



A Multidimensional Study on Vocational Quality Evaluation of Higher Vocational Hotel Management Students

--A Case Study of Guangxi Vocational University of Agriculture

Yiqian Wei^{1,2*}, Sirikorn Tosati¹, Tanaput Chancharoen¹

¹Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

²Guangxi Vocational University of Agriculture, Nanning, Guangxi, China

*Corresponding Author Email: dear michelle@qq.com

Abstract. The purpose of this paper is to understand the multi-dimensional evaluation of professional quality of hotel management students through the investigation of hotel management students, teachers and hotel enterprises in Guangxi Vocational University of Agriculture. The research samples were from 100 graduates, 320 students and 25 professional backbone teachers of hotel management major in Guangxi Vocational University of Agriculture, and 220 employees of 34 hotels in Guangxi. The results are as follows: 1. Students' self-evaluation results show that they think their professional quality can reach a good level, among which fresh graduates are higher than graduates; 2. Teachers have high requirements on students' professional quality, and the evaluation result of students' professional quality is medium; 3. As an employer, business experts have high requirements for hotel management students.

Keywords: Hotel management major, Student professional quality evaluation, Career evaluation dimension

1 Introduction

In recent years, vocational education has been attached great importance by the national and local governments. Especially since The State Council released the Implementation Plan of National Vocational Education Reform in February 2019, numerous policies related to vocational education have been introduced at the national level and local governments at all levels have responded by formulating local policies and detailed rules (Xia Shiyang,2022) ^[1].

The basic logic of hotel management talent evaluation index is mainly reflected in: High-quality talents are needed for hotel transformation and upgrading(Wang Liangyan,2021)^[2];The hotel is gradually shifting from traditional offline marketing to online Internet marketing, management is more intelligent and humanized. In order to comply with the development trend of the industry, the hotel can not be separated from the

escort of high-quality talents; The new development of accommodation business requires high-quality talents (Zhou Lan,2020) [3].

2 Theories and related researches

2.1 Theories

Multidimensional professional quality evaluation.

Dimension is the number of abstract concepts that things "relate to"^[4]. The application in the dimension of professional quality refers to the personal conditions that an individual, as a certain professional role, must possess in order to fulfill his specific functions and responsibilities and exert his specific influence and role. Multidimensional professional quality evaluation is a standard evaluation system that can meet the needs of employers and take into account the diversified development needs of students.

Professional quality.

The definition of professional quality is: Under certain psychological and physiological basic conditions, different professional individuals finally possess the sum of various elements required for social occupation, including psychological and moral character, values, knowledge, body, ability and attitude, through various ways, including self-learning and certain acquired education, as well as practice and comprehension ^[5].

Hotel management major.

Hotel Management major in vocational college (major code 640105), the basic study period is 3 years, the goal is to cultivate students with all-round development of morality, intelligence, physical beauty, good professional ethics and humanistic quality, able to master the basic knowledge of hotel service and operation management, and have good language communication, operation management and teamwork ability^[6].

2.2 Related Researches

Starting from the field of tourism, students majoring in tourism management in the university were taken as the research objects and the measurement dimension of tourism education service quality was finally determined through appropriate modification of the scale, and SERVQUAL model was concluded to be suitable for managers to evaluate and measure the quality of tourism education service in universities (MarkovaSusana, 2006)^[7]. In a university in Brazil, students and teachers of tourism management major analyzed their respective expected and actual perceived teaching service quality, so that teachers could adjust teaching according to students' feedback information in a targeted way (Leal, 2010)^[8]. Foreign scholars took the gap between the expectation and the actual perception of hotel management students as an important

indicator to evaluate the teaching quality, and conducted a survey and research on the satisfaction of higher education students in Ankara (Gonca, 2011)^[9].

In addition to vocational skills, hotel management students in higher vocational colleges also need interpersonal skills and organizational and coordination skills (Zhang Qiaolian, 2017). Hotel management students must first have the professional knowledge and skills of front office reception service, room service, catering service, cashier, finance, etc. Secondly, they should have the professional emotion of the hotel industry, such as the identity of the hotel industry, industry norms, professional ethics, etc., and thirdly, they should have the interpersonal skills, and finally, the organization and coordination ability.

