IMPACTS OF BUSINESS FIELD TRIPS ON INTEGRATION SKILLS OF STUDENTS AT FOREIGN TRADE UNIVERSITY HO CHI MINH CITY CAMPUS

Nguyễn Xuân Hoa[1], Lâm Thanh Bình, Nguyễn Thị Quỳnh Hương, Nguyễn Thị Minh Thuận, Lưu thu Hằng

Sinh viên K60 – Kinh tế đối ngoại

Trường Đại học Ngoại thương, Cơ sở II, Thành phố Hồ Chí Minh, Việt Nam

Lê Thị Xuân Sang

Giảng viên cơ sở II

Trường Đại học Ngoại thương, Cơ sở II, Thành phố Hồ Chí Minh, Việt Nam

Abstract

In the current context of global integration, the lack of integration skills among students is an urgent issue, affecting their competitiveness and success in the international working environment. This research employs a quantitative approach with 235 students from Foreign Trade University - Ho Chi Minh City Campus who have participated in field trips to enterprises. A questionnaire was designed based on theoretical models of integration skills and the research team's practical experience to collect data. The research focuses on the impact of field trips on students' integration skills and identifies the factors affecting the effectiveness of this activity. Accordingly, it proposes solutions to improve the effectiveness of field trips in fostering integration skills for students. The research results are expected to contribute to improving the training quality of Foreign Trade University, helping students acquire the necessary integration skills to succeed in the international working environment.

Keywords: field trips, businesses, integration skills

TÁC ĐỘNG CỦA VIỆC THAM GIA ĐI THỰC TẾ DOANH NGHIỆP ĐẾN KỸ NĂNG HỘI NHẬP CỦA SINH VIÊN CƠ SỞ II TRƯỜNG ĐẠI HỌC NGOẠI THƯƠNG

Tóm tắt

Trước bối cảnh hội nhập toàn cầu hiện nay, việc sinh viên thiếu kỹ năng hội nhập là một vấn đề cấp bách, ảnh hưởng đến khả năng cạnh tranh và thành công trong môi trường làm việc quốc tế. Nghiên cứu sử dụng phương pháp định lượng với 235 sinh viên cơ sở II Trường Đại học Ngoại thương đã

---

[1] Tác giả liên hệ, Email:k60.2114154005@ftu.edu.vn

từng tham gia đi thực tế tại doanh nghiệp. Bảng câu hỏi được thiết kế dựa trên các mô hình lý thuyết về kỹ năng hội nhập và trải nghiệm thực tiễn của nhóm nghiên cứu để thu thập dữ liệu. Nghiên cứu này tập trung vào tác động của việc đi thực tế đến kỹ năng hội nhập của sinh viên, đồng thời xác định các yếu tố ảnh hưởng đến hiệu quả của hoạt động này. Từ đó, đề xuất các giải pháp nhằm nâng cao hiệu quả của việc đi thực tế trong việc rèn luyện kỹ năng hội nhập cho sinh viên. Kết quả nghiên cứu được kỳ vọng sẽ góp phần nâng cao chất lượng đào tạo của Trường Đại học Ngoại thương, giúp sinh viên có được kỹ năng hội nhập cần thiết để thành công trong môi trường làm việc quốc tế.

Từ khóa: tham quan thực tế, doanh nghiệp, kỹ năng hội nhập

1. Introduction to the Research Topic

Implementing Resolution No. 29-NQ/TW in 2013 on comprehensive and fundamental education reform, higher education (HE) in Vietnam has achieved notable successes over the past 10 years. In the academic year 2021-2022, the quality of HE has been internationally recognized and highly rated, with Vietnam ranking 59th on the 2021 USNEWS list of the best countries for education, a five-place increase from 2020 (MOET, 2022). Despite these accomplishments, challenges persist, with the Central Propaganda Department (2023) highlighting the separation of academic training from social realities as the most pressing issue in HE. In 2020, approximately 225,000 graduates were unemployed or working in fields unrelated to their training, signaling a need for retraining. This alarming situation underscores the importance of equipping students with the necessary skills to seize opportunities in the current job market.

In response to these challenges, Foreign Trade University, guided by the motto "Leading by differentiation," continuously enhances its position as a dynamic and positively internationalized environment. The university aims to cultivate innovative minds by strengthening exchange activities and collaborations with domestic and international businesses, particularly at Foreign Trade University - Ho Chi Minh City Campus. This campus, situated in Vietnam's economic hub, facilitates practical visits to various enterprises, enhancing students' practical understanding. Therefore, assessing the impact of these business field trips on students' integration skills at Foreign Trade University - Ho Chi Minh City Campus is essential.

