

ENHANCING TRAINING QUALITY IN THE HOSPITALITY MANAGEMENT INDUSTRY IN CANTHO CITY

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ABSTRACT:

This study examines the current state of Hospitality Management training in Can Tho City, identifying key limitations in curriculum content, teaching methodologies, infrastructure, industry partnerships, and faculty qualifications. Based on these findings, the study proposes targeted solutions, including curriculum innovation, pedagogical reform, facility enhancement, strengthened collaboration with businesses, and faculty development. These recommendations aim to improve the overall quality of training, ensuring that graduates are well-equipped with the knowledge, skills, and practical experience needed to thrive in the competitive hospitality industry.

Keywords: training quality, hospitality management, Can Tho City.

1. Introduction

Can Tho City, as the economic, cultural, and tourism center of the Mekong Delta region, has witnessed rapid growth in the hotel, restaurant, and resort industry, creating a high demand for skilled professionals in Hospitality Management. Recognizing the importance of workforce training in this field, various educational institutions in Can Tho have implemented Hospitality Management training programs at different levels, including university, college, and vocational training.

However, despite significant investments in training, Hospitality Management education in Can Tho City still faces several challenges, including outdated curricula, traditional teaching methods, inadequate infrastructure, weak collaboration between institutions and enterprises, and insufficient faculty expertise. These limitations result in graduates lacking practical skills, making it difficult for them to meet the recruitment needs of

hospitality businesses. Therefore, this study aims to analyze the current state of Hospitality Management education and propose solutions to improve training quality in Can Tho City.

2. Theoretical basis and research methods

According to Parasuraman et al. (1988), service quality is the gap between customer expectations and their perceptions after experiencing the service. Lewis and Mitchell (1990) stated that service quality is the extent to which a service meets customer needs and expectations. Edvardsen et al. (1994) emphasized that service quality is the ability to fulfill customer expectations and satisfy their needs. Thus, service quality is essentially the customer's perception before and after using the service. If customers feel satisfied with the service, it is considered to be of high quality.

In the field of education and training, training quality is characterized by a range of input, process, and output factors within the educational system,

providing services that satisfy both learners' needs and societal demands for education and training (Cheng and Tam, 1997). According to Tran Khanh Duc (2010), training quality is the outcome of the training process, reflected in the characteristics of graduates' personal qualities, values, and professional competencies, aligning with the objectives and curricula of specific disciplines. Nguyen Thi Dang (2011) stated that training quality is the fulfillment of a school's established goals and the requirements of national economic and social development. According to the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), training quality is the adherence to regulatory standards set by educational authorities based on the specific economic and social conditions of each locality. These perspectives indicate that training quality is not only measured by the outcomes of institutional education but must also meet labor market demands and contribute to economic and social development.

The Hotel Management major specializes in training and providing knowledge on managing, organizing, and operating hotel activities to ensure service quality and business efficiency. Training in hotel management must equip learners with knowledge and skills in hotel business management (Nguyen Quyet Thang, 2014). Thus, the Hotel Management field requires a combination of professional knowledge and practical skills to meet the increasing demands of customers in the hospitality and service industry.

The study used the analytical-synthetic method to examine the current state of hotel management training and propose solutions to enhance the quality of hotel management education in Can Tho City.

3. Research results

3.1. *The current state of Hospitality Management training in Can Tho City*

Training program content: The hospitality management curriculum at educational institutions in Can Tho City currently lacks a balance between theoretical knowledge and practical application. The course content mainly focuses on fundamental knowledge such as hotel service management, human resources management, and financial management but has not been fully updated with

new industry trends such as digital transformation, technology applications in hotel management, international hospitality management models, and crisis management in the hospitality sector. Moreover, many training programs have not established an integrated learning pathway that connects theoretical knowledge with practical experience, leading to a lack of opportunities for students to develop management skills, problem-solving abilities, and teamwork competencies. The absence of practical teaching models such as co-op education, real-world simulations, and soft skills training also affects students' ability to adapt to professional working environments in the hospitality industry.

