

# TOURISM-MAJORED STUDENTS' SELF-ASSESSMENT OF THEIR INTERCULTURAL COMPETENCE

SỰ TỰ ĐÁNH GIÁ NĂNG LỰC LIÊN VĂN HOÁ CỦA SINH VIÊN CHUYÊN NGÀNH DU LỊCH

Pham Phuc Thanh<sup>1,\*</sup>, Nguyen Van Son<sup>2</sup>

DOI: <http://doi.org/10.57001/huiv5804.2024.336>

## ABSTRACT

Intercultural competence of tour guides contributes significantly to enhancing tourists' travel experiences during a journey. It is worth developing this competence for tourism-majored students who have a strong will to become tour guides in the future. The study aims to explore tourism-majored students' self-assessment of their intercultural competence by using a questionnaire informed by an integrative approach to intercultural competence. The results show that the participants reported their weaknesses in attitudinal, cognitive and behavioral competence. This study can be used as a reference for teachers and educators in helping tourism-majored students develop their intercultural competence.

**Keywords:** *Intercultural competence; tourism-majored students; students' self-assessment.*

## TÓM TẮT

Năng lực liên văn hoá của hướng dẫn viên đóng vai trò quan trọng trong việc nâng cao trải nghiệm du lịch của du khách. Việc nghiên cứu năng lực liên văn hoá của sinh viên ngành Du lịch có định hướng trở thành hướng dẫn viên trong tương lai là điều cần thiết. Nghiên cứu này dựa trên hướng tiếp cận tích hợp trong nghiên cứu năng lực liên văn hoá, sử dụng bảng hỏi nhằm tìm hiểu sự tự đánh giá của sinh viên ngành Du lịch về năng lực liên văn hoá của người học. Kết quả nghiên cứu cho thấy, sinh viên tự nhận thấy những lỗ hổng trong năng lực thái độ, năng lực nhận thức và năng lực hành vi. Nghiên cứu này có thể làm tài liệu tham khảo cho giáo viên trong việc hỗ trợ sinh viên ngành Du lịch phát triển năng lực liên văn hoá.

**Từ khoá:** *Năng lực liên văn hoá; sinh viên ngành Du lịch; sự tự đánh giá của người học.*

<sup>1</sup>School of Languages and Tourism, Hanoi University of Industry, Vietnam

<sup>2</sup>ThuyLoi University, Vietnam

\*Email: thanhpp@hau.edu.vn

Received: 08/9/2024

Revised: 24/10/2024

Accepted: 28/10/2024

## 1. INTRODUCTION

Tourism is characterized as a social and cultural activity. In tourism, tour guides, who are often compared with "cultural ambassadors", play a pivotal role in mediating cultural exchange between tourists and host cultures [1]. Tour guides are responsible for helping tourists minimize interaction difficulties and enjoy traveling experience to the full when they engage in host cultures. From the perspective of tourists, they travel for many purposes, one of which is to experience new cultures and accumulate cultural knowledge [2]. Tourists will fulfill their aim of traveling if tour guides are aware of cultural significance during a journey. Conversely, tourists are likely to exhibit inappropriate behavior and experience communication problems when a tour is led by a cultural insensitive tour guides [3]. Therefore, the intercultural competence of a tour guide can, up to a point, contribute to the success of a tour.

In Vietnam, tourism industry is flourishing with a surge in the number of travel businesses, accommodation facilities and tour guides being issued cards [4]. The figures for Vietnam's educational institutions of different levels from vocational training centers to colleges and universities also increased considerably between 2005 and 2021 [5]. However, it is not the quantity, but the quality of tourism labor that ensures the competitiveness of Vietnam's tourism workforce. It is believed that educating students during their training at educational institutions is the solution to increase high-skilled tourism workforce in the future.

Intercultural competence is one of important characteristics of tour guides. This competence can help tour guides bring about rewarding cultural experiences for tourists, so it is necessary to study tour guides' intercultural competence. The belief that education is the

key to enhancing tourism workforce is the foundation for this study to investigate the intercultural competence of students who are majored in tourism. This article looks at the intercultural competence from the perspective of learners so as to offer insights for teachers and educators in tailoring lessons and designing tourism curriculum for tourism-majored students.