While there are various research studies on improving collaboration between businesses and universities to enhance student training, none have delved into the influence of business field trips on students' integration skills. Given this gap, the research team has chosen the topic "The Impact of Business Field Trips on Integration Skills of Students at Foreign Trade University - Ho Chi Minh City Campus" to address the need for a deeper understanding of this aspect and to align theoretical education with practical experiences in order to improve students' integration skills.

2. Theoretical Framework

Constructivist learning theory suggests that learners construct their own knowledge through experience (George E. Hein, 1991). Therefore, specific experiential contexts contribute to the development of learners' knowledge and skills. Additionally, the Theory of Attitude-Behavior-Context (Guagnano et al., 1995) emphasizes the crucial influence of attitude and external conditions on behavior and the interaction between these factors. If the attitude is positive and the environmental context is favorable, the corresponding behavior is more likely to occur. Therefore, the authors

establish the theoretical framework that learning attitude serves as an intermediate factor between business field trips and integration skills.

2.1. Business Field Trips

In the study "Industry Visits as an Assessment Tool" by Cici Mattiuzzi and Frederick H. Reardon (2001), business field trips were identified as a method to evaluate the outcomes of graduating students. The research proposed an assessment process based on recorded results, demonstrating specific measured data.

2.2. Learning Attitude

Learning attitude refers to an individual's psychological response to specific objects in either a positive or negative direction (Dieu et al., 2023). Factors positively influencing students' learning attitudes include practical activities such as internships and field trips within the educational program (Huu Tin and Quynh Loan, 2011).

2.3. Theoretical Framework of Integration Skills

2.3.1. Concept of Skills

At its core, the concept of skills implies a capability, understanding, or mastery developed through experience and learning, enabling effective performance in a specific field. Skills are considered a crucial measure and a key factor for modern life, although there is no unanimous agreement on its complete definition. According to Attewell (1990), skill concepts primarily emphasize knowledge and overlook physical dexterity. Additionally, Vallas (1990) has highlighted unresolved issues regarding skills, such as the relationship between skills and technology or between skills and social class division. Particularly, in the current era of globalization, the Partnership for 21st Century Learning (P21) has introduced the "Framework for 21st Century Skills" that learners need to develop for success in their careers.

2.3.2. Concept of Integration Skills

Integration Skills, or 21st Century Skills, encompass the knowledge, skills, habits, and personality traits considered necessary for success in modern society. According to Levy and Mundane (2006), a specific and deep understanding of information is becoming increasingly important in many jobs, so integration skills are always required of each individual.

In addition, it is important that society not only faces the changing nature of current jobs, but young people today also need to be prepared and trained in professional skills and techniques to be able to adapt to jobs that do not yet exist but will appear in the future. (Fisch & McLeod, 2009; Voogt & Odenthal, 1997). The OECD (2004) and Law, Pelgrum, and Plomp (2008) also consider integration skills to be each person's lifelong learning ability. Because of the importance of these skills, there is a need to change the curriculum so that students develop the necessary competencies for the 21st century (Anderson, 2008).

Anderson (2008) lists the skills necessary for each person in society as knowledge building skills, adaptability, information search, organization, and retrieval skills, information management skills, critical thinking skills, and teamwork skills. Rea Lavi, Marina Tal, and Yehudit Judy Dori (2021) divide the necessary skills into three groups: Learning and Innovation Skills (critical thinking, collaboration, questioning skills, etc.), Digital Literacy Skills (information literacy, communication comprehension, etc.), and Career and Life Skills (adaptability, observation skills, questioning skills,

etc.). Of these, critical thinking, problem solving, collaboration, creativity, and communication skills are often emphasized as the most important skills. However, typical business field trips typically include activities such as observing processes, hands-on group work, and sharing sessions.

Therefore, in this study, the research team proposes 4 skills related to business field trips in the integrated skill set including adaptability, observation skills, collaboration skills, and questioning skills.