The first is the "class in class" mode, which uses various teaching methods to enable students to complete ideological and political education before, during and after class to promote their career growth. The second is the "live" ideological and political class mode of social class, which helps students realize ideological and political education in social practice and complete the goal of professional quality training through social class. In China, the fuzzy analytic Hierarchy Process (AHP) is combined with the fuzzy comprehensive evaluation method to construct the hierarchical structure model of the evaluation index of college students' comprehensive quality, and the multi-factor comprehensive quantitative evaluation of college students' quality is carried out^[10].

In the evaluation of the subject. When vocational colleges conduct comprehensive assessment on students, teachers of various disciplines are the main body to assess students' abilities. Such evaluation system that only takes teachers as the main body ignores the differences of other subjects' assessment on students' vocational abilities, and the evaluation subjects lack comprehensive and authoritative assessment (Zhao Yan, 2015). In terms of evaluation content. Vocational education should not only train technical talents in line with the development needs of modern society, but also train students to become a social professional with ideals, ethics, cooperation and learning^[11]. In terms of evaluation methods. The evaluation of students' vocational ability should adopt the diversified ways of student self-evaluation, mutual evaluation and teacher evaluation, which changes the traditional single evaluation way^[12].

3 Research methodology

The survey samples of higher vocational colleges are all from the hotel management major of Guangxi Vocational University of Agriculture. The survey population includes 100 graduates, 320 students and 25 professional backbone teachers. The population includes 34 enterprises with 220 employees. According to the Table for Determining Sample Size of a Known Population (Krejcie & Morgan 1970), 80 graduates and 175 students were randomly selected as the sample of students, 24 professional backbone teachers were randomly selected as the sample of teachers. There are 140 persons under investigation on the enterprise side.

Through the collection of a large number of literature materials, the design of "hotel management students professional quality evaluation table", the evaluation of professional quality in the table includes "professional moral quality", "basic professional

quality", "key professional quality" and "professional quality", "developmental professional quality" with a total of 21 secondary indicators (Chen Ruiping, 2016). The five-level Likert scale was used for five-level evaluation, and the corresponding values were 5, 4, 3, 2 and 1 points, respectively.

From the end of May to June 2023, the author conducted the Professional Quality Evaluation table for Hotel management among students, graduates and professional teachers majoring in hotel management in Guangxi Vocational University of Agriculture and some hotel enterprises in Guangxi students' survey. Through random sampling, questionnaire star program was used as the medium to send out questionnaires, and the recovered contents ensured the recovery rate and reliability of questionnaires.

4 Results of research

4.1 Analysis of the current situation of students' professional quality and their adaptation to the needs of enterprises

As can be seen from Table 1, the self-evaluation of students' professional quality, the evaluation of graduates' quality by enterprise experts, and the overall evaluation of teachers' evaluation of hotel management students in higher vocational colleges are compared. As for the praise rate above "good" level, enterprise experts are higher than the other two, and it can be seen that enterprises are generally satisfied with the evaluation of professional quality of today's higher vocational students.

Table 1. Comparison of student self-evaluation, employee evaluation and teacher evaluation in comprehensive evaluation of students' professional quality

Alternative options	Students self-evaluation		Valuation of enterprise		Teachers evaluation	
	Select number of people	percent-age occupied	Select number of people	percent-age occupied	Select number of people	percent-age occupied
Select 5 points (excellence)	36	14.1%	31	22.2%	4	16.7%
Select 4 points (good)	190	74.5%	96	68.6%	13	54.2%
Select 3 points (medium)	29	11.3%	13	9.3%	7	29.2%
Select 2 points (qualified)	0	0	0	0	0	0
Sum total	255		140		24	

Table 2 shows that enterprises pay most attention to the professional quality of vocational students. The top five items in terms of important procedures are communication and coordination ability, teamwork ability, hard-working, sense of responsibility, and independent learning ability.

Table 2. Statistics on the professional quality of employees valued most by hotel enterprises (top 5 items of importance)

Professional quality option	Select number of people	percentage occupied
Communication and coordination ability	128	91.4%
Teamwork	90	64.3%
Bear hardships and stand hard work	72	51.4%
Responsibility	61	43.6%
Autonomous learning ability	52	37.1%
Sum total	140	

It can be seen from Table 3 that after internship and work, vocational graduates in hotel management believe that the most important professional quality is professional skills.

