Promoting the quality of human resource training in the logistics industry in Vietnam

Nâng cao chất lượng đào tạo nguồn nhân lực trong ngành logistics tại Việt Nam

Le Thi Hai Duong[1], Phan Le Ngoc Chau[2]

[1]Faculty of Economics – Management, Hong Bang International University

[2]Ho Chi Minh City Police

Tác giả liên hệ: Lê Thị Hải Đường. Email: haiduong198199@gmail.com

Abstract: The logistics industry is gradually becoming successful and attracting a large number of resources, especially young people. However, up to now, the provision of resources for the logistics industry is considered a wave of globalization in general and Vietnam in particular, which is still attracting a large number of resources. The quality of training is positively influenced by factors related to the teaching staff (teaching qualifications - expertise, understanding the training needs of businesses, the teaching staff cares about the training needs of businesses, good communication skills, using modern teaching methods) of the teaching staff and the training program (clear output standards, regularly updated programs, the school arranges - allocates the modules in the training program reasonably, diverse and rich elective subjects) to meet the development. Therefore, promoting the training of quality human resources in the logistics industry in Vietnam is very necessary today.

Keywords: *Human resources; Human resource training; Logisitcs; Quality; Training*

Tóm tắt: Ngành logistics đang dần thành công và thu hút được nguồn lực lớn, đặc biệt là người lao động trẻ tuổi. Tuy nhiên, cho đến nay, việc cung cấp nguồn lực cho ngành logistics được coi là làn sóng toàn cầu hóa nói chung và Việt Nam nói riêng, vẫn đang thu hút một lượng lớn nguồn lực. Chất lượng đào tạo chịu ảnh hưởng tích cực bởi các yếu tố liên quan đến đội ngũ giảng viên (trình độ giảng dạy - chuyên môn, hiểu nhu cầu đào tạo của doanh nghiệp, đội ngũ giảng viên quan tâm đến nhu cầu đào tạo của doanh nghiệp, kỹ năng giao tiếp tốt, sử dụng phương pháp giảng dạy hiện đại) của giảng dạy. đội ngũ cán bộ và chương trình đào tạo (chuẩn đầu ra rõ ràng, chương trình cập nhật thường xuyên, nhà trường sắp xếp - phân bổ các học phần trong chương trình đào tạo hợp lý, đa dạng, phong phú các môn tự chọn) đáp ứng sự phát triển. Vì vậy, việc đẩy mạnh đào tạo nguồn nhân lực có chất lượng trong ngành logistics ở Việt Nam là rất cần thiết hiện nay.

Từ khóa: *Chất lượng; Đào tạo; Đào tạo nguồn nhân lực; Nguồn nhân lực; Logistic;*

1. Overview

In fact, the demand for national human resources in the logistics industry is predicted that by 2025 , businesses operating in and related to the logistics industry will need about 1.2 million workers , in That requires at least 300,000 professional logistics staff (*equivalent to 25%*) must have high professional qualifications , ICT , specialized English , and other requirements consistent with development in the era of Industrial Revolution 4.0. Therefore, in addition to improving the qualifications of existing logistics staff, it is necessary to focus on reviewing the quality of training and identifying factors that affect the quality of human resource training, especially for With young human resources in the logistics industry in Vietnam (students / graduates with qualified training) is necessary, urgent and practical. Therefore, promoting the training of quality human resources in the logistics industry in

Vietnam is currently necessary research. In addition, finding solutions and ways to improve these factors will create a balance between quantity and quality in industry personnel. keep up with the development progress of the country's economy and increase Vietnam's logistics competitiveness in the region.

Survey subjects: Representatives of enterprises (referred to as enterprises) whose employees have graduated from formal chemical courses in logistics in the last 10 years and are reputable lecturers/training specialists. credibility in the logistics industry.