3. Proposed Model and Research Methodology

3.1. Research Hypothesis

In the studies by Cici Mattiuzzi and Frederick H. Reardon (2001) and González-Peña, María Olivia Peña-Ortiz, and Gustavo Morán-Soto (2021), it was indicated that extracurricular activities, such as real-world business experiences, are essential components of the learning and personal development process for young individuals, rather than just classroom learning. Chieffo and Griffiths (2004) demonstrated that business field trips help change students' attitudes, thinking, and perceptual behavior, manifested through increased interest and understanding of the profession, creating connections between theory and practice, and making students more interested in lesson content. Furthermore, business field trips help students develop cross-cultural attitudes and cross-cultural psychology, particularly crucial for business students (Wang et al., 2009). Hainzer et al. (2021) also indicated that educational visits are an effective means of educational development by enhancing learning awareness. Therefore, the research team proposes the following hypothesis:

H1: business field trips have a positive impact on students' learning attitude.

From previous research, there is a positive relationship between learning attitude and skill development. Brodie and Thomas (1964) studied two groups of 11th-grade students with tendencies of "satisfaction" and "dissatisfaction" with school. The test results revealed that "satisfied" students performed better than "dissatisfied" ones, and students with positive attitudes could easily handle questions requiring academic skills. Additionally, Byrne et al. (2020) demonstrated that engineering students' lack of professional skills stems from their negative attitude towards courses. Conversely, some studies also indicate that acquiring a skill or learning in an applied skill environment has a positive impact on the learners' learning attitude (Benson, 2002; Mohamad et al., 2021). Based on these studies, the authors propose the following hypothesis:

H2: Students' learning attitude has a positive impact on integration skills.

According to Sohal and Ritter (1995) and Cooper (2009), educational visits to international businesses provide students with opportunities for cultural learning between international and local students, observing the operations of international businesses, and enriching their integration skills. The trend of participating in international business educational tours has significantly increased by 16% and 23% in the United States and Australia, respectively, positively impacting students' skills (Gilbertson et al., 2021). Carmen Sum, Yui-yip Lau, and Ivy Chan (2022) conducted a survey among students, demonstrating that communication skills, critical thinking skills, problem-solving skills, and ethical and social responsibility skills were significantly enhanced through participation in business educational tours. Therefore, the authors propose the following hypothesis:

H3: business field trips have a positive impact on integration skills.

3.2. Research Model

Based on the above, the authors propose a research model to assess the impact of participating in practical visits to businesses on students' integration skills as follows:
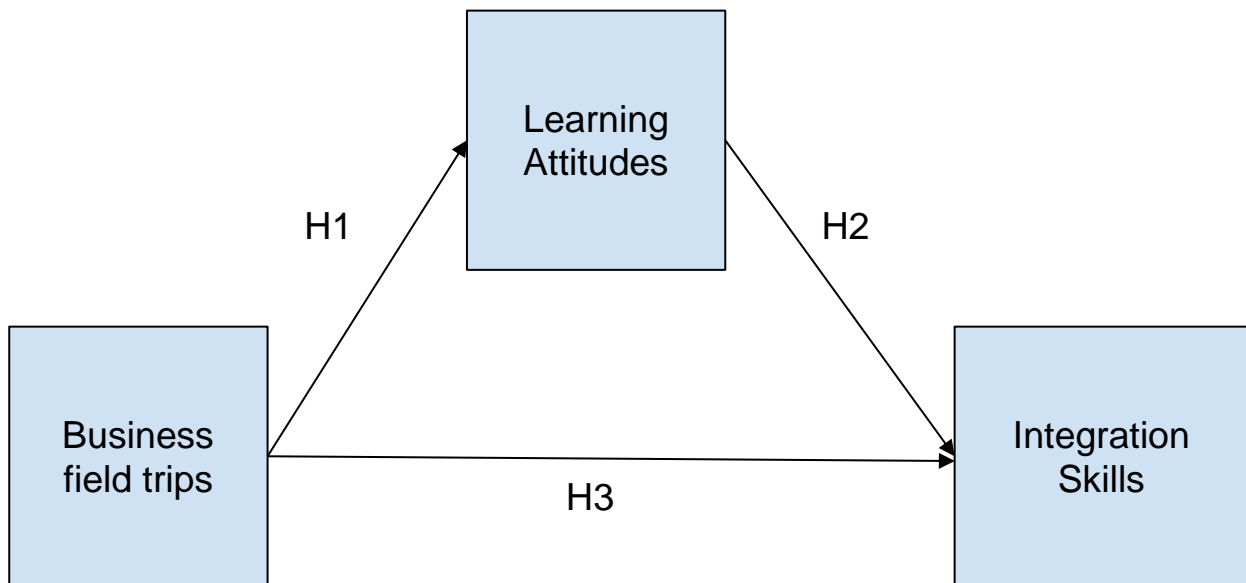

Figure 1. Proposed Research Model

Source: The authors (2024)

