



Research on the Quality Evaluation of Higher Vocational Tourism Professionals Under the Perspective of Comprehensive Quality Promotion

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Abstract. The improvement of students' comprehensive ability reflects the quality and level of talent training in universities. From the perspective of higher vocational college students' comprehensive ability literacy influence factors, the paper selects the tourism management major of Heyuan Polytechnic for empirical research. The survey includes four dimensions in the past three years: the career goal clarity of freshmen majoring in tourism management, the professional recognition of each school year, students' learning initiative, and the quality satisfaction of school education represented by the satisfaction of education and teaching. The paper observes the growth rules of students from the perspective of students, monitors the effectiveness of teaching management, and puts forward targeted strategies for the optimization of the management and evaluation mode of higher vocational tourism management major.

Keywords: Comprehensive quality, Tourism vocational education, Talent training, Quality evaluation.

1 Introduction

The quality of talent training in institutions of higher learning is the carrier of the education quality of higher vocational colleges, the core quality of higher education, and the concentrated embodiment of the meeting degree of the training of talents, the realization degree of the goals of institutions of higher learning, and the development degree of students' subjectivity[1]. The core of improving quality of higher education is to improve the quality of talent training. The improvement degree of students' comprehensive ability and accomplishment directly reflects the quality of talent training, and indirectly reflects the level of talent training in colleges and universities.

Tourism education abroad began in Europe and was initially developed by European vocational schools. Foreign related studies are relatively limited. Busby.G (2001) pointed out that tourism education is a relatively new field developed from vocational education, and focused on the balance between vocational and academic nature of higher tourism education. They believed that higher tourism education courses are usually vocational, and educators should emphasize the cultivation of tourism management

talents with knowledge and technology[2]. Marion Stuart-Hoyle (2003) evaluated the current situation of UK tourism education. He believed that students receive tourism education to prepare for their work in the tourism industry, and most of the tourism school programs aim to teach professional skills. From the perspective of teaching content, all courses are divided into vocational courses and academic courses, both of which are preparations for students to enter the tourism industry[3]. By searching the research direction of talent training quality of tourism management major in higher vocational colleges on China Knowledge Website, scholars have contributed rich research on the quality mode and strategy of talent training based on the actual situation. It can be traced back to Huang Jiyuan (2003) to discuss the direction of talent training mode and teaching content reform[4]. The research topics of other scholars include the application-oriented talent training mode, the "phased spiral" and the talent training mode characterized by "productive training" in school, and the "studio system" talent training mode, etc. After the enrollment expansion of higher vocational colleges, Yan Yanlei et al. (2021) paid attention to the new situation and coping methods of the quality evaluation of talent training quality[5]. Scholars have carried out relevant research on the quality evaluation mechanism of higher vocational colleges focusing on teaching quality, talent training quality, practical teaching quality and employment quality of graduates. In addition to Xu Jingru et al. (2013) have made a systematic review of the evolution of the quality evaluation system and policy of higher vocational education in China[6]. A large number of scholars use various methods to evaluate the system model, mechanism construction and reform analysis. They have built a connotative development quality evaluation system, and evaluated the quality of innovation and entrepreneurship education and the quality of industry-education integration with the help of model construction and empirical analysis. They also conducted research on the goal-oriented quality evaluation mechanism of vocational students. In addition, Zheng Jiagang (2021) also based on the perspective of higher vocational college education quality evaluation mechanism reform path[7]. In terms of comprehensive evaluation of higher vocational colleges, scholars put forward the comprehensive evaluation system of innovation and entrepreneurship ability, teachers' teaching quality and talent training quality, covering the comprehensive evaluation of vocational ability index system, the construction of framework and comprehensive evaluation of vocational competence.

2 Overview of Study Subjects

Tourism management professionals comprehensive ability accomplishment with time development constantly updated, although academia has not yet formed a unified definition, but generally recognized higher vocational tourism management students professional core ability is including communication ability, digital application ability, information processing ability, problem solving ability, self learning ability, cooperation with people, innovative thinking ability and foreign language application ability, etc. Professional quality is the spirit of love, dedication, pragmatic, enterprising, teamwork and innovation. Moral accomplishment is moral accomplishment, political accomplishment, cultural accomplishment, physical and mental accomplishment. Because of the

differences in the interpretation of relevant policies and the different regional conditions and school-running mode, each school presents a differentiated and targeted management and evaluation mode, which is continuously improved according to the change of learning situation, the development of colleges and other factors.

The tourism management major of Heyuan Polytechnic is based on the construction goal of "the first choice for ecological and healthy life in the Guangdong-Hong Kong-Macao Greater Bay Area", serving the strategy of building a strong cultural and tourism province and the development of a world-class cultural tourism destination. The major constructs a talent training mode of "internal and external alternation and real post training", which emphasizes "competition in teaching and competition in learning", and cultivates high-quality compound tourism talents with post group theory and professional ability, who with an international vision have both morality and technology.