## 2. LITERATURE REVIEW

### 2.1. Approaches to the study of intercultural competence

Intercultural competence was conceptualized using a behavioral approach [6]. This approach looks at intercultural competence from seven dimensions, including display of respect, interaction posture, orientation to knowledge, empathy, self-oriented role behavior, interaction management, and tolerance for ambiguity. Ruben [6] based on the behavioral approach to devise a scale that can help to measure intercultural competence. The scale includes nine items, each of which focuses on one dimension and there are three items for three components of the dimension "self-oriented role behavior". The nine single-item scale was refined to include eight items, and it is called the Behavioral Assessment Scale for Intercultural Communication [7]. However, after the construct validity of the scale was tested by Olebe and Koester [7], the findings suggested that the dimensions of behavioral approach were insufficient to elaborate on intercultural competence.

Accordingly, the integrative approach, which combines cognitive approach, affective approach and behavioral approach, were developed to study intercultural competence [8]. The cognitive perspective of intercultural competence looks at how individuals change their opinions about the environment through the understanding of their own culture (self-awareness) and other cultures (cultural awareness). The affective perspective of intercultural competence focuses on developing positive feelings in intercultural interaction. Both cognitive and affective perspectives have a close link with behavioral perspective, because they enable individuals to respect and appreciate cultural differences. Cognitive and affective perspectives can influence individuals' communication skills. With positive feelings and attitudes, individuals tend to fulfil communication goals in intercultural interaction.

Intercultural competence is studied from different approaches, which suggests that intercultural communication is a complex phenomenon. The integrative approach is adopted in this study as it provides

a framework that integrates many components to understand intercultural competence comprehensively.

### 2.2. Components of intercultural competence

Intercultural competence denotes the ability to interact appropriately and effectively in intercultural situations with the consideration of attitudes, knowledge, skills and reflection [9]. Intercultural competence can be used to anticipate job performance, negotiation performance, expatriation and global leadership [11]. Based on the integrative approach, intercultural competence consists of three components: cognitive competence, affective competence, and behavioral competence.

#### 2.2.1. Cognitive competence

Cognitive competence indicates one's ability to understand their own cultures and the culture of other individuals [12]. This competence is characterized by language and culture. Language is the means of interpersonal and social interactions that facilitate an individual's understanding of other people's culture. Culture refers to the local cultural knowledge, which involves beliefs, values, and ideologies, and needs to be accumulated continuously [13].

#### 2.2.2. Affective competence

Affective competence means that individuals develop a positive feeling and attitude when interacting with people from a different culture [8]. With such a feeling and attitude, they can recognize cultural differences and alter their behaviors to display respect for those who come from different cultures. Affective competent individuals can refrain from cultural conflict and create a favorable impression in communicating with other people.

#### 2.2.3. Behavioral competence

Behavioral competence refers to one's ability to act properly when they are exposed to a different culture [14]. This competence involves language skills, interpersonal and social skills, and intolerance for ambiguity and uncertainty. For language skills, individuals can apply their language knowledge to communicate with people of other cultures in a compatible and harmonious way [13]. Interpersonal and social skills mean that individuals can establish a meaningful relationship with strangers [15]. Intolerance for ambiguity and uncertainty means that individuals can be faced with new intercultural problems [16].

### 2.3. Assessment of intercultural competence

A number of theoretical models have been developed to assess intercultural competence [17, 18, 19]. A pyramid

model of intercultural competence was developed to focus on criteria that can be used to assess intercultural competence of students [17]. The model is presented in Figure 1.

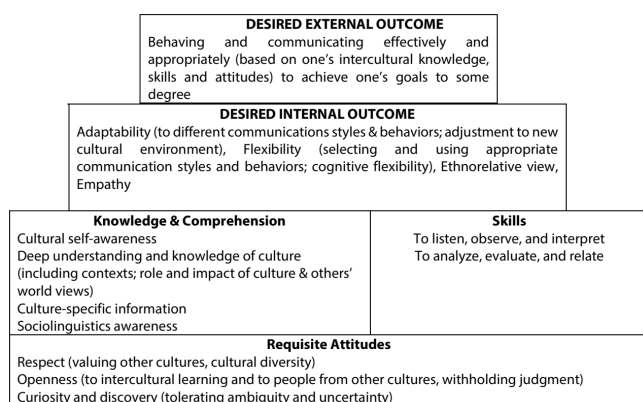


Figure 1. Pyramid model of Intercultural Competence

Figure 1 focuses on describing components that can be used to assess intercultural competence. The model moves from the bottom of the pyramid (requisite attitudes) to the apex (desired external outcome). Individuals must take an appropriate attitude, which involves respect, openness and curiosity, so that they can increase their knowledge and comprehension of different cultures through skills such as listening, observation, interpretation. Attitudes, knowledge, comprehension and skills lay the foundation for internal shift which involves adaptability, flexibility, ethnorelative view, and empathy to form desired internal outcome. The model emphasizes that internal outcome leads to external outcome of intercultural competence.

