Innovations in Hospitality and Tourism Education in Vietnam: A Hypothetical Framework

Thao Thanh Luong, Japan Advanced Institute of Science and Technology, Japan
Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

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Abstract

Research Background: In Vietnam, the number of international tourists is increasing, and their needs become more diverse. However, workers in the hospitality and tourism industry do not meet the demands due to a lack of professional skills. Supporting teachers to innovate in teaching and curriculum development thus becomes vital for hospitality and tourism institutions to tackle this skill shortage issue. Nevertheless, scant research focused on factors responsible for educational innovations, particularly in hospitality and tourism education. *Research Purpose*: This paper aims to propose a hypothetical framework for innovations in hospitality and tourism education using the concept of "professional capital" introduced by Hargreaves and Fullan (2012) and the curriculum renewal process by Van Brouwershaven (2018). *Research Methodology*: We adopted a mixed-method approach to address psychological factors, organizational conditions, and macro-environmental factors that influence how teachers foster pedagogical innovations. Qualitative methods include interviewing school administrators and teachers, and documentation which is the researchers' diaries. An online survey is also conducted with 94 teachers in Vietnam to identify factors responsible for innovations in hospitality and tourism education. *Results and Conclusions*: The hypothetical framework for innovations in hospitality and tourism education shows the relationships of three groups of factors, namely teachers' motivational forces, organizational supporting conditions, and macro-environmental factors. Although it needs to be tested in further studies, the suggested framework will help administrators of Vietnamese hospitality and tourism institutions build a motivational strategy to drive teachers' innovative behavior. It will also give directions for developing a training program that provides methods for teachers to initiate and implement innovations.

Keywords: Professional capital, Hospitality and tourism education, Teacher innovative behavior, Organizational innovation climate, Teacher intrinsic motivation, Curriculum renewal

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Background

Hospitality and tourism are among the fast-growing service industries that generate income and jobs worldwide. The substantial growth of this industry is bringing many financial and employment advantages to various emerging countries, of which Vietnam is an example. In 2018, according to the Vietnam National Administration of Tourism (2019), total international tourist arrivals to Vietnam reached over 15 million, increasing 19.9% over the same period in 2017. The country is also estimated to serve 80 million domestic travelers, generating more than 26 billion USD in tourism revenue.

The significant growth of the hospitality and tourism sector in Vietnam is, however, accompanied by the deficiency of skilled labor. There is an annual increase of 40,000 jobs created by this industry nationwide, yet educational institutions only respond to 37.5 percent of this demand (Maclean, Jagannathan, & Panth, 2018). Moreover, recent studies claim that students who graduate from educational institutions in Vietnam are not sufficiently equipped with essential capabilities to perform successfully at the workplace. In other words, the current education system in Vietnam does not adequately provide hospitality and tourism-related skill set for graduates to work in the industry, especially in the international business context (Le, 2017; Le, Klieve, & McDonald, 2018; Losekoot, Lastern, & Tran, 2019). The current labor market needs towards human resources are urging institutions to focus more on improving educational quality. Factors such as globalization, digitization, and the emergence of platform-based business models in the hospitality and tourism industry also make innovations in teaching and learning vital to high-performing educational institutions (Oskam, 2018). Subsequently, Vietnamese institutions need to adopt more innovative approaches in designing educational curriculum and pedagogical practices. Nonetheless, scant research has been done to identify factors responsible for teachers' innovation in pedagogical practices, particularly in the hospitality and tourism education. The purpose of this study is to propose a hypothetical framework for underlying factors that are responsible for innovations in hospitality and tourism education in the Vietnamese context.

Literature review

Definitions and importance of educational innovations

Esteemed authors have attempted to construct definitions for innovation. For example, Machiba (2010) refers to innovation as "the overarching concept that provides direction and vision for pursuing the overall societal changes needed to achieve sustainable development". Innovation is also characterized as the purposed invention, initiation, and implementation of original ideas within a professional group or organization to bring advantages to the group or the organization (Klaeijsen, Vermeulen, & Martens, 2018). From the perspective of knowledge science, Nakamori (2020) asserts that innovation can be represented by a triad showing three different types of knowledge: rational knowledge, intuitive knowledge, and social knowledge. This author also believes that business managers who adopt the knowledge triad to create innovations will be able to achieve strategic goals. In a more specific context, Jayawardena (2019), who chaired the four academic conferences on hospitality and tourism management in 2017 and 2018, attempted to capture the redefinition of