Research method: The topic uses a combination of two research methods: Qualitative Research and Quantitative Methods:

Using discussion and opinion polling method in 02 rounds, round 01 consulted from 05 logistics business representatives and 04 lecturers/trainers in the logistics industry to explore and filter core factors. Then carry out the second round of consultation, keeping the representatives of 05 businesses in round 01 and adding 25 more logistics businesses to discuss and observe data, and on that basis set up a survey questionnaire. .

2. Introduction

Education, training and human resource development

According to Dr. Ha Van Hoi (edited and systematized by Quantri.vn) [10] , then:

- Education: is understood as learning activities to prepare people to enter a new, suitable career in the future.

- Training: (also known as skills training), is understood as a learning activity to help employees perform their functions and tasks more effectively. Specifically speaking, training involves the acquisition of special knowledge and skills, in order to perform specific jobs more perfectly.

- Development: is a learning activity that goes beyond the scope of the immediate job, related to improving the intellectual and emotional abilities needed to perform better jobs or open up new jobs for them. based on the future directions of the organization.

Logistics

Logistics is understood from two perspectives: a type of service and a service industry: According to Article 233 of the 2005 Vietnam Commercial Law: "Logistics services are commercial activities, whereby traders organize the implementation of one or more Work includes receiving goods, transporting, warehousing, warehousing, customs clearance, other paperwork, customer consulting, packaging, marking, delivery or other services. other goods related to goods as agreed with the customer to receive remuneration. Logistics services are transliterated in Vietnamese as logistics services.

According to Article 1, [15] Decision No. 200 QD-TTg of the Prime Minister dated February 14, 2017: "Logistics is an important industry in the overall structure of the national economy, playing a role in supporting, connecting and promoting development." socio-economic development of the whole country as well as each locality, contributing to improving the competitiveness of the economy".

In short, we can understand that: Logistics services are the transportation, consolidation, storage, loading and unloading of domestic and international goods using modern connected information systems to serve transactions. trade within the economy and is carried out by an intermediary providing the service. This is a necessary service that always goes hand in hand with the development of each country's economy.

Concept of human resources

According to the United Nations approach, human resources are all human knowledge, skills and abilities relevant to social development. Accordingly, human resources are considered in terms of quality,

role and strength of people in the development of society . [17]

In addition, human resources are also understood as the people who make up the workforce of an organization, business sector or economy. "Human capital" is sometimes used synonymously with "human resources" to include manpower, talent, labor, personnel or simply people.

Logistics human resources in general include all personnel participating in professional activities. Most of them are people working in direct (service provision, field work) and indirect (management, leadership) positions in businesses. Like many other industries/professions, logistics human resources are often divided into 4 levels:

-Leadership/administration level and experts;

- Management and executive level;

- Coordination and supervision level;

- Level of technical and professional staff.

Thus, it can be clearly seen that logistics is a complex concept, representing not only one industry but interdisciplinary, expressing both forms of service and management. Logistics human resources are therefore also very diverse.

Training human resources in the logistics industry

- Logistics human resource training includes training activities carried out formally according to programs registered with state management agencies on education and training, including vocational education, implemented in educational and training organizations (managed by the Ministry of Education and Training) or vocational education (managed by the Ministry of Labor, War Invalids and Social Affairs).

- Training organizations: In Vietnam, there are Universities, Colleges, Intermediate Schools, Institutes, Companies, and Training Centers registered for vocational training or vocational education activities.

The concept of quality and training quality

- Quality: This is a common term used in many different areas of social life and human daily activities. Therefore, the concept of quality is defined from many different perspectives such as: quality is perfection, excellence; Quality is the core value of materials, people, and things; According to the philosophical category, quality is understood as the nature of things - phenomena by which we can distinguish one thing from another. In addition, quality is further classified into absolute quality and relative quality. In particular, relative quality is understood in two ways: first, quality is the achievement of goals (consistent with goals) set by people, or called internal quality, second is quality. Quality is assessed through customer satisfaction (people who directly experience the product). Absolute quality Used when mentioning and evaluating specific products, it implies that the product has the most superior qualities and standards. In short, quality is a multidimensional, historical concept, containing many quantitative and qualitative elements, so it can be said that there exists a relatively large "tolerance" in the concept of measurement and quality. Evaluate.