3 Research Content and Sample Acquisition

According to the 2022 Student Learning and Growth Evaluation Report of Heyuan Polytechnic, the positive factors affecting the improvement of students' comprehensive ability and accomplishment include clear career goals, rich school experience and practical experience, professional recognition and active learning, and satisfaction of school education quality, etc. This paper selects Heyuan Polytechnic tourism management professional empirical study. The survey covers four aspects: the clarity of career goals of freshmen, the professional identity of each grade, the learning initiative, and the satisfaction of education quality represented by education and teaching satisfaction, which are positively related to the improvement of students' comprehensive ability. Due to the large difference between subjects in the richness of school experience and practice, it is not easy to quantify the analysis, so no detailed study will be made here.

The survey took the form of online questionnaire, with regular sampling in three periods, including March 3, 2020 to May 14, 2020, April 20, 2021 to May 21, 2021, March 24, 2022 to April 26, 2022. A total of 548 valid questionnaires were collected.

4 Analysis of the Survey Results

4.1 Clarity of Career Goals

Career planning helps students establish long-term and clear career goals, which is an important content of school employment guidance. This paper takes the length and clarity of the planning period as the scale to understand the clarity of career goals and planning status of freshmen in 2019 to 2021.

According to Table 1, most students have clear short-term goals, and as the level of employment guidance work improves, more students have clear and long-term goals. In contrast, Some problems also affect the establishment of students' career goals, such as enterprise employment reduction, "slow employment" phenomenon, lack of online recruitment skills, and lack of targeted and professional employment guidance courses. So the proportion of students with vague targets is also increasing.

Table 1. Clarity of career goals and planning status distribution of freshmen.

Specialty	Tourism management (three-year period)			Tourism management (two-year period)		
	Level 2019	Level 2020	Level 2021	Level 2019	Level 2020	Level 2021
Grade						
Have a clear and long-term goal	26.09%	28.97%	30.30%	8.33%	15.79%	15.79%
Have clear but short-term goals	56.52%	45.79%	40.91%	66.67%	65.79%	52.63%
Goal fuzzy	15.94%	21.50%	25.76%	25.00%	15.79%	26.32%
Purposelessness	1.45%	3.74%	3.03%	0.00%	2.63%	5.26%
Career goal clarity	82.61%	74.76%	71.21%	75.00%	81.58%	68.42%

4.2 Professional identification situation

Professional identity directly affects learning interest and attitude, as well as professional ability cultivation and future career development. The investigation of professional recognition includes two aspects of talent training program knowledge and professional recognition.

Table 2. Distribution of students' knowledge of the talent training program.

Specialty	Year	Tourism management (three-year period)			Tourism management (two-year period)	
		freshman	sophomore	junior	freshman	sophomore
Goal for major training	2020	65.22%	64.71%	-	66.67%	-
	2021	63.89%	71.29%	-	69.23%	-
	2022	54.55%	59.70%	65.00%	61.90%	-
Professional courses offered	2020	50.72%	85.29%	-	58.33%	-
	2021	63.89%	65.35%	-	53.85%	-
	2022	62.12%	68.66%	75.00%	52.38%	-
Professional employment prospects	2020	78.26%	82.35%	-	75.00%	-
	2021	66.67%	74.26%	-	69.23%	-
	2022	77.27%	71.64%	65.00%	71.43%	-
Professional jobs	2020	73.91%	88.24%	-	58.33%	-
	2021	62.04%	76.24%	-	58.97%	-
	2022	69.70%	79.10%	75.00%	57.14%	-
Professional quality cultivated by the profession	2020	53.62%	64.71%	-	58.33%	-
	2021	50.00%	51.49%	-	41.03%	-
	2022	53.03%	53.73%	45.00%	23.81%	-
Professional corresponding knowledge system	2020	43.48%	38.24%	-	33.33%	-
	2021	32.41%	55.45%	-	25.64%	-
	2022	40.91%	44.78%	45.00%	28.57%	-

Students' cognition of the major is largely derived from their knowledge of the talent training program. The survey data in Table 2 show that students have a high degree of knowledge of the four aspects, including professional training objectives, professional courses, professional employment prospects, and professional employment positions.

Throughout the 2020-2022, four aspects fluctuated slightly within a certain range. Horizontal comparison of students at all levels, the overall trend of increasing awareness. On the contrary, students do not have a high knowledge of the professional quality and the knowledge system corresponding to the major. The three-year period is generally better than the two-year period.

Table 3 shows that from the perspective of years, the professional identity is declining. In terms of grade, freshmen had the lowest degree of recognition, and improved in their sophomore and junior years, and the three-year period is even more obvious.