"innovation" by conference delegates. This author concludes that "innovation is the art of implementing new ideas to improve productivity, products, and services while enhancing customer satisfaction, revenues, and profitability." This definition has been analyzed and summarized from 13 latest papers on innovation in tourism from 17 different countries. Its emphasis is on the relevance of innovation to all macro- and micro-level perspectives of the hospitality and tourism industry. Noticeably, this author, Jayawardena (2019), also mentions the needs to have innovations in hospitality pedagogy and how these needs are responded by the government of the United Arab Emirates to foster a culture of change not only in hospitality and tourism industry but also in the whole country.

Most studies refer to innovation as a significant resource for human beings. In the educational field, for example, changes and innovations are a clear priority in reputable institutions worldwide (European Commission, 2010; Hargreaves, Lieberman, Fullan, & Hopkins, 2010; Law, Yuen, & Fox, 2011; Levin, 2008). As a result, in recent years, researchers have focused more on defining and evaluating educational innovations. For instance, Foray and Raffo (2012) refer to educational innovations as new tools, practices, technologies, or systems that are developed and shared to improve educational quality. In a more general way, educational innovations can be defined as the whole process of developing and implementing new ideas in the educational environment. Such purposes need to be formed through collaboration and accumulation to effectively respond to the environmental changes which institutions are confronting nowadays (Leadbeater, 2012).

Nevertheless, numerous researchers also raise the concerns that defining innovations merely is not sufficient. The value of educational innovations must be determined by whether such innovations are feasible and thus could be implemented successfully. For example, Díaz-Gibson, Civís, Fontanet, López, and Prats (2019) insists that while educational innovations may be new, it is not equivalent to success or effectiveness. Reid and Baker (2018) add that developing educational innovations requires a methodological approach in which educational gaps have to be diagnosed. Moreover, the process of evaluating the effectiveness of such innovations in filling the gaps needs to take place.

In the field of hospitality education, the importance of innovation is emphasized by Oskam (2018), who argues that globalization, digitization and the development of platform-based business models require educational institutions to be at a higher degree of readiness in designing long term strategies that are contrary to the traditional pedagogical approaches. Airey and Tribe (2000) also emphasize that only by creating new ideas and knowledge for better solutions, hospitality education can "refresh itself and maintain its relevance, whether for the world of work or beyond". That is to say, the hospitality and tourism profession has developed in such a way that a single approach, for example, a vocational approach to skills and techniques, to construct educational curriculum is no longer sufficient. The increased complexity in the environment has urged institutions to seek systematic and innovative methods to ensure that education is responding to the worldwide operations of the industry, the advances in technology and the changes in consumers' expectations (Oskam, Chapter 15: Conclusion: The Future of Hospitality Education, 2018). Similarly, Nadkarni and Morris (2019) refer to the specific context of Dubai, a country known for its fast-growing hospitality and tourism, to highlight that the sustainable development of this

industry depends on the human capital, which requires not only the education process itself to be more innovative, but also the support from the macro-level aspects. Accordingly, the United Arab Emirates (UAE) Ministry of Education (MoE) collaborated with Standford University to launch the three-year UAE Standford Innovation and Entrepreneurship Educational Initiative (Ministry of Education, UAE, 2016), in which teaching staff from UAE received training from Standford University to construct and implement courses on innovation and entrepreneurship at their institutions. In brief, it is evident that exploring educational innovations and finding factors fostering such innovations in the digital era of hospitality and tourism education is significantly essential in many different areas of the world.

Motivational forces that influence teachers' innovations in hospitality and tourism education

When referring to the motivations that drive teachers to create innovations in their teaching practices, Hargreaves and Fullan (2012) introduce the concept of "Professional Capital", in which there are three components supporting teachers and institutions' innovation. These components, titled Human Capital, Social Capital, and Decisional Capital, provide a useful structure to identify factors that encourage pedagogical innovations. Holdsworth and Maynes (2017) have adopted this "Professional Capital" framework to build better insights into how teachers and institutions initiate and implement innovation. Such ideas were listed as nine emergent themes influencing teachers' innovations and connecting to the three components of the framework. These themes include "teacher attitude and beliefs, teacher emotions, student engagement, the role of collaboration, school structure, relational trust, professional learning, the perception of support, and school leadership". However, since the qualitative study by Holdsworth and Maynes (2017) based mainly on case studies and small samples, it thus could not be generalized to other contexts. It is also worth noticing that esteemed authors such as Hargreaves and Fullan (2012) attempt to identify factors that drive teachers' innovations in a general context. More studies are needed to extend the work of these authors by combining both quantitative and qualitative research in identifying conditions that support teachers' innovativeness in a specific field such as hospitality and tourism education.

