	0.5880

Source: The results of data processing using the software SPSS 22

tion between groups of factors. In the 1st EFA analysis, the variable UEC 3 has a load factor of less than 0.5, so it is eliminated from the scale. The remaining variables were included in factor analysis to discover EFA for the second time, the results showed that the KMO index of the Bartlett test was 0.932 (in the range of 0.5-1); Sig value of the test is 0.000 (less than 0.05); The Eigenvalue indices of the independent variables are all greater than 1; Total variance extracted by 63.426% (greater than 50%). Factor loading coefficients of observed variables are greater than 0.5. For the test of Cronbach Alpha coefficients, the Cronbach Alpha coefficients of every variable are greater than 0.6, the Cronbach Alpha index when eliminating the observed variable in the group is smaller than the Cronbach Alpha coefficient value of the overall variable. Therefore, according to the test scale standards from Hair and co (2010), Nunnally (1978), Peterson (1994), the scale ensures reliability and is consistent with the research data. The results of the scale test are shown in Table 4.

After assessing the reliability of the scale, the observed variable UEC3 was eliminated, the remaining 26 variables converged on 6 groups of factors including 5 independent variables and 1 dependent variable.

5.3. Analysis of confirmatory factor CFA

To perform confirmatory factor analysis, the data is processed by AMOS 23 software. The results show that the model's conformity indexes include $\chi^2 / df = 2,420$ (less than 3), the indexes CFI number =

0.969; TLI = 0.964; GFI = 0.920; AGFI = 0.913 (greater than 0.9). RMSEA = 0.022 (less than 0.06), $P = 0.000$ (less than 0.05), so according to Hair et al. (2010), the model is suitable for the data set. Pictures of CFA analysis results are shown in Figure 2.

From the CFA analysis results, the model continues to be tested for overall reliability, distinctiveness, and convergence through the criteria according to the research results of Hair (2010) and Bryne (2010) which includes CR (Composite Reliability) is greater than 0.7, the extracted mean-variance (AVE) is greater than 0.5, the largest specific variance (MSV) is less than AVE and SQRAVE is greater than Inter - Construct Correlations. The test results show that the CR overall reliability of the factors ranges from 0.798 to 0.880. AVE ranges from 0.503 to 0.647 and is guaranteed to be greater than 0.5. MSV indexes are smaller than AVE and SQRAVE are greater than Inter - Construct Correlation. Detailed results are described in Table 5.

5.4. Structural Equation Modeling Analysis

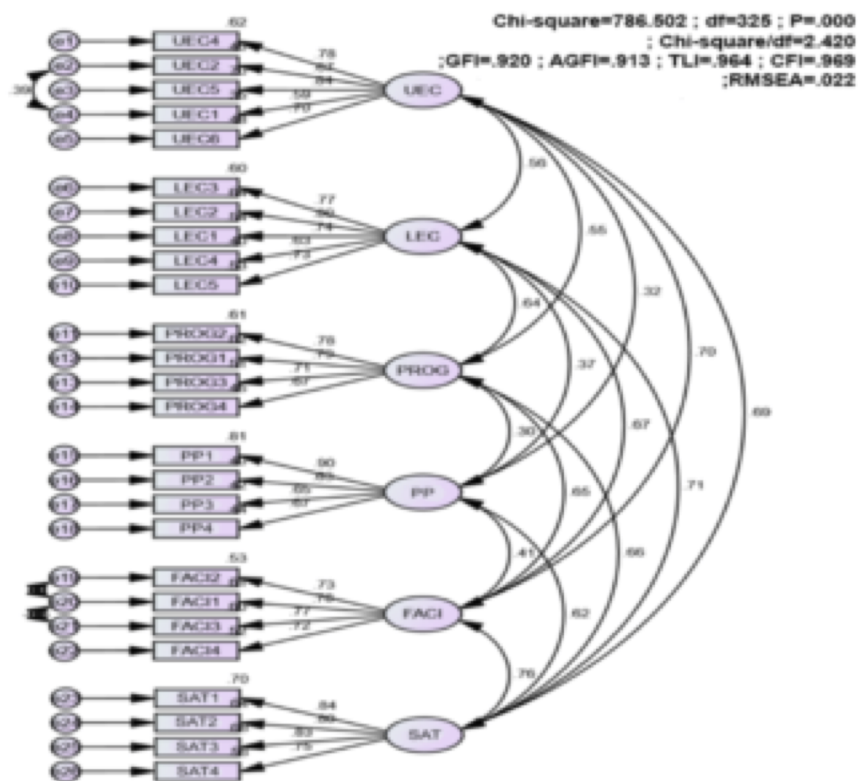
Verify the SEM linear structure model to evaluate the effects of the independent variables on the dependent variable and test research hypotheses. The results show that the model has 281 degrees of freedom, the value $P = 0.000$, $\chi^2 / df = 2.263$ (less than 3), the indexes CFI = 0.953; TLI = 0.946; GFI = 0.922; AGFI = 0.909 (greater than 0.9). RMSEA = 0.047 (less than 0.06), so according to Hair et al. (2010), the model is reliable. The research hypotheses are accepted at significance level $P < 0.05$ except for the hypothesis of the relationship between curriculum and student satisfaction ($P = 0.271 > 0.05$).