Table 3. Professional recognition of tourism management students.

Specialty	Year	Tourism management (three-year period)			Tourism management (two-year period)	
		freshman	sophomore	junior	freshman	sophomore
Professional recognition	Grade					
	2020	100.00%	100.00%	-	100.00%	-
	2021	89.81%	98.02%	-	97.44%	-
	2022	90.91%	92.54%	100.00%	95.24%	-

Table 4. Evaluation form of learning initiative of students at all levels and initiative of various learning activities.

Specialty	Year	Tourism management (three-year period)			Tourism management (two-year period)	
		freshman	sophomore	junior	freshman	sophomore
Preview before class	2020	13.04%	14.71%	-	33.33%	-
	2021	20.38%	18.81%	-	23.08%	-
	2022	12.12%	22.39%	35.00%	4.76%	-
Concentrate on class	2020	65.22%	88.24%	-	66.67%	-
	2021	57.40%	72.28%	-	71.79%	-
	2022	59.09%	71.64%	90.00%	61.90%	-
Participate in the classroom interaction	2020	43.48%	41.18%	-	58.33%	-
	2021	43.52%	68.32%	-	56.41%	-
	2022	36.36%	58.21%	60.00%	47.62%	-
Discuss the problems with the teacher	2020	26.09%	23.53%	-	41.67%	-
	2021	26.85%	42.57%	-	43.59%	-
	2022	25.76%	37.31%	45.00%	38.10%	-
Discuss the problems with classmates	2020	57.97%	64.71%	-	66.67%	-
	2021	51.85%	64.36%	-	56.41%	-
	2022	40.91%	76.12%	70.00%	71.43%	-
Complete the homework	2020	88.41%	100.00%	-	91.67%	-
	2021	85.18%	92.07%	-	79.49%	-
	2022	86.36%	95.52%	95.00%	95.24%	-
Collect and read lessons	2020	59.42%	76.47%	-	66.67%	-
	2021	48.15%	64.35%	-	69.23%	-
	2022	65.15%	73.13%	70.00%	61.90%	-
Learning initiative	2020	50.52%	58.40%	-	60.71%	-
	2021	57.14%	60.39%	-	57.14%	-
	2022	46.54%	62.05%	66.43%	54.42%	-

4.3 Learning Initiative

Table 4 shows the initiative ranking of learning activities as: completing course homework>concentrate in class>reading materials related to the course>discuss problems with classmates>participate in classroom interaction>discuss problems with teachers>preview before class, showing that more students like single study and do not like preview before class. From the comparison of different school systems and different grades, the three-year sophomores are more active in participating in classroom interaction, discussing problems with classmates, completing classroom homework, and collecting materials related to reading courses. Two-year freshmen were similar to three-year freshmen, and did better in discussing questions with teachers. Entering the learning stage of professional core courses, the learning initiative of the three-year sophomores is greater than that of the freshman year. Compared with the situation of 2020-2022, the enthusiasm of pre-class preview, concentration in class and participation in classroom interaction was significantly decreased year by year. Discussion with teachers about problems and completing course homework showed small fluctuations. The overall fluctuation of the freshman year was greater than that of the sophomore year.

4.4 Education and Teaching Satisfaction Evaluation

The "student-centered" education and teaching satisfaction evaluation is divided into two parts: satisfaction with professional courses and satisfaction with teachers' classroom teaching. The satisfaction evaluation scale is very unsatisfactory, relatively unsatisfactory, basically satisfied, relatively satisfied, and very satisfied, corresponding to 1-5 points respectively.

Table 5. Overall and sub-item student satisfaction evaluation of professional courses.

Specialty	Year	Tourism management (three-year period)			Tourism management (two-year period)	
		freshman	sophomore	junior	freshman	sophomore
Grade	2020		3.43	-	-	-
	2021	3.68	4.03	-	3.92	-
	2022	3.76	3.69	4.10	4.00	-
The difficulty of the course	2020		3.42	-	-	-
	2021	3.69	3.87	-	3.92	-
	2022	3.73	3.69	4.05	4.05	-
Course objective	2020		3.43	-	-	-
	2021	3.67	3.98	-	4.00	-
	2022	3.76	3.72	3.95	4.05	-
Mean	2020	3.83	3.88	-	3.75	-
	2021	3.71	3.98	-	3.95	-
	2022	3.77	3.75	4.10	4.05	-
Degree of satisfaction	2020	100.00%	97.06%	-	100.00%	-
	2021	93.52%	100.00%	-	94.87%	-
	2022	98.48%	98.51%	100.00%	100.00%	-

Throughout the three years of the satisfaction evaluation of professional courses, there are three projects between basic satisfaction and comparative satisfaction, including the rationality of curriculum setting, the difficulty of curriculum, and the course objectives. According to Table 5, the three-year sophomore students' satisfaction evaluation of professional courses is better than that of the freshman year. The satisfaction of professional courses in the three-year and two-year freshmen in 2022 is reduced compared with previous years. Two-year freshmen in 2022 have a high evaluation of satisfaction with professional courses.