In addition to innovations in pedagogical practices in hospitality and tourism education, it is also necessary for educators to focus on factors influencing curriculum renewal. Van Brouwershaven (2018) states that the board of directors, management, and other stakeholders need to facilitate the process of curriculum renewal to achieve the benefits of educational quality and school competitiveness. Therefore, it is vital to identify factors that are responsible for such a process. Van Brouwershaven (2018) and Viglia, Pelloia, and Buhalis (2018) have attempted to explore these factors and found that educational facilities, school stakeholders, ICT changes in the industry, and education alignment, which is defined as the process of delivering educational programs and the management functions, are critical elements for curriculum to be developed. Although the study by van Brouwershaven (2018) provides a detailed framework for educational alignment in curriculum renewal to guide educational organizations towards better quality, it did not suggest scoring rubrics for using this framework to serve quality assurance purposes. Moreover, the study had limitations as it based mostly on the author's personal experiences gained through the Bachelor curriculum renewal project at Hotelschool the Hague in 2015.

Besides the most recent study by Van Brouwershaven (2018), other studies also focus on curriculum renewal for hospitality and tourism education. For example, by introducing theoretical means to foster curricular innovation, Munar and Bødker (2015) highlight the need to pursue a curriculum expansion because of the present advanced technology and industry evolution. These authors believe that the future of tourism education depends on the diversity of interdisciplinary approaches that researchers in the field will adopt to propose the continuous renewal of the educational curriculum for hospitality and tourism education. Similarly, Millar and Park (2013) also imply in their study on the sustainability of the hospitality and tourism industry, stating that the hospitality curriculum should always be updated and progressive to engage students and equip them with the necessary competence to succeed in their careers in the industry. Last but not least, Catrett (2018) highlights that while attempting to initiate curriculum innovations to meet industry requirements, most European hotel schools did not abandon their existing vocational or practical orientations. In fact, they have evolved a hybrid model of business and technical education. For example, The Hague or Vatel began to incorporate a significant portion of management education in their current curricula despite being criticized by other European practice-based technical-training institutions for no longer being a genuine hotel school.

Despite numerous definitions established for innovation in various fields and the increasing concerns in the needs to have educational innovations, very few researches focused on innovations in terms of pedagogical practices and curriculum development, especially for the hospitality and tourism industry. We need more research to identify factors that are responsible for innovation in education of this fast-growing industry. Also, since these factors are challenging to measure quantitatively, research on this discipline was based merely on the qualitative approach. Therefore, combinations of both qualitative and quantitative research methodology are needed to have more comprehensive studies on this topic.

Educational innovations in Vietnamese hospitality and tourism education

Vietnam is among the Association of Southeast Asian Nations (ASEAN), where tourism is an essential source of foreign exchange income and employment opportunities (Rawat, Bouchon, & Nair, 2015). Hampton, Jeyacheya, and Pham (2018) report that the tourism industry contributed a total of around 9.3 percent of Vietnam's GDP in 2014 and thus has become a national strategic industry. In 2018, total international tourist arrivals to Vietnam reached over 15 million, increasing 19.9% over the same period in 2017. The country is also estimated to serve 80 million domestic travelers, generating more than 26 billion USD in tourism revenue (Vietnam National Administration of Tourism, 2019).

According to Buzinde et al. (2018), although Vietnam is the fastest growing economy in Southeast Asia and "an increasingly formidable player in the regional tourism arena", the country is still struggling to address its workforce issues. Many esteemed authors explain that the current education system in Vietnam does not adequately equip graduates with sufficient skills and abilities to work successfully in the industry, especially in the international business context (Le, 2017; Le, Klieve, & McDonald, 2018; Losekoot, Lastern, & Tran, 2019). While analyzing the motivational forces that encourage Vietnamese students to enroll in tourism degrees, Buzinde et al. (2018)

suggest that students' motivation to join hospitality and tourism degrees appear to form a hierarchy with knowledge at the top. This study implies that to achieve student retention, educational institutions need to adopt pedagogical approaches that can effectively provide students with the necessary knowledge and skills to succeed in the industry. Another study by Tran and Nguyen (2018) also emphasizes that greater attention needs to be paid to engaging students in the field of hospitality and tourism. The authors claim that institutions need to seek innovative approaches such as work-integrated learning to improve the learning experience of students. Likewise, Le, Klieve, and McDonald (2018) believe that Vietnamese hospitality and tourism institutions lack effective responses to labor market needs. This deficiency is caused by insufficient policies to facilitate the partnership between enterprises and educational institutions towards constructing curricula and pedagogical approaches that meet industry requirements.