3.3. Development of the questionnaire and selection of research scales

Table 1. Research questionnaire

Code	Questionnaire	Reference
AWE	**A. Measurement of Business field trips**	
AWE1	**Business field trips** How do you evaluate the information from the business field trips?	Chieffo and Griffiths (2004), González-Peña, María Olivia Peña-Ortiz and Gustavo Morán-Soto (2021)
AWE1.1 AWE1.2 AWE1.3	The information provided is relevant to the knowledge learned at school The information is highly practical The information is highly applicable	
	How do you perceive the value of business field trips?	
AWE1.4	Visiting in person helps you have a clearer understanding of the knowledge learned in class	
AWE1.5	The information provided by the presenter helps you understand the working processes in the company's environment Understand more about the field you are studying	

AWE1.6		
AWE1.7	How do you evaluate the development of your professional skills?	
AWE1.8	The level of understanding of the working processes and activities of the studied industry is enhanced	
AWE1.9	The application of learned knowledge in practice is developed	
	Understanding of career opportunities and the labor market in the industry is enhanced	
AWE1.10	Motivated to further develop professional skills	
ATT	**B. Measurement of Learning Attitudes**	
ATT1	The connection between theory and practice helps you have more interest in learning at school	
ATT2	Participating in practical sessions makes you more interested in working in a professional environment	
ATT3	You are more proactive in exploring additional information related to your field of study	Wang et al. (2009)
ATT4	Actively participate in post-event discussions related to the field of study/future career direction	
	Actively seek companies for internships	
ATT5	You are more proactive in listening to lectures at school	
ATT6	Actively enhance your professional skills	
ATT7		
SKI	**C. Measurement of Integration Skills**	
SKI	**C. Measurement of Skills**	

SKI1	**Adaptive skills**	
SKI1.1	Recognizing that each enterprise has different cultures and working environments	Savickas (2005), Rotting Haus et al. (2011)
SKI1.2	Feeling that learning to adapt to different corporate environments is necessary	
SKI1.3	Business field trips have helped you identify your strengths and weaknesses	
SKI1.4	Setting goals for yourself	
SKI1.5	Learning new skills	
SKI2	**Observational skills**	
SKI2.1	Business field trips give you the opportunity to observe various aspects of the business	Rodenhauser et al. (2004), Naghshineh et al. (2008)
SKI2.2	Observational skills for analysis and feedback have improved significantly after practical experience	
SKI2.3	Combining listening to the presenter's instructions with observing in practice helps improve your focus on the details in the surrounding environment	
SKI2.4	Paying attention to processes, culture, and working methods in the company	
SKI3	**Collaborative skills**	
SKI3.1	Activities during the visit help increase opportunities for collaboration and teamwork	Evgeny V. Stepanov et al. (2019)
SKI3.2	Collaborative skills have improved significantly after the visit	
SKI3.3	You interact, exchange with friends, and colleagues more efficiently	
SKI3.4	You understand your friends and colleagues better	
SKI3.5	You work more efficiently	
SKI4	**Questioning skills**	
SKI4.1	You identify the issues you are facing	Nguyễn Thành Đức et al. (2014), Trịnh Thị Hương et al. (2022)
SKI4.2	You ask questions to the presenter/instructor during the business field trips	
SKI4.3	You ask interesting questions	
SKI4.4	Could you provide questions related to the profession?	
SKI4.5	Could you provide questions related to the company?	
SKI4.6	Could you suggest questions to enhance one's own skills?	

Each question is accompanied by an identification and a 5-point rating scale corresponding to the Likert scale. For questions related to perception, the evaluation levels are expressed as "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree".

4. Data Analysis Method and Research Results

4.1. Analysis Software

After collecting and encoding the research data, the group conducted an evaluation analysis using Python and SPSS 20 software.

4.2. Research Results

4.2.1. Descriptive Statistics of the Sample

The research team collected 235 survey forms, of which 221 were valid.

Table 2. Descriptive Statistics of the Sample

Criteria	Component	Quantity	Percentage (%)
Class	K59 (Year 4)	76	34.39%
	K60 (Year 3)	87	39.37%
	K61 (Year 2)	50	22.62%
	K62 (Year 1)	8	3.62%
Major	International Business Economics	122	55.2%
	International Business Management	67	30.32%
	International Finance	26	11.76%
	Integrated Marketing Communication	6	2.71%
Number of Field Visits	Many times	178	80.54%
	Once	43	19.46%

The statistics indicate that the majority of students are in Year 3 (K60) and Year 4 (K59), accounting for 163 students surveyed, or 73.76% of the total survey forms. Additionally, more than half of the surveyed students are majoring in International Economics (55.2%), followed by

International Business Management and International Finance with 67 students (30.32%) and 26 students (11.76%), respectively. Finally, all surveyed students have participated in at least one business field trip, with a high proportion of students visiting multiple times (80.54%).