*Approach, analyze and act intercultural competence framework* takes its idea from translating definitions of intercultural competence to using strategies to assess cultural competence [18]. This framework describes an operational assessment, which is characterized by using a process to analyze and evaluate the operation of a phenomenon. With this framework, the assessment begins with approaching a cultural situation with one's attitude and then analyzing the situation using one's cognition and ends with acting to cope with such situation. *Approach, analyze and act intercultural competence framework* helps to assess intercultural competence from attitudinal, cognitive and behavioral perspectives, but the operation assessment informed by such framework involves complex assessment strategies to adequately examine the content of each component. For example, conditional reasoning is the task type used to investigate how individuals approach a cultural

situation. The task type like "Spot the stereotypes" is used to scrutinize how individuals analyze a cultural situation.

An *integrative approach* to intercultural competence was used to develop and validate an instrument for assessing students' intercultural competence [19]. The instrument was constructed qualitatively by searching literature review and consulting expert reviews on intercultural competence, so that 50 potential items were categorized from attitudinal, cognitive, and behavioral perspectives. After the student responses to these items were analyzed using the item response theory, the discrimination parameters for 22 items were regarded as high. This result shows that 22 items are effective at distinguishing between those who have acquired the trait being assessed and those who have not. Among the 22 items, attitudinal domain consists of 7 items, while cognitive domain has 8 items, and behavioral domains contains 7 items.

While *A pyramid model of intercultural competence* [17] focuses on components to assess intercultural competence and *Approach, analyze and act intercultural competence framework* [18] provides strategies to assess intercultural competence, an attempt was made to validate items used to assess students' intercultural competence [19]. The article employs 23 items that enable students to self-assess their intercultural competence.

### 3. RESEARCH METHOD

#### 3.1. Research setting and participants

The study was conducted at a university in Hanoi where tourism-majored students had followed EMI program. In this program, students did many courses in English. The goal of EMI program for tourism-majored students is to train them to become international tour guides, who can use English to lead foreign tourists when visiting Vietnam.

The participants in this study are second-year and third-year tourism-majored students, because they needed time to sharpen their English language skills and explore tour guiding professionalism. During this time, the students were expected to communicate with foreigners in English and guide those tourists in Hanoi.

#### 3.2. Research instrument

A questionnaire with the combination of both open- and close-ended questions is the main instrument to collect data in this study. The questionnaire includes three parts.

Part one consists of 2 open-ended items and two closed-ended items that aim to explore students' experience of interacting with foreigners and students' opinions about the importance of intercultural competence for tour guides.

Part two has two open-ended items to investigate students' opinions about the importance of intercultural competence of tour guides. In part two, 22 close-ended items allow respondents to self-assess their cultural competence based on attitudinal (7 items), cognitive (8 items) and behavioral competence (7 items) [19]. These items are designed using Likert Scale with (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree. The responses for each question item were coded from 1 being the lowest to 5 being the highest. The distance value used in data analysis was 0.8. The distance value is calculated using the formula  $\text{Distance value} = (\text{Maximum} - \text{Minimum}) / n = (5 - 1) / 5 = 0.8$ . With such distance value, the mean scores were interpreted as follows:

- 1.00-1.800: Strongly disagree
- 1.81-2.60: Disagree
- 2.61-3.40: Neutral
- 3.41-4.20: Agree
- 4.21-5.00: Strongly agree

Part three of the questionnaire contains three open-ended items that allow respondents to share their needs to develop intercultural competence.

The questionnaire was written in English, so it was piloted by asking one student to complete it. After refining the question items to ensure the student have no difficulty understanding the questions, the questionnaire was delivered to second-year and third-year tourism-majored students following EMI program, and 49 responses were collected.

#### 4. RESULTS AND DISCUSSION

##### 4.1. Students' experience of interacting with foreigners

Intercultural competence is a social and cultural activity, so it is necessary to examine students' experience of interacting with people who come from different cultures. In the context of EMI program, the focus is placed on students interacting with foreigners. Students' interaction with foreigners is either having a conversation with foreigners or guiding the international tourists.