In brief, Vietnam appears to be an example of an ASEAN country where the fast-growing hospitality and tourism industry pose numerous labor challenges, among which lacking quality training and education services is evident (Hampton, Jeyacheya, & Pham, 2018). That is to say, educational institutions play an important role in building human capacity to address the labor challenges of a tourism-dependent nation like Vietnam. Institutions thus need to adopt more innovative approaches in which the linkage between education and industry is better strengthened. Accordingly, educational curriculum needs to be progressively updated to respond to the rapid environmental changes in the industry. Also, innovative pedagogical practices are required to engage and inspire students. These approaches are not only to retain these students but also to equip them with appropriate skills and attitudes needed to succeed in the workplace.

Moreover, it is worth noticing that developing any educational innovations requires the systematic and methodical processes to identify the educational gaps and verify whether the innovative practices fill in these gaps. To put it differently, Reid and Baker (2018) assert that successful educational innovations require "needs assessment, design and intervention, testing and analysis, evaluation of intervention, and determination of learning retention." Therefore, any studies focusing on constructing and implementing innovations for hospitality and tourism education in Vietnam need such approaches to validate the innovations' success in achieving educational goals. Nonetheless, there have been few researches which concentrate on building and testing innovations, especially for the hospitality and tourism education of an emerging country like Vietnam. We need more research on this discipline to guide teachers towards more effective pedagogical methodology and curriculum renewal to successfully address the existing workforce issues.

Research methods

A study was conducted to identify factors responsible for innovations in hospitality and tourism education in Vietnam. Accordingly, this paper attempts to answer the following questions:

> *RQ1:* How can innovations in hospitality and tourism education in Vietnam be defined and illustrated?

RQ2: Which psychological factors encourage Vietnamese teachers to initiate and implement innovations in hospitality and tourism education?

RQ3: Which organizational conditions support teachers' innovations in the hospitality and tourism institutions of Vietnam?

RQ4: Which factors in the macro-environment urge Vietnamese teachers to innovate in their teaching and developing the hospitality and tourism curriculum?

The study was carried out as a mixed-method research. The mixed approach was chosen because it allows the research problems to be investigated in depth. The qualitative methods include 20 semi-structured interviews and documentation, which is the researcher's diaries. The quantitative approach was also applied with 94 online surveys. Complementing the data in this way helps to explore the Vietnamese teachers' perceptions of educational innovations and factors responsible for such innovations.

Results

Characteristics of the participants

Qualitative data are obtained through 20 semi-structured interviews carried out with a representative sample of Vietnamese institutions' administrators and teachers in hospitality and tourism education. Seven of the 20 interviewees are principals, and vice principals participating in the interviews are administering the largest hospitality and tourism institutions in the South of Vietnam. Thirteen of them are teachers from four universities and vocational colleges in Vietnam, which specializes in delivering education and training programs in hospitality and tourism. Each interview lasted approximately 45 minutes. The interviews aimed to find out how each teacher defines and illustrates educational innovations and the extent to which the school administrators and the teachers value the importance of educational innovations. In addition, the interviews focused on which factors encourage teachers to initiate and implement innovations in their teaching. The school administrators were also asked if they consider having curriculum renewal and which factors are responsible for such development in the educational curriculum of the institutions.

Quantitative data are collected through an online survey, into which answers from the qualitative methods were incorporated. 94 teachers from different organizations and institutions in Vietnam participated in this online survey, which was open from December 26, 2019, to January 4, 2020. Besides demographic information, participants were requested to rate the importance of educational innovation to their institutions and the labor requirements in the industry. They were also asked to list some of the most recent innovations they have made in their teaching, and the factors which they think are significant in driving their innovativeness in education. In addition, participants were asked to rank the three groups of factors that influence their innovative teaching. These include: (1) the psychological factors, which comprise of their beliefs, attitudes, and self-efficacy; (2) the organizational conditions consisting of school structure, leadership, collaboration, and facilities; (3) the macro-environmental factors which refer to the technological changes in the industry, the labor requirements in the industry, the demographic forces of the country, and the

governmental support towards institutions. Table 1 shows a summary of the survey structure.