Analysis results show that the impact level of the independent variables on the dependent variable has a gradual decrease as follows: Practical program has a standardized factor loading of 0.327; Lecturers have a standardized factor loading of 0.223; The

Table 4: Summary of test results EFA and Cronbach Alpha

Name	Observed variable's content	Load factor
Training Program $\alpha = 0.824$		
PROG1	The subjects in the training program are suitable for skill development	0.764
PROG2	The training program has a balanced ratio between theory and practice	0.781
PROG3	The training program focuses on developing professional skills	0.685
PROG4	I find the training program suitable for the needs of enterprises	0.682
Facilities $\alpha = 0.844$		
FACI1	The classrooms have a scientific layout to ensure that there is enough space for students	0.718
FACI2	The hygienic quality of the university's facilities is clean	0.822
FACI3	The training institution has a full range of equipment and device prepared for professional subjects	0.652
FACI4	The associated enterprises have good facilities that serve the need of practice and internship	0.645
University-Enterprise Cooperation $\alpha = 0.849$		
UEC1	The university applies practical teaching methods to the corporate environment	0.687
UEC2	The university organizes visits to enterprises for the students	0.740
UEC4	Universities and enterprises regularly organize internship programs for students	0.772
UEC5	Professionals from enterprise participate in the students' training programs	0.759
UEC6	Enterprises and universities have good coordination in the management of student	0.665
Lecturers $\alpha = 0.853$		
LEC1	Students receive attention from lecturers	0.735
LEC2	Lecturers have a positive working attitude	0.756
LEC3	Lecturers have good and interesting communication skills	0.759
LEC4	Lecturers are very committed to collaborating with affiliated enterprises	0.709
LEC5	Lecturers have extensive professional knowledge and practical knowledge	0.622
Practical program $\alpha = 0.798$		
PP1	Students learn a lot of knowledge and skills from internships at enterprises	0.770
PP2	Internships at enterprises help students hone the knowledge and skills learned in school	0.701
PP3	Students receive support from enterprises and universities as interns at enterprises	0.701
PP4	Students feel excited to experience internships at enterprises	0.851
Students satisfaction $\alpha = 0.831$		
SAT1	Overall, I feel satisfied when studying specific training programs	0.823
SAT2	The university's unique training program has met my demands	0.862
SAT3	I feel the values obtained from the learning process is suitable for my expanse	0.874
SAT4	I will choose this training program if my learning needs arise in the future	0.864
KMO = 0.932; Sig = 0.000; Total variance = 63.426		

Source: The results of data processing using the software SPSS 22



Source: The results of data processing using the software AMOS 23

Figure 2: Results of analyzing the confirmatory factor CFA

Table 5: Results of testing the overall reliability, distinctiveness, and convergence

	CR	AVE	MSV	MaxR(H)	FACI	UEC	LEC	PROG	PPQ	EFT
FACI	0.847	0.581	0.573	0.851	0.762					
UEC	0.840	0.515	0.475	0.859	0.673	0.718				
LEC	0.859	0.550	0.543	0.865	0.704	0.565	0.742			
PROG	0.831	0.552	0.392	0.839	0.591	0.509	0.626	0.743		
PPQ	0.798	0.503	0.457	0.844	0.459	0.346	0.444	0.285	0.709	
EFT	0.880	0.647	0.573	0.883	0.757	0.689	0.757	0.598	0.676	0.804

Source: The results of data processing using the software AMOS 23

university-enterprise cooperation has a standardized factor loading of 0.221; The facilities have a standardized factor loading of 0.261. Index $R^2 = 0.62$ shows that 62% of student satisfaction is explained by the independent variables while the remaining 38% is due to random error or influence from other

factors. SEM linear structure analysis results are described in Figure 3.