Table 1 shows that nearly 70% of respondents had experience of conversing with a foreigner, but most of

them had not guided a foreigner before. This means that nearly 70% of the participants were exposed to a different culture.

Table 1. Students' experience of interacting with foreigners

Question item	Response	
	Yes (percentage)	No (percentage)
1. Have you ever had a conversation with a foreigner?	67.3%	32.7%
2. Have you ever guided a foreigner before?	8.2%	91.8%

The responses from open-ended questions reveal that respondents had a conversation with people from Canada, America, France, Portugal, Germany, Australia, Russia, China, and Japan. A few respondents guided tourists from Canada, America and Germany.

##### 4.2. Students' self-assessment of their intercultural competence

To ensure students understand that this questionnaire covers items related to intercultural competence, an open-ended item presents a definition of intercultural competence [9] and asks students to give their opinion about the importance of intercultural competence for tour guides. All the responses to this item showed that the respondents find this competence crucial for tour guides. Some respondents reported that intercultural competence enables tour guides to communicate effectively with tourists from other cultures, solve problems tactfully, and enhance tourist' traveling experience. Other respondents shared that intercultural competence contributes to improving reliability and self-values of tour guides. It is a good sign that even respondents with little experience of interacting with foreigners are aware of the significance of intercultural competence for tour guides.

The next 23 close-ended questions fall into three parts corresponding to attitudinal competence, cognitive competence and behavioral competence [19].

##### 4.2.1. Students' self-assessment of their attitudinal competence

Seven close-ended items are used to help students self-assess their attitudinal competence. The responses are illustrated in Table 2.

As can be seen from Table 2, the respondents agreed that they could behave properly based on their knowledge of different cultures (Mean = 4.06) and they could overcome difficulties when they interacted with people from other cultures (Mean = 3.96). The

respondents also agreed that they can collaborate effectively with people from different cultures (Mean = 4.02) and they can interact properly with people from different cultures (Mean = 3.94). The students expressed their agreement that they could deal with uncertainties when getting exposed to different cultures (Mean = 3.84) and they were willing approach people from different cultures (Mean = 3.88). The students also agreed with the statement that they had confidence when interacting with people from different cultures (Mean = 3.41).

Table 2. Students' self-assessment of their attitudinal competence

Question item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
4. I can collaborate effectively with people from different cultures.	0	6	0	30	13	4.02
5. I can deal with uncertainties when being exposed to different cultures.	0	10	0	27	12	3.84
6. I can interact appropriately with people from different cultures.	0	7	0	31	11	3.94
7. I can behave appropriately based on my knowledge of different cultures.	0	5	0	31	13	4.06
8. I am willing to approach people from different cultures.	0	10	0	25	14	3.88
9. I can overcome difficulties in my interaction with people from other cultures.	0	5	0	36	8	3.96
10. I have confidence in myself when interacting with people from different cultures.	0	19	0	21	9	3.41

#### 4.2.2. Students' self-assessment of their cognitive competence

Eight close-ended items are used to help students self-assess their cognitive competence. The responses are described in Table 3.

Table 3. Students' self-assessment of their cognitive competence

Question item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
11. I pay attention to the norms of other cultures.	0	3	0	34	12	4.12
12. I observe other people's reaction when I interact with people from other cultures.	0	6	0	30	13	4.02
13. I verify my cultural knowledge when interacting with people from different cultures.	0	4	0	34	11	4.06
14. I can manage people from different cultures.	0	19	0	23	7	3.37
15. I know what topics to talk about when I interact with people from different cultures.	0	11	0	29	9	3.73
16. I often interact with people from countries different from my own.	1	15	0	23	10	3.53
16. I seek opportunities to interact with people from other cultures.	0	3	0	34	12	4.12
17. I consider different cultural perspective when I think about social issues.	0	19	0	23	7	3.37

Table 3 shows that the participants agreed that they paid attention to the norms of other cultures (Mean = 4.12), verified their cultural knowledge (Mean = 4.06). They also agreed that they sought opportunities when they interacted with people from other cultures (Mean = 4.12), and they observed other people’s reaction when they interacted with people from other cultures (Mean = 4.06). However, the respondents disagreed that they often interacted with people from countries different from their own (Mean = 3.53) and they knew what topics to talk about when they interacted with people from different cultures (Mean = 3.73). The students strongly disagreed that they could manage people from different culture (Mean = 3.37) and they considered different cultural perspective when they thought about social issue (Mean = 3.37).