Section	Question groups	Details
1	Demographic and background	Gender, Age, Qualifications, Types of Workplace, Workplace Sectors, Teaching Experience
2	Rating the importance of educational innovation to the institutions and the labor requirements in the industry	A 4-point response scale from 1-not important at all to 4-very important
3	Select or list most recent innovations respondents have made in their teaching	Answers from the interviews were provided for respondents to select. Respondents can also add more answers.
4	Select or list factors which respondents think are significant in driving their innovativeness in education	Answers from the interviews were provided for respondents to select. Respondents can also add more answers.
5	Rank the three groups of factors that influence their innovative teaching	Three groups of factors for ranking: (1) the psychological factors, (2) the organizational conditions; (3) the macro-environmental factors

Table 1 Summary of the survey structure

The background of the survey participants is summarized in Table 2. The percentages of male and female participants are nearly similar with 51% for male and 49% for female. The participants were predominantly teachers from vocational colleges with (68.1%), followed by enterprises' trainers (22.3%), and 8.5% of participants are university lecturers, only one teacher works as a free-lance trainer. Survey respondents are also predominantly aged between 31 and 41 years (41.4%). Those aged from 41 to 50 years comprise a slightly lower percentage of the total (25.5%), teachers who are from 51 to 60 years old account for approximately 18.1%, while the youngest and the oldest group account for lowest percentages (around 6% each).

Regarding the highest qualifications of the teachers who participated in the online survey, the majority (52.1%) had a Bachelor's Degree working mostly at vocational colleges, followed by those with a Master's Degree (34%). While college graduates and those with other qualifications such as professional certification comprise 9.6% of the total, only 4.3% of participants obtained Doctor Degree, most of whom are teaching at universities.

The participants were predominantly teachers working in the vocational colleges in the public sector or owned by government-owned enterprises (64.9%). The second largest group accounts for 22.3% of participants. These people are trainers at three different types of enterprises, which include private, state-owned, and foreign-investment ones. Lecturers at universities comprise of the smallest percentages, with only 6.3% teaching at public universities and 2.1% at private higher institutions. This distribution attempts to represent the overall hospitality and tourism annual workforce, which are supplied by educational institutions in Vietnam. According to Luu (2016), the total annual workforce provided by educational institutions for the

hospitality and tourism industry in Vietnam is approximately 22,000 graduates, among whom only 8.1% are from universities, while vocational colleges contribute 92.3% of this annually created labor pool.

Regarding teaching experience, participants having 5 to 10-year experience in teaching comprise 39.4% of the total. Those with more experience (10 – 15 years) account for 26.6%, followed by the most senior teachers (more than 15-year teaching experience) with 17%, the smallest group is also those with the least teaching experience (less than one year) (3.2%).

		Types of Workplace				Total
		Vocational College	University	Enterprise	Others	
Gender	Male	31	4	12	1	48
	Female	33	4	9	0	46
	Age 25-30	4	0	4	0	8
	31-40	30	4	5	0	39
	41-50	15	3	6	0	24
	51-60	11	1	4	1	17
	>60	4	0	2	0	6
Qualifications	College Graduate	7	0	0	0	7
	Bachelor	41	0	8	0	49
	Master	14	5	12	1	32
	Doctor	0	3	1	0	4
	Others	2	0	0	0	2
Workplace Sectors	Public	4	6	0	0	10
	Private	3	2	6	0	11
	State-owned Enterprise	57	0	6	0	63
	Foreign Investment	0	0	9	0	9
	Others	0	0	0	1	1
Teaching Experience	Under 1 Year	1	0	2	0	3
	1 Year - Less Than 5 Years	3	3	7	0	13
	5 Years - Less Than 10 Years	32	1	4	0	37
	10 Years - Less Than 15 Years	17	2	5	1	25
	More Than 15 Years	11	2	3	0	16
Total		**64**	**8**	**21**	**1**	**94**