Teaching methods: The teaching approach in many hospitality management training institutions still primarily relies on theoretical instruction, while modern methods such as project-based learning, case-based learning, and virtual reality simulations have not been widely implemented. Most lectures are still based on fixed curricula with limited updates on real-world scenarios from the modern hospitality industry. Additionally, the level of interaction between lecturers and students during the learning process remains low. Meanwhile, in many developed countries, hospitality students receive training through hands-on practice programs, on-campus hotel environment simulations, or participation in real-world projects with businesses. The lack of innovative teaching methods prevents students from fully developing critical thinking, problem-solving skills, and leadership abilities - key factors in the field of hospitality management.

Training facilities for practical learning: The facilities for hospitality management training in Can Tho City have not fully met the learning and practical needs of students. Some institutions have invested in practice rooms such as simulated hotel and restaurant settings and real-life reception desks, but these remain incomplete and do not fully meet industry standards. The available training equipment is still limited, and there has been no comprehensive investment in specialized hotel management software to help students become familiar with modern management tools. Additionally, academic libraries and specialized textbooks at some institutions have not been

updated to meet international standards. As a result, students have limited access to new research, in-depth materials from hospitality education organizations, and training models from major hotel corporations.

The collaboration between educational institutions and businesses: One of the biggest limitations in hospitality management training in Can Tho City is the lack of a strong connection between universities and hospitality enterprises. Many students struggle to find suitable internship placements, while hotels that accept interns often lack structured training programs. As a result, interns mainly perform supporting tasks rather than gaining exposure to essential management operations. Additionally, collaborative programs between educational institutions and businesses, such as industry seminars, career forums, and mentorship programs, are not organized regularly. The lack of training programs closely linked to businesses leaves students without sufficient practical knowledge and professional skills to meet employers' expectations upon graduation.

Faculty quality: Hospitality management lecturers in Can Tho City possess strong academic qualifications; however, most still lack extensive practical experience in the industry. As a result, their ability to integrate real-world hospitality knowledge into their lectures remains limited. Additionally, opportunities for lecturers to participate in hands-on training programs at hotels, attend international conferences, or engage in expert exchange programs are still scarce. This lack of exposure reduces the effectiveness of keeping up with new trends in the hospitality industry.

3.2. Solutions to enhance the quality of Hospitality Management training in Can Tho City

Facing the challenges in hospitality management training in Can Tho City, enhancing the quality of education is an urgent requirement to meet the demand for a highly skilled workforce in the industry. To improve training effectiveness, the following solutions must be implemented comprehensively:

First, modernizing the training curriculum with a practical orientation and international integration. The hospitality management curriculum at educational institutions in Can Tho City needs to be

updated to align with industry practices, closely following the needs of hotel enterprises and integrating international training standards. Currently, many academic programs remain heavily theoretical and have not been adequately adjusted to match the rapid development of the hospitality industry. Therefore, it is essential to incorporate specialized modules on digital transformation in hospitality management, technology applications in service operations, hotel management strategies during crises, and sustainable hospitality management.

Additionally, the curriculum should be designed as a hybrid model combining theoretical knowledge with practical application, with an increased proportion of hands-on experience and real-world exposure. International hospitality management courses should also be emphasized to help students understand the operational models of leading hotel groups such as Marriott, Hilton, Accor, and IHG.

Furthermore, integrating soft skills training, including leadership, communication, problem-solving, and teamwork, into the curriculum is crucial to ensure that students can quickly adapt to real-world working environments.

Second, innovating teaching methods towards modern and practical approaches. Teaching methods play a crucial role in improving the quality of hospitality management education. Instead of traditional lecture-based teaching, modern teaching approaches should be implemented, such as project-based learning, where students engage in real-world projects such as developing hotel business plans, designing and executing hotel marketing strategies.

Additionally, case-based learning should be adopted to help students analyze and resolve practical hospitality challenges, including human resource management, handling customer complaints, and optimizing hotel revenue. The integration of technology in teaching is also a critical trend, including the use of specialized hotel management software such as Opera, PMS, Fidelio, POS, and ERP systems. Virtual reality simulations should also be employed to create realistic training scenarios, allowing students to experience workplace situations firsthand during their studies.

Furthermore, educational institutions should implement learning management systems (LMS) to enable flexible learning, providing students with access to online teaching materials, digital resources, and interactive assessments. At the same time, organizing industry visits to hotels, hosting professional seminars, and facilitating networking events with industry experts will provide students with a comprehensive and practical perspective on the hospitality industry.