4.2.2. Preliminary Assessment Results of the Measurement Scale

The study employed Cronbach's Alpha to test the reliability of the scale. Furthermore, the author group performed an Exploratory Factor Analysis (EFA) to condense and summarize the data into a set of smaller factors that could better explain the data. For EFA analysis, a minimum sample size of 50 is required, with an observation-to-variable ratio of 5:1 (Hair et al., 2010). In this study, with 37 variables, a minimum sample size of 37x5=185 observations is needed. Therefore, the 221 survey forms collected meet the specified conditions. The results are summarized in Table 3.

Table 3. Preliminary Assessment Results of the Measurement Scale

Factor (Number of Observed Variables)	Cronbach's Alpha	Total Variable Correlation Minimum	KMO	p-value	Phương sai trích
Business field trips (10)	0.894	0.533	0.910	0,000	51.311
Learning attitudes (7)	0,887	0.708	0.8917	0,000	59.797
Adaptive skills (5)	0,742	0.634	0.5978	0,000	74.485
Observational skills (4)	0,840	0.817	0.7836	0,000	68.134
Collaborative skills (5)	0,917	0.841	0.8745	0,000	75.343
Questioning skills (6)	0,890	0.737	0.8999	0,000	64.710

Source: The Authors (2024)

Business field trips Factor

The business field trips factor comprises 6 variables from AWE1.1 to AWE1.10, with a Cronbach's Alpha coefficient of 0.894, exceeding 0.6. The total variable correlation coefficient is above 0.533, and the Kaiser-Meyer-Olkin (KMO) value is 0.910, Bartlett's Test p-value is 0.000, and the variance extracted is 51.311%, all meeting the requirements. Therefore, the business field trips factor (AWE) satisfies the reliability criteria.

Learning Attitudes Factor

The Learning Attitudes factor consists of 7 variables from ATT1 to ATT7, with a Cronbach's Alpha coefficient of 0.887, exceeding 0.6. The total variable correlation coefficient is above 0.708, and the KMO value is 0.8917, Bartlett's Test p-value is 0.000, and the variance extracted is 59.797%, all meeting the requirements. Therefore, the Learning Attitudes factor (ATT) meets the

reliability criteria.

Adaptive Skills Factor

The Adaptive Skills factor includes 5 variables from SKI1.1 to SKI1.5, with a Cronbach's Alpha coefficient of 0.742, exceeding 0.6. The total variable correlation coefficient is above 0.634, and the KMO value is 0.5978, Bartlett's Test p-value is 0.000, and the variance extracted is 74.485%, all meeting the requirements. Therefore, the Adaptive Skills factor (SKI1) satisfies the reliability criteria.

Observational Skills Factor

The Observational Skills factor comprises 4 variables from SKI2.1 to SKI2.4, with a Cronbach's Alpha coefficient of 0.840, exceeding 0.6. The total variable correlation coefficient is above 0.817, and the KMO value is 0.7836, Bartlett's Test p-value is 0.000, and the variance extracted is 68.134%, all meeting the requirements. Therefore, the Observational Skills factor (SKI2) meets the reliability criteria.

Collaborative Skills Factor

The Collaborative Skills factor includes 5 variables from SKI3.1 to SKI3.5, with a Cronbach's Alpha coefficient of 0.917, exceeding 0.6. The total variable correlation coefficient is above 0.841, and the KMO value is 0.8745, Bartlett's Test p-value is 0.000, and the variance extracted is 75.343%, all meeting the requirements. Therefore, the Collaborative Skills factor (SKI3) satisfies the reliability criteria.

Questioning Skills Factor

The Questioning Skills factor consists of 6 variables from SKI4.1 to SKI4.6, with a Cronbach's Alpha coefficient of 0.890, exceeding 0.6. The total variable correlation coefficient is above 0.737, and the Kaiser-Meyer-Olkin (KMO) value is 0.8999, Bartlett's Test p-value is 0.000, and the variance extracted is 64.710%, all meeting the requirements. Therefore, the Questioning Skills factor (SKI4) meets the reliability criteria.