Table 2 Background of 94 participants

The importance of educational innovations

Both qualitative and quantitative data reveal that all participants from different types of hospitality and tourism institutions in Vietnam agree that educational innovations are important not only to the success of the institutions but also to the current labor issues in this industry in Vietnam. Accordingly, 100% of participants agree that

educational innovations are essential to the development and competitiveness of institutions, with 78.7% selected the highest rating ("very important"). In addition, the majority (97.9%) are also aware of the significant role of educational innovations in solving the labor quality issues of the industry workforce. Table 2 summarizes these ratings as follows:

Definitions and examples of educational innovations

Qualitative data reveal that most participants have definitions that are similar to those in the existing literature. Participants refer to educational innovations as new tools, practices, technologies, or systems that are developed and shared to improve educational quality. Interviewees, who are school administrators, also define educational innovations as processes of developing and implementing new ideas in the educational environment. In addition, when asked whether they have recent innovations in their teaching, 73.4% of online survey respondents replied "yes". They listed group discussions (64.9%), educational games (62.8%), case studies (59.6%), role play (47.9%), Internet and online platform-based activities (27.7%), project-based learning (16%), guest speakers (panel talks) (7.4%), and social media (6.4%) as their most recent pedagogical initiatives. Also, 60.6% of survey participants revealed their eagerness at the highest level ("very eager") to apply new teaching methods or tools if these innovations are introduced and explained for them. These results show that most participants from all different age groups and types of institutions express their attempt to implement educational innovations and their willingness to try the new tools or methods if these are well defined and demonstrated to them.

Regarding curriculum development, when requested to give opinions on a hybrid model incorporating business management with vocational education, most participants in both the interview and the survey agreed that this incorporation is necessary for the educational curriculum to meet the requirements of the industry and the development of the institutions. Accordingly, 5 out of 6 school administrators agreed in the interview that Vietnamese institutions must combine both management education with vocational training in their curriculum to meet the typical requirements of the hospitality and tourism industry. Similarly, 80.9% of survey respondents claim that hospitality and tourism institutions need to integrate both the business management approach and technical training approach into the educational curriculum.

Factors responsible for teachers' innovations

Interview participants listed numerous factors that drive institutions towards curriculum renewal and teachers' pedagogical innovations. These factors can be grouped into three different categories: (1) teachers' psychological factors which were described as teachers' beliefs and attitudes, their self-efficacy, and how they internalize schools' goals into their personal goals; (2) organizational conditions which support and encourage teachers to initiate and implement pedagogical innovations, for example, school structure and leadership, relational trust, collaboration between colleagues, professional learning opportunities, and school facilities; and (3) macro-environmental factors which are responsible for what drive curriculum renewal. These macro-environmental factors include (i) information technological advances in the industry, (ii) industry needs and economic forces, (iii)

demographic forces, and (iv) governmental guidance and support towards curriculum design. When incorporated into the survey, these factors also received high percentages of agreement from respondents. Specifically, 67% of survey participants ranked teachers' psychological factors as the most critical influence on whether teachers initiate and implement their pedagogical innovations. This percentage for the group of organizational conditions is 30.9%, making these organizational elements the second essential group of factors responsible for educational innovations in hospitality and tourism institutions in Vietnam. Most participants rated macro-environmental factors as the third position in influencing the nurturing and implementing processes of educational innovations. However, in the interview, most school administrators emphasized that these macro-environmental factors are especially significant to the operation of curriculum renewal in these organizations.

Conclusion: **A hypothetical framework for innovations in hospitality and tourism education in Vietnam**