Table 3. Statistics of the most important professional qualities considered by graduates after internship and work (top 5 items of importance)

Professional quality option	Select number of people	percentage occupied
Professional skill	68	85%
Attitude toward work	52	65%
Professional consciousness	49	61.3%
Career identity	38	47.5%
Teamwork	35	43.8%
Sum total	80	

Through the evaluation of each professional quality index in Table 4, comparing the self-evaluation of graduates and the evaluation of graduates' quality by enterprise experts, it is found that there are obvious differences in the scores of professional skills. The scores of professional skills in enterprises are relatively low, and the professional skills of vocational students need to be strengthened.

Table 4. Enterprise side's evaluation of graduates' professional quality

Professional quality option	Select number of people	percentage occupied
Professional consciousness	111	79.3%
Bear hardships and stand hard work	87	62.1%
Teamwork	76	54.3%
Occupational planning	62	44.3%
Position operation ability	48	34.3%
Sum total	140	

5 Conclusion

Based on the above statistical analysis of the survey data, it can be concluded that: in terms of professional quality evaluation of students majoring in hotel management in Guangxi Vocational University of Agriculture, students think that they have good

professional quality; Teachers have high requirements for students' professional quality, and their evaluation of students is in the middle level. Enterprises, as employers, have a high demand for vocational students. The comprehensive analysis results show that the mismatch between the important evaluation indicators of vocational college students' professional quality and the needs of enterprises and employers is more prominent, mainly reflected in the aspects of professional ethics and key professional quality.

Therefore, it is necessary to establish a scientific and reasonable professional quality evaluation standard and system, and truly realize the multi-dimensional content, comprehensive index, multiple subjects and multiple methods of students' professional quality evaluation, so as to promote the healthy development of vocational education and the all-round development of vocational students' personality.

References

1. Xia Shiyang.(2022). An analysis on the talent cultivation path for undergraduate students majoring in Hotel Management from the perspective of excellent traditional culture. *Journal of Shanghai second industrial university* (01), 79-84. <https://www.cnki.net/>.
2. Wang Liangyan.(2021). Practical teaching of Hotel Management students in higher vocational colleges. *Scientific Consulting (Science and Technology · Management)*(09),37-38. <https://www.cnki.net/>.
3. Zhou Lan. (2020). Study on comprehensive evaluation system of learning effectiveness of hotel management students in higher vocational colleges. *Science Tribune (ten-day)* (34), 25 to 27. <https://www.cnki.net/>.
4. Li Ying. (2020). Improvement and countermeasures of vocational quality of hotel management students. *Journal of Yanbian Institute of Education* (04),81-83. <https://www.cnki.net/>.
5. Carl L,Nadine E. (2010).The development of student teachers professional identity. *European Journal of Teacher Education*.3-18. <https://www.tandfonline.com/doi/abs/10.1080/02619760903457735?journalCode=cete20>
6. Luo Yimin.(2021). Research on Vocational intelligent hotel talent training under the background of "Internet Plus". *Literature and Education Materials* .(15),161-163. <https://www.cnki.net/>.
7. Markovic S.(2006).Expected service quality measurement in tourism higher education.*Nase Gospodarstvo:NG*,2006,52(2):86.
8. Leal S R.(2009).Quality in tourism higher education in Brazil:The voices of undergraduate students.*University of Surrey*,2009.
9. Guzel,Sahin,Gonca.(2011).A Research on Expectation and Perception of Service Quality in Tourism Education at University Level in Ankara. *Journal of Business Research*,(4):49-65.
10. Zhou Y. (2015). On the evaluation standards of vocational quality of tourism students in higher vocational colleges. *Science and technology Wind*. (24),221. <https://www.cnki.net/>.
11. Chang Weifeng. (2015). An analysis on the training mode of innovation quality for hotel management students in Higher vocational colleges. *Journal of Jiyuan Vocational and Technical College*.111-114. <https://www.cnki.net/>.
12. Guo Dongdong, Lin Qiyao, Xie Nianwei. (2022).Research on the status quo and problems of comprehensive quality evaluation of applied colleges and universities in Shaanxi Province. *Science and Technology Wind*. (35),163-165. <https://www.cnki.net/>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