4.2.3. Formal Evaluation Results

The hypothesis regarding the impact of business field visits on students' integration skills was tested with 221 survey results and through the Hayes Process Model (2017) to validate the hypothesis.

To conduct a regression model analysis, a composite variable was created based on the average values of the observed variables:

Business field trips (AWE) = mean (AWE1.1, AWE1.2, AWE1.3, AWE1.4, AWE1.5, AWE1.6, AWE1.7, AWE1.8, AWE1.9, AWE1.10)

Learning Attitudes (ATT) = mean (ATT1, ATT2, ATT3, ATT4, ATT5, ATT6, ATT7)

Integration Skills (SKI) = mean (SKI1.1, SKI1.2, SKI1.3, SKI1.4, SKI1.5, SKI2.1, SKI2.2, SKI2.3, SKI2.4, SKI3.1, SKI3.2, SKI3.3, SKI3.4, SKI3.5, SKI4.1, SKI4.2, SKI4.3, SKI4.4, SKI4.5, SKI4.6)

```
OUTCOME VARIABLE:
 ATT

Model Summary
          R          R-sq         MSE           F          df1          df2           p
       .7953        .6326       .1211    377.0228       1.0000    219.0000        .0000

Model
              coeff          se           t           p         LLCI         ULCI
constant      .7478        .1673      4.4697        .0000        .4181       1.0775
AWE           .8051        .0415     19.4171        .0000        .7234        .8868

Standardized coefficients
          coeff
AWE       .7953
```

Figure 2. Model 1

Source: The Authors (2024)

Model 1 indicates that Business Field Trips have a positive impact on Study Attitude (beta=0.805, p<0.001). However, the explanatory power of Business Field Trips is on an average level, with an adjusted R = 0.633.

```
OUTCOME VARIABLE:
 SKI

Model Summary
          R          R-sq         MSE           F          df1          df2           p
       .8721        .7606       .0686    346.2780       2.0000    218.0000        .0000

Model
              coeff          se           t           p         LLCI         ULCI
constant      .5318        .1316      4.0424        .0001        .2725        .7911
AWE           .2160        .0515      4.1959        .0000        .1146        .3175
ATT           .6313        .0509     12.4109        .0000        .5310        .7315

Standardized coefficients
          coeff
AWE       .2294
ATT       .6785
```

Figure 3. Model 2

Source: The Authors (2024)

Model 2 explains the positive impact of Business Field Trips (beta=0.216) and Study Attitude (beta=0.631) on Student Integration Skills. The model's adjustment coefficient is 0.76, with p<0.001. Thus, hypotheses H1 and H2 are supported.

```
*************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y ***************

Total effect of X on Y
     Effect          se           t           p        LLCI        ULCI        c_cs
      .7243        .0407     17.8048       .0000       .6441       .8045       .7690

Direct effect of X on Y
     Effect          se           t           p        LLCI        ULCI       c'_cs
      .2160        .0515      4.1959       .0000       .1146       .3175       .2294

Indirect effect(s) of X on Y:
          Effect      BootSE     BootLLCI    BootULCI
ATT       .5082       .0582        .3924       .6208

Completely standardized indirect effect(s) of X on Y:
          Effect      BootSE     BootLLCI    BootULCI
ATT       .5396       .0546        .4289       .6417

*********************** ANALYSIS NOTES AND ERRORS ***********************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000
```

Figure 4. Model 3

Source: The Authors (2024)

Based on Model 3, a summary of the intermediate analysis is presented in Table 4. The results show a significant indirect impact of Business Field Trips and Student Integration Skills (beta = 0.724, t = 8.731), supporting hypothesis H3. Not only that, but the direct impact of Business Field Trips and Student Integration Skills in the intermediate situation is also determined to be significant (beta = 0.216, p < 0.001). As both the Total Effect and Direct Effect are significant, Study Attitude partially mediates the relationship between Business Field Trips and Student Integration Skills.

Table 4: Effects of AWE on SKI through Intermediate Variables

Indirect Effect	Total Effect	Direct Effect	Indirect Effect	Boot LLCI	Boot ULCI	t	Conclusion
AWE → ATT → SKI	0.724	0.216	0.508	0.429	0.642	8.731	Partial Mediation

Source: The Authors (2024)

5. Conclusion and Proposed Solutions

This study analyzed the impact of participating in real business field trips on the student integration skills at the Foreign Trade University - Campus Ho Chi Minh City. The study revealed that all surveyed students had participated in at least one business field trip, with a notable portion engaging in multiple visits. Initial assessment results underscored the reliability of various factors, including Business Field Trips, Learning Attitudes, Adaptive Skills, Observational Skills, Collaborative Skills, and Questioning Skills. These findings were further confirmed through utilizing regression analysis, which highlighted the positive influence of business field trips on students' study attitudes. Moreover, the study revealed a significant correlation between these trips, favorable study attitudes, and the enhancement of students' integration skills.