**4.2.3. Students’ self-assessment of their behavioral competence**

Seven close-ended items are used to help students self-assess their behavioral competence. The responses are presented in Table 4.

Table 4. Students’ self-assessment of their behavioral competence

Question item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
18. I am comfortable working with people from different cultures.	0	13	0	28	8	3.63
19. I find it exciting to work with people from different cultures.	0	7	0	33	9	3.90
20. I often respond positively to people from different cultures during our interaction.	0	5	0	34	10	4.00
21. I show people from different cultural backgrounds my understanding of them.	0	9	0	31	9	3.82

22. I try to learn about other cultures as much as possible when in a new cultural environment.	0	9	0	31	9	3.82
23. I try to understand how people from other cultures feel by taking on their perspective.	0	5	0	35	9	3.98
24. I use appropriate strategies to adapt to different cultures.	0	6	0	33	10	3.96

As can be seen from Table 4, the respondents agreed that they responded positively with people from other cultures (Mean = 4.00) and tried to understand how people from other cultures felt by taking on their perspective (Mean = 3.98). The respondents also agreed that they found it exciting to work with people from other cultures (Mean = 3.90) and they used appropriate strategies to adapt to different cultures (Mean = 3.96). The students showed their agreement with item 21 (I show people from different cultural backgrounds my understanding of them) (Mean = 3.82) and item 22 (I try to learn about other cultures as much as possible when in a new cultural environment) (Mean = 3.82). The students agreed that they felt comfortable working with people from different cultures (Mean = 3.63).

**4.3. Students’ needs to develop their intercultural competence**

The last three open-ended question items of the questionnaire are used to explore students’ needs to develop their intercultural competence.

For the question item “Do you think that you need to develop your intercultural competence? Why?”, all the respondents reported that they need to develop this competence for several reasons. Respondents found this competence necessary for their future job, particularly in guiding tourists from different countries around the world. Besides, respondents believed that with intercultural competence, they can improve their communication skills,

adapt to new environment, and expand their understanding of themselves and other people.

The next question item is "Is there any subject that helped you develop your intercultural competence? If yes, what are they?" Most respondents shared that they gained intercultural competence in many subjects, such as Social Etiquette, Fundamentals of Vietnamese Culture, Tourist Psychology & Consumer Behavior, Communication in Tourism, Tour Guiding, World Civilization, Overview of World Heritage, and Tourism Geography.

The last question item is "Do you hope to develop intercultural competence at school? Why?" All the respondents showed their desire to gain intercultural competence at school due to many reasons. Some respondents hope to improve intercultural competence by learning from teachers and their friends. Many respondents thought that they should develop their intercultural competence at school to prepare for their future jobs.

#### 4.4. Discussion

Nearly 70% of participants used to have a conversation with a foreigner (according to Table 1). It is suggested that all the second-year and third-year tourism-majored students, who enrolled in EMI program, should find the opportunity to speak English with foreigners or guide foreign tourists, so that they can get themselves exposed to different cultures. This experience will aid students in developing their intercultural competence.

The participants were aware of their weaknesses in intercultural competence in terms of attitudinal competence, cognitive competence and behavioral competence. Considering attitudinal competence, many respondents expressed that they lacked confidence when interacting with people from different cultures. Regarding cognitive competence, many respondents could not manage people from other cultures. This is because very few of them had experience of guiding foreign tourists (according to table 1). Many respondents did not consider different cultural perspectives when they thought about social issues because they hardly had many opportunities to interact with people from different cultures (according to table 2). Concerning behavioral competence, many respondents were far from comfortable working with people from different cultures. This means that they are not confident in their intercultural competence when interacting with people from other cultures.

All of the participants showed their needs to develop their intercultural competence at school mainly to prepare themselves for their future jobs. Although the respondents listed many subjects from which they gained cultural knowledge, they expressed their needs to acquire intercultural competence at school. Intercultural competence is a broad learning goal, and it should be addressed throughout the curriculum and through experiential learning such as study abroad, so that students can explore culture difference and increase their cultural knowledge.

#### 5. CONCLUSION

22 validated question items informed by integrative approach were employed to help students self-assess their intercultural competence [19]. It can be concluded that tourism-majored students lacked confidence when interacting with people from other cultures (attitudinal competence). They seldomly interacted with people from different cultures (cognitive competence). They found it uncomfortable working with people from other cultures (behavioral competence). The students expressed their needs to develop their intercultural competence, so teachers should take this into account in tailoring lessons and designing curriculum to meet learner needs.