Third, upgrading training facilities. Facilities is one of the key factors influencing the quality of hospitality management education. Currently, many educational institutions in Can Tho have not made sufficient investments in practical training facilities and modern teaching equipment. Therefore, it is essential to establish standardized hotel practice rooms, including reception areas, housekeeping training rooms, restaurant, and bar simulation areas, allowing students to gain hands-on experience in hospitality operations.

Additionally, investment in digital libraries and specialized hospitality resources is necessary, encompassing industry-specific textbooks, academic journals, and materials from international hospitality education institutions such as the American Hotel & Lodging Educational Institute and Cornell University School of Hotel Administration. Equipping students with widely-used hotel management software is also crucial, enabling them to familiarize themselves with essential management tools before entering the professional workplace.

Furthermore, educational institutions should implement e-learning systems, allowing students to access lectures, complete assignments, and participate in online supplementary courses. This is an effective solution to enhance training quality, particularly in the context of digital transformation in education.

Fourth, strengthening collaboration between educational institutions and hospitality enterprises. The partnership between training institutions and hotel businesses is a crucial factor in providing students with practical experience and developing their professional skills. Therefore, it is necessary to develop a cooperative education program, where students undergo internships at leading hotels following a structured training roadmap,

progressing from familiarization with the work environment to handling managerial responsibilities.

Additionally, industry seminars, business forums, and career mentorship programs should be organized to create opportunities for students to interact with industry professionals and gain insights from experienced experts. These events not only enhance students' understanding of the hospitality industry but also help them establish connections with potential employers.

Moreover, job fairs and recruitment events should be held to facilitate direct engagement between students and hospitality businesses, thereby increasing their employment prospects after graduation.

Finally, enhancing the quality of faculty members. To improve training quality, lecturers must continuously update their practical knowledge and apply modern teaching methodologies. Therefore, institutions should facilitate opportunities for faculty members to participate in hands-on training programs at hospitality businesses, attend industry-specific conferences, and engage in international faculty exchange programs.

Additionally, internal training programs should be organized, providing a platform for lecturers to share teaching experiences, stay updated on the latest hospitality industry trends, and learn from one another. Encouraging faculty members to conduct research and collaborate with businesses in training initiatives will also contribute to improving teaching quality and bridging the gap between theory and practice.

4. Conclusion

Enhancing the quality of hospitality management education in Can Tho City requires a holistic approach, including curriculum modernization, innovative teaching strategies, improved infrastructure, stronger industry collaboration, and faculty development. If these solutions are effectively implemented, they will contribute to producing high-quality hospitality professionals, meeting industry demands, and fostering the sustainable growth of the hospitality sector in Can Tho City ■

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NÂNG CAO CHẤT LƯỢNG ĐÀO TẠO NGÀNH QUẢN TRỊ KHÁCH SẠN TẠI THÀNH PHỐ CẦN THƠ

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TÓM TẮT:

Nghiên cứu này đánh giá thực trạng đào tạo ngành Quản trị khách sạn tại TP. Cần Thơ. Kết quả cho thấy vẫn còn những hạn chế nhất định về nội dung chương trình đào tạo, phương pháp giảng dạy, cơ sở vật chất, sự hợp tác với doanh nghiệp và chất lượng đội ngũ giảng viên. Để nâng cao chất lượng đào tạo, nghiên cứu đề xuất các giải pháp tập trung vào đổi mới chương trình đào tạo, đổi mới phương pháp giảng dạy, nâng cấp cơ sở vật chất, tăng cường hợp tác với doanh nghiệp, phát triển đội ngũ giảng viên để đảm bảo sinh viên tốt nghiệp có đủ kiến thức, kỹ năng và kinh nghiệm thực tiễn khi bước vào môi trường làm việc chuyên nghiệp. Các giải pháp này nhằm mục đích cải thiện chất lượng đào tạo nói chung, đảm bảo rằng sinh viên tốt nghiệp được trang bị đầy đủ kiến thức, kỹ năng và kinh nghiệm thực tế cần thiết khi bước vào môi trường làm việc chuyên nghiệp.

Từ khóa: chất lượng đào tạo, quản trị khách sạn, TP.Cần Thơ.