Both students and the university can collaborate to implement various solutions aimed at enhancing the integration skills fostered by business field trips. For students, active participation and engagement during field trips are crucial. They should seize opportunities to interact with industry professionals, ask questions, and actively involve themselves in discussions. Students should reflect on their experiences during and after field trips to deepen their understanding and consider how they can apply newfound knowledge and skills.

The university, on the other hand, can integrate field trips more closely with the curriculum, ensuring alignment with course objectives and learning outcomes. Providing students with access to support services and resources is paramount. This includes pre-trip orientation sessions, post-trip debriefing sessions, and additional learning materials. Adequate funding and resources should be allocated to facilitate the planning and execution of high-quality field trip experiences. Moreover, establishing mechanisms for collecting feedback from students, faculty, and industry partners is crucial. Using evaluation data to refine and enhance field trip programs ensures their ongoing relevance and effectiveness in supporting students' integration skills development.

By working together, students and the university can maximize the educational benefits of business field trips, empowering students to develop essential integration skills for academic and professional success.

However, this study was conducted with a small number of students at one university, focusing only on specific integration skills and lacking an assessment of the long-term effects of field trips. Therefore, further extensive research is needed to confirm the generalizability of the study results, delve deeper into influencing factors, and explore the long-term effects of participating in field trips on student integration skills.

References

Ankrah, S. & Omar, A. T. (2015). "Universities–industry collaboration: A systematic review", *Scandinavian Journal of Management,* Vol. 31 No. 3, pp. 387-408.

Attewell, P. (1990). "What is skill?. Work and occupations", Vol. 17 No. 4, pp. 422-448.

Brodie Jr, Thomas. A. (1964). "Attitude toward school and academic achievement", *The Personnel and Guidance Journal*, Vol. 43 No. 4, pp. 375-378.

Byrne, Z. S., Weston, J. W. & Cave, K. (2020). "Development of a scale for measuring students' attitudes towards learning professional (ie, soft) skills", *Research in Science Education,* Vol. 50 No. 4, pp. 1417-1433.

Benson, G. S. (2002). "Beyond skill development: The effects of training and development on the attitudes and retention of employees", *University of Southern California*.

Diều, N. V., Thao, T. Q. & Diệu, N. X. (2023). "Thái Độ Của Người Học Với Việc Học Trí Tuệ Liên Văn Hóa Có Sự Hỗ Trợ Của Nền Tảng Skype", *TNU Journal of Science and Technology,* Vol. 228 No. 04, pp. 239-246.

Đinh, T. T. H., Nguyễn, T. C. & Bùi, Đ. T. (2023). "Hiệu Quả Của Chương Trình Thực Tập Tại Doanh Nghiệp Đối Với Người Học-Dưới Quan Điểm Của Sinh Viên Và Doanh Nghiệp", T*ạp chí Nghiên cứu Khoa học và Phát triển,* pp. 33-40.

Đinh, V. T. (2016). "Hợp tác đại học-doanh nghiệp trên thế giới và một số gợi ý cho Việt Nam", *Vnu Journal Of Economics And Business*, Vol. 32 No. 4.

Ebenehi, A. S., Rashid, A. M. & Bakar, A. R. (2016). "Predictors of career adaptability skill among higher education students in Nigeria", *International Journal for Research in Vocational Education and Training (IJRVET)*, Vol. 3 No. 3, pp. 212-229.

Geisinger, K. F. (2016). "21st century skills: What are they and how do we assess them?", *Applied measurement in education*, Vol. 29 No. 4, pp. 245-249.

González-Peña, O. I., Peña-Ortiz, M. O. & Morán-Soto, G. (2021). "Is it a good idea for chemistry and sustainability classes to include industry visits as learning outside the classroom? An initial perspective", *Sustainability*, Vol. 13 No. 2, pp. 752.

Green, F. (2011). "What is Skill?: An Inter-Disciplinary Synthesis", *London: Centre for Learning and Life Chances in Knowledge Economies and Societies*.

Guagnano, G. A., Stern, P. C. & Dietz, T. (1995). "Influences on attitude-behavior relationships: A natural experiment with curbside recycling", *Environment and behavior*, Vol. 27 No. 5, pp. 699-718.