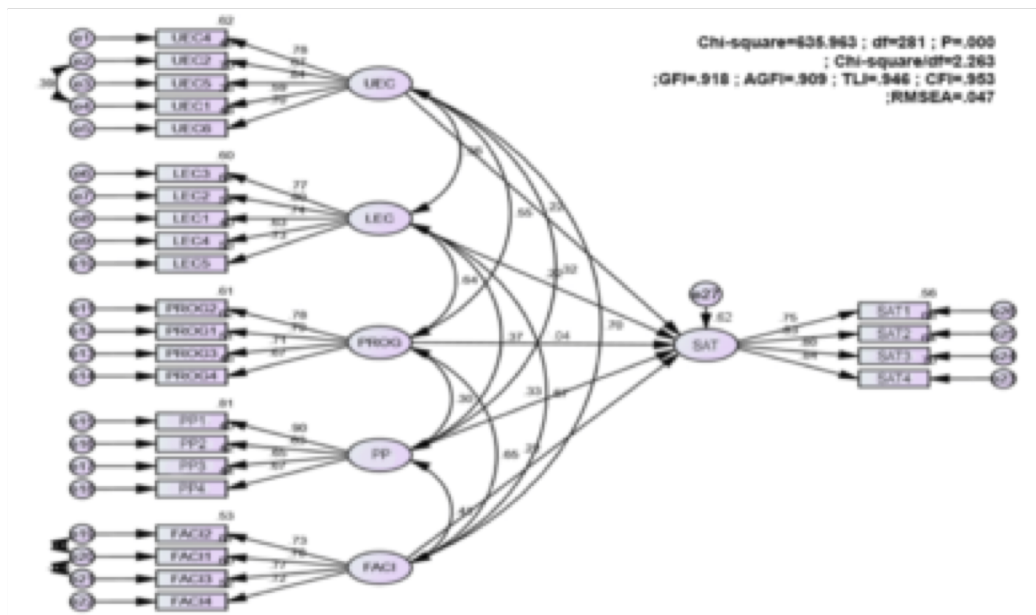
Detailed results of hypothesis testing and impact levels of the independent variables on the dependent variables are described in Table 6.

6. Finding discussion, policy implications, and some limitations

6.1. Research finding discussion

The research has fulfilled the basic objectives set out when building a research model of factors affecting the satisfaction of students enrolled in a specific training program in the tourism industry. The accepted research hypotheses reinforce the views of LeBlanc and Nguyen

(1999), Hoang Thi Phuong Thao and Hoang Trong (2007), Jain and et al., (2013) when claiming that the factors of lecturers, facilities, the university-enterprise cooperation have a positive impact on student satisfaction. The group of factors related to



Source: The results of data processing using the software AMOS 23

Figure 3: Results of linear structure analysis SEM

Table 6: Summary of hypothesis testing results and impact assessment

Hypothesis	Standardized coefficients	S.E.	C.R.	P	Notes
SAT ← UEC	0.221	0.043	4.740	***	Accepted
SAT ← PROG	0.042	0.047	3.515	0.271	Rejected
SAT ← LEC	0.223	0.045	4.697	***	Accepted
SAT ← PP	0.327	0.031	9.420	***	Accepted
SAT ← FACI	0.216	0.064	3.683	***	Accepted

Source: The results of data processing using the software AMOS 23

the practical program added based on the specific characteristics of the tourism industry-specific training program in Vietnam has shown the importance of having $\beta = 0.327$. Index $R^2 = 0.62$ is a high value, showing that the model has a significant level of explanation for the dependent variable. Factors related to the university-enterprise cooperation ($\beta = 0.221$) and practical program ($\beta = 0.327$) indicate

that enterprises are playing an important role in tourism industry-specific training programs. The official Letter 4929 / BGDĐT-GDĐH also emphasized the important role of enterprises associated with universities to train high-quality human resources, the research results show that the two educational institutions are being surveyed is implementing the guidelines and directions of the Official

Letter 4929 / BGDĐT-GDĐH of the Ministry of Education and Training issued in 2017. The fact that the relationship between the training program and student satisfaction is not clear is inconsistent with many studies. This situation can be explained by a number of reasons.