This paper aims to define and illustrate innovations in hospitality and tourism education in Vietnam. The study's primary goal is to propose a hypothetical framework for innovations in hospitality and tourism education using the concept of "professional capital" introduced by Hargreaves and Fullan (2012), and the curriculum renewal process by Van Brouwershaven (2018). Figure 1 reveals this hypothetical framework, which shows the theoretical relationships of three groups of factors, namely teachers' psychological forces, organizational supporting conditions, and macro-environmental factors.
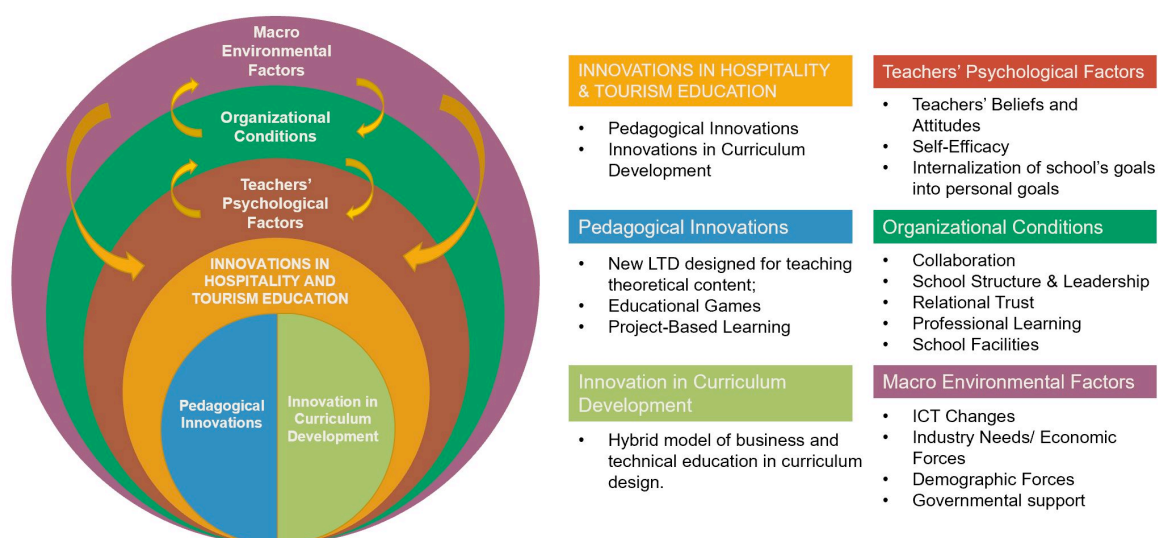

Figure 1: Hypothetical Framework for Innovations
in Hospitality and Tourism Education in Vietnam

According to this hypothetical framework, innovations in hospitality and tourism education can be defined as new tools, practices, technologies, or systems that are developed and shared to improve educational quality. Such innovations can be grouped into two main types: innovative pedagogical practices and curriculum innovations. Based on the interview and survey results, as well as the researcher's documentation and professional experience, the study proposes several illustrations for each of these types of innovations. For example, the pedagogical innovations to

help to teach more effectively include a new Learning-Through-Discussion method designed and customized for teaching theoretical content in the hospitality and tourism curriculum, educational games, and project-based learning. After these methods are designed, they will be evaluated through educational experiments to verify their effectiveness. The process of designing and conducting these experiments may contribute to the development of a training program that provides methods for teachers to initiate and implement pedagogical innovations. Similarly, an example of innovations in curriculum development is to build a hybrid model of business management and technical education in hospitality and tourism education. However, evaluating these curriculum innovations require more approaches rather than just educational experiments. There should be a mixed approach of both qualitative and quantitative methods to assess whether such hybrid models effectively meet the requirements of the institutions and the industry, and thus help address the labor issues in the hospitality and tourism industry in Vietnam.

To foster these educational innovations, the hypothetical framework suggests three groups of factors: (1) teachers' psychological factors which are described as teachers' beliefs and attitudes, their self-efficacy, and how they internalize schools' goals into their personal goals; (2) organizational conditions which support and encourage teachers to initiate and implement pedagogical innovations, for example, school structure and leadership, relational trust, collaboration between colleagues, professional learning opportunities, and school facilities; and (3) macro-environmental factors which are responsible for what drive curriculum renewal in hospitality and tourism institutions; these include (i) information technological advances in the industry, (ii) industry needs and economic forces, (iii) demographic forces, and (iv) governmental guidance and support towards curriculum design. A further research question is whether there are significant relationships among these psychological, organizational, and macro-environmental factors in fostering Vietnamese teachers' innovations in the field of hospitality and tourism education. Although these relationships need to be investigated and tested in our future studies, we believe the suggested framework will help administrators of Vietnamese hospitality and tourism institutions construct a motivational strategy to drive teachers' educational innovations. Such strategies start from assessing the extent to which the institutions are providing enough conditions for encouraging teachers to initiate and implement their innovations in teaching. While more research is being conducted to explore factors that are responsible for innovations in hospitality and tourism education in Vietnam, it would be reasonable for administrators and leaders in these institutions to pay more attention to their organizational conditions which can create the environment for teachers to innovate and improve their teaching.

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Contact email: luong.thanh.thao@jaist.ac.jp
kim@jaist.ac.jp