Andrew Hayes. (2017) "Hayes Process Macro - Model 4 - Mediation Analysis ResearchWithFawad", Available at: https://researchwithfawad.com/index.php/lp-courses/hayes-process-macro-lecture-series/hayes-process-macro-model-4-mediation-analysis/, truy cập ngày 11/3/ 2024.

Jackson, D. & Bridgstock, R. (2021). "What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work", *Higher Education*, Vol. 81 No. 4, pp. 723-739.

Khalid, K. & Ahmad, A. M. (2021). "The relationship between employability skills and career adaptability: A case of undergraduate students of the United Arab Emirates", *Higher Education, Skills and Work-Based Learning*, Vol. 11 No. 5, pp. 1035-1054.

Lavi, R., Tal, M. & Dori, Y. J. (2021). "Perceptions of STEM alumni and students on developing 21st century skills through methods of teaching and learning", *Studies in Educational Evaluation*, Vol. 70, pp. 101002.

Mague, R. E. (1982). "The relationships among self-concept, career awareness, career attitude, social competence, and academic achievement in a comprehensive career education project", *The Ohio State University*.

Malhotra, R., Massoudi, M. & Jindal, R. (2023). "An alumni-based collaborative model to strengthen academia and industry partnership: The current challenges and strengths", *Education and Information Technologies*, Vol. 28 No. 2, pp. 2263-2289.

Mattiuzzi, C. & Reardon, F. (2001, June). "Industry Visits as an Assessment Tool", *In 2001 Annual Conference*, pp. 6-581.

Mohamad Hanefar, S. B., Muhammad Toab Hussain, A. R. & Jarvis, A. (2021). "The effect of problem-based learning on students' learning attitude in tertiary level education: A case study of the college system in Bangladesh", *Journal of University Teaching & Learning Practice,* Vol. 18 No. 4, pp. 17.

Nasir, R. & Lin, L. S. (2013). "The relationship between self-concept and career awareness amongst students", *Asian Social Science*, Vol. 9 No. 1, pp. 193.

Nguyễn, H. N. (2023). "Thực trạng hoạt động liên kết đào tạo của trường đại học tư thục với doanh nghiệp tại Thành phố Hồ Chí Minh và một số khuyến nghị", *Tạp chí Giáo dục,* Vol. 23 No. 8, pp. 59-64.

Nguyễn, V. D., Lê, Đ. H. & Đỗ, Đ. C. (2023). *"*Liên Kết Giữa Trường Đại Học Và Doanh Nghiệp Trong Đào Tạo Nguồn Nhân Lực Ngành Công Nghệ Thông Tin", *Tạp chí Nghiên cứu Khoa học và Phát triển,* pp. 21-28.

Phương, T. N. & Lê Thị, N. (2023). "Nâng Cao Hiệu Quả Phối Hợp Giữa Nhà Trường Và Doanh Nghiệp Du Lịch Trong Hoạt Động Thực Tế, Thực Tập Cho Sinh Viên Ngành Quản Trị Dịch Vụ Du Lịch Và Lữ Hành, Trường Đại Học Văn Hóa, Thể Thao Và Du Lịch Thanh Hóa", *Tạp chí Khoa học*, Vol. 3 No. 18, pp. 113-113.

Teshome, A. (2024). "The match between higher education skill supply and employers' skill needs in Ethiopia".

Tín, P. H. & Loan, N. T. Q. (2011). "Các yếu tố ảnh hưởng đến thái độ học tập của sinh viên Trường Đại học Đà Lạt", *Tạp chí phát triển Khoa học và Công nghệ*, Tập 14, tr. 89-96.

Trần, T. N. (2022). "Hợp tác giữa trường đại học và doanh nghiệp: thực tiễn tại trường Đại học Công nghiệp Dệt may Hà Nội".

Vallas, S. P. (1990). "The concept of skill: A critical review. Work and Occupations", Vol. 17 No. 4, pp. 379-398.

Wise, R., Charner, I. & Randour, M. L. (1976). "A conceptual framework for career awareness in career decision-making", *The Counseling Psychologist,* Vol. 6 No. 3, pp. 47-53.

Smith, J. (2020). "The impact of workplace visits on students' career perceptions and motivation to learn", *Journal of Education and Training*, Vol. 62 No. 2, pp. 234-248.

Jones, M. (2021). "The relationship between learning attitude and the development of employability skills in university students", *Studies in Higher Education*, Vol. 46 No. 8, pp. 1541-1555.