Firstly, the respondents of the survey are students who have certain limitations when looking at the training program. This group of subjects can only evaluate based on their perceived level and limited detailed information about the training program. Therefore, the estimation of this factor may not be clear.

Secondly, a training program lasts from 3.5 to 4 years, while the specific training program has just been implemented in the last 3 years. As such, there are no graduates and no students to complete this training program. In particular, the evaluation of the effectiveness of the training program is also closely related to the practical application of training results into the actual working environment after graduation.

6.2. Policy implications

From the research results, several policy implications are put forward to help universities improve the satisfaction of students enrolled in tourism-specific training programs.

Firstly, continuing to improve the lecturers' factor. This is a factor that has a strong impact on the perspective of student satisfaction assessment. This is also an important resource bringing intellectual value to students. In training specific to the tourism industry, lecturers are not merely teaching but also at times need to participate in managing and supporting students in the corporate environment. During the 3-year implementation period, there are certainly many shortcomings that need improvement in the education of lecturers under these specific programs.

Secondly, improving the cooperation with enterprises to gain practical knowledge, useful skills at work for students. Internship programs in enterprises need to be managed and maximized effectively to

help students have a good environment to learn and practice. Enterprise participation is the fundamental difference of a particular training program, this target group will supplement students with practical knowledge and skills in the working environment. The actual working environment to improve knowledge and skills is also the opportunities that enterprises offer to students during the internship.

Thirdly, clarifying the training program and helping students from the very beginning to raise awareness of the importance of the training program. The specific program's training subjects have many differences such as theoretical and practical learning rate, and conversion flexibility. These things are very important in helping students orient and proactive in learning and practicing.

6.3. Limitations and the next research directions

Due to the time limitations and the scope of the study, some problems in the research still need to be addressed more specifically in the next studies.

Firstly, the tourism industry-specific training programs have not been implemented for a long time and there are no graduates. Therefore, the sample size in terms of the number of respondents and the number of survey establishments is limited. As such, the research results lack objectivity, the expansion of the sample size and the scope of the research in the following studies is necessary to evaluate in more detail the effectiveness of the tourism industry-specific training program.

Secondly, due to the limitations of sample size, the study has not conducted multi-group testing according to criteria such as gender, academic year, the degree of interest in the subject ... Future studies can analyze more deeply the differences between the groups of subjects in the research sample to reach more detailed and meaningful conclusions.

Thirdly, coefficient $R^2 = 0.62$ shows that 38% of the variation of the dependent variable comes from error and the factors that have not been mentioned. This result is a suggestion to develop a new research model in the future through the addition of new groups of factors to increase the level of explanation.

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Summary

Nghiên cứu có mục tiêu xây dựng mô hình, thang đo và đánh giá tác động các yếu tố tới sự hài lòng của sinh viên theo học chương trình đào tạo đặc thù ngành du lịch tại một số trường đại học. Thông qua bộ dữ liệu thu thập từ 368 sinh viên từ 2 trường đại học bao gồm trường Đại học Thương mại, trường Đại học Đại Nam, bằng phương pháp nghiên cứu định tính và định lượng, nghiên cứu đã chỉ ra 5 biến độc lập bao gồm: Cơ sở vật chất; Mối quan hệ

nhà trường và doanh nghiệp; Giảng viên; Chương trình học tập tại doanh nghiệp có tác động tích cực tới biến phụ thuộc là sự hài lòng của sinh viên theo học chương trình đào tạo ngành du lịch theo cơ chế đặc thù. Trong khi đó, sự tác động của chương trình đào tạo tới sự hài lòng của sinh viên là không rõ ràng. Từ những kết quả nghiên cứu, một số hàm ý chính sách được đưa ra nhằm giúp các trường đại học nâng cao sự hài lòng của sinh viên theo học chương trình đào tạo đặc thù ngành du lịch.

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