Table 6 shows that the two-year students' satisfaction with teachers' classroom teaching increases year by year. The three-year period has small fluctuations, and the sophomore satisfaction is lower than the freshman year. The four second-level indicators are between basic satisfaction to more satisfaction, and the frequency of communication between teachers and students is the lowest satisfaction.

Table 6. Students' satisfaction with the overall and all aspects of teachers' classroom teaching.

Specialty	Year	Tourism management (three-year period)			Tourism management (two-year period)	
		freshman	sophomore	junior	freshman	sophomore
Teaching attitude	2020		3.48	-	-	-
	2021	3.74	4.04	-	4.00	-
	2022	3.88	3.78	4.05	4.00	-
Teaching methods	2020		3.46	-	-	-
	2021	3.71	4.00	-	4.00	-
	2022	3.82	3.76	4.00	4.05	-
Content of courses	2020		3.47	-	-	-
	2021	3.76	4.07	-	4.05	-
	2022	3.80	3.76	3.95	4.05	-
Frequency of communication between teachers and students	2020		3.42	-	-	-
	2021	3.73	3.96	-	4.00	-
	2022	3.76	3.76	3.90	3.95	-
Mean	2020		3.84	-	3.75	-
	2021	3.74	4.03	-	4.00	-
	2022	3.79	3.82	4.10	4.05	-
Degree of satisfaction	2020	98.55%	100.00%	-	91.67%	-
	2021	96.30%	99.01%	-	97.44%	-
	2022	98.48%	98.51%	100.00%	100.00%	-

5 Conclusion

Through the analysis of the research results of tourism management students in the past three years, it is noteworthy that: first, due to the influence of social environment, the clarity of students' career goals and professional identity fluctuates greatly; second, teachers' communication initiative is as important as students' learning initiative; third, there is the evaluation difference between different school systems and different grades; fourth, the satisfaction evaluation is relatively stable. For the above phenomena, the following strategies are proposed

5.1 Resmodel Professional Perception and Do a Good Job in Career Planning

According to the survey, freshmen who enter the campus have unclear prospects about the industry corresponding to their major, and a few students feel more confused, which may lead to the dual lack of rational cognition and emotional belonging of their major. We must start to guide professional identification and career planning from the freshman stage. We guide students to pay close attention to the industry dynamics, so that students can fully view the risks and opportunities in the cultural tourism industry, and students can view themselves and the industry from the perspective of sustainable development.

5.2 Take Active Communication as a Bridge to Create a Common Relationship Between Teachers and Students

The survey results show that students are willing to communicate with teachers, but "at a respectful distance" to the teacher, there is a contradiction between actual behavior and inner expectations. Teachers should be active communicators to help students solve problems and enhance students' trust in teachers, which helps to mobilize the enthusiasm of students and promote the implementation of teaching activities in class.

5.3 Optimize the Hierarchical Time-Sharing Teaching to Help Accurately Improve the Teaching Quality

According to the survey, the evaluation of students in different academic systems, different grades and different periods will vary, which is largely attributed to the students' experience. Experience can shape people. The professional teaching plan determines the majority of the students' experience in school. Therefore, the teaching plan should be constantly improved to become the direction mark of the students' growth. In addition, the evaluation of sophomore year is generally better than that of freshman year, so we must pay special attention to the mental journey of freshmen, and obtain more accurate student portraits through narrative research, so as to develop more appropriate training programs and accurately improve the teaching quality.

5.4 Adjust the Detailed Research Mode in Order to Grasp the Key Point

The survey found that some indicators obtained similar results, so it is difficult to explain the phenomenon. Different teaching systems use different teaching plans, but it is worth pondering whether the same set of evaluation mode is reasonable. In the future, the key indicators need to be expanded and refined, and the indicators should be described with words convenient for students to understand. The research content should keep pace with The Times, and be in line with the actual learning situation. The research should be distinguished and adjusted in the length of schooling and grade, so that results can reflect management and teaching level in different stages.

Acknowledgment

The author would like to thank support of Education Science Planning Project of Guangdong Province in 2023 (Project No.: 2023GXJK925) and in 2024(Project No.:2024GXJK840), Teaching Reform Research and Practice Project of Guangdong Province in 2023 (Project No.: 2023JG435), Guangdong University Innovation Team Project (Project No.: 2023WCXTD040), Educational Reform Project of Heyuan Polytechnic (Project No.: HZJG202111).

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