This study has some limitations. Firstly, only 49 students responded to the questionnaire, so it is impossible to generalize the finding of this study. Secondly, intercultural competence is a complex phenomenon, so it should be examined from different perspectives. This study looks at students' intercultural competence through the lens of students, thus paving the way for future research to examine students' intercultural competence from the perspective of teachers. Lastly, this study focuses on results by investigating components of intercultural competence. Future studies should be conducted to investigate the process in which students think interculturally.

---

#### REFERENCES

- [1]. Smith V. L., "The culture brokers," In V. L. Smith & M. Brent (Eds.), *Hosts and guest revisited: Tourism issues of the 21<sup>st</sup> century* (pp. 275-282), Cognizant Communication Corporation, New York, 2001.
- [2]. Weiler B., Ham S., "Tour guides and interpretation," In D. Weaver (Ed.), *Encyclopedia of ecotourism* (pp.549-563), CABI Publishing, Wallingford, UK, 2001.

- [3]. Lopez E., "The effect of leadership style on satisfaction levels of tour quality," *Journal of Travel Research*, 20-23, 1980.
- [4]. Ministry of Culture, Sports and Tourism, *The tourism industry recovered strongly, the number of businesses participating in the market increased rapidly*. Vietnam, 2024. <https://vietnamtourism.gov.vn/post/54168>
- [5]. Nguyen Thuy Dung, Nguyen Thi Thu Nga, Nguyen Thi Xuan Huong, "Education and training for the tourism industry in the context of international intergration," *Journal of Forestry Science and Technology*, (2), 098-106. 2022.
- [6]. Ruben B. D., "Assessing communication competency for intercultural adaptation," *Group and Organization Studies*, 2, 470-479, 1976.
- [7]. Koester J., Olebe M., "The behavioral assessment scale for intercultural communication effectiveness," *International Journal of Intercultural Relations*, 12, 233-246, 1988.
- [8]. Chen G. M., Starosta W. J., "Intercultural communication competence: a synthesis," *Communication Yearbook*, 19, 353-383, 1996.
- [9]. Jennings G., *Tourism research*. Milton: John Wiley & Sons Australia, Ltd., 2001.
- [10]. Hammer, M. R., "The Development paradigm for intercultural competence research," *International Journal of Intercultural Relations*, 48, 12-13, 2015.
- [11]. Richter N. F., Schlaegel C., Taras V., Alon I., Bird A., "Reviewing half a century of measuring cross-cultural competence: Aligning theoretical constructs and empirical measures," *International Business Review*, 102-122, 2023.
- [12]. Triandis H.C., "Subjective culture and interpersonal relations across cultures," *Annals of the New York Academy of Sciences*, 285, 418-434, 1977.
- [13]. Kim Y. Y., *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Sage Publications, Thousand Oaks, 2001.
- [14]. Taft R., "Coping with unfamiliar cultures," In N. Warren (Ed.), *Studies in cross-cultural psychology* (pp.121-153). Academic Press, London, 1977.
- [15]. Hammer M. R, Gudykunst W. B., Wiseman R. L., "Dimensions of intercultural effectiveness: An exploratory study," *International Journal of Intercultural Relations*, 2, 382-392, 1978.
- [16]. Lustig M. W., Koester, J., *Intercultural competence: Interpersonal communication across cultures*. Longman, New York, 1999.
- [17]. Deardorff D. K., *The identification and assessment of intercultural competence as a student outcome of international education at institutions of higher education in the United States*. Dissertation, North Carolina State University, Raleigh, 2004.
- [18]. Griffith R.L., Wolfeld L., Armon B. K., Rios J., Liu O. L., "Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions," *Educational Testing Service*, 2016. <https://doi.org/10.1002/ets2.12112>.
- [19]. Zhao Y., Huen J. M., Leung H. T., Chan C. K., "Assessing students' intercultural competence: Construction and psychometric evaluation of a brief measure," *Studies in Educational Evaluation*, 78, 101288, 2023.

---

#### THÔNG TIN TÁC GIẢ

**Phạm Phúc Thành<sup>1</sup>, Nguyễn Văn Sơn<sup>2</sup>**

<sup>1</sup>Trường Ngoại ngữ - Du lịch, Trường Đại học Công nghiệp Hà Nội

<sup>2</sup>Trường Đại học Thủy Lợi