- Quality of education and training: in the field of education, the term quality is often used when reviewing, evaluating or comparing results with determined goals from two main perspectives: quality in the system. educational system and quality of educational products.

Training quality is the level of knowledge, skills, and attitudes that students achieve after completing a certain level of education compared to the standards set out in educational goals and these standards are subject to change. supplemented depending on certain historical periods depending on the human resource needs of the labor market. Accordingly, to evaluate the quality of

vocational training, in addition to the results of the training process in schools, one must also take into account the suitability and adaptability of those who have completed that training program, and the employment rate after graduation. Graduation, ability to apply to specific jobs and working positions in businesses, agencies, and organizations that employ workers.

From the above analysis, we can generalize that: Training quality is the level of achievement of previously established training goals of training units and is expressed through knowledge and skills, the attitude of the person being trained.

2.1. Theoretical framework

From foreign and domestic reference models, factors affecting training quality are listed in the table below. Based on the number of times each factor appears in the references and because of limited time and research ability, the author plans to choose 5 factors, which are: Training program; Teachers; Infrastructure; Evaluation system and supporting factors included in the research model.

Table 1. Factors affecting training quality (Source: Author's compilation)

No.	Element name	Research by:
1	Teachers	Aghamolaei and T., & Zare, S. (2008) Khyati Shetty Datta1 and Julie Vardhan (2017) Russia. Tuan, Th.Th. Son, V.D. Faculty (2018) Pham Thi Lien, VNU (2016) Dao Thanh Van, BR – VT University (2019)
2	Education program	Aghamolaei and T., & Zare, S. (2008) Pham Thi Lien, VNU (2016) Ng. Thi Thanh Thuy, Tra Vinh University (2020)
3	Practical program, reality	Russia. Tuan, Th.Th. Son, V.D. Faculty (2018)
4	Support staff	Aghamolaei and T., & Zare, S. (2008) Dao Thanh Van, BR – VT University (2019) Ng. Thi Thanh Thuy, Tra Vinh University (2020)
5	Infrastructure	Aghamolaei and T., & Zare, S. (2008) Khyati Shetty Datta1 and Julie Vardhan (2017) Russia. Tuan, Th.Th. Son, V.D. Faculty (2018) Pham Thi Lien, VNU (2016) Dao Thanh Van, BR – VT University (2019) Ng. Thi Thanh Thuy, Tra Vinh University (2020)
6	Ability to serve	Aghamolaei and T., & Zare, S. (2008) Khyati Shetty Datta1 and Julie Vardhan (2017) Russia. Tuan, Th.Th. Son, V.D. Faculty (2018) Pham Thi Lien, VNU (2016)
7	Students' learning attitude	Saleh, H. (2019) Khyati Shetty Datta1 and Julie Vardhan (2017) Ng. Thi Thanh Thuy, Tra Vinh University (2020)
8	Students' learning motivation	Russia. Tuan, Th.Th. Son, V.D. Faculty (2018)
9	Student skills	Saleh, H. (2019)
10	Professional documents reference	Aghamolaei and T., & Zare, S. (2008)

2.1.1. Education program

A training program is a summary of the training content of a course. A good and diverse training program will attract many people to study at the school. Specifically, the authors: Krampf & Heinlein (1981), Seneca & TausSig (1987), Tierney (1983) all have the same opinion that training programs are very important for attracting learners. Also according to Kamol Kitsawad (2013), the training program factor is also a factor that is carefully considered when students choose a university in Thailand. A good logistics training program that meets the learners' goals has a great impact on the quality of training. Therefore, the hypotheses are presented as follows:

Hypothesis H 1: The training program has a positive (+) impact on the quality of human resources training in the logistics industry.

2.1.2. Teachers

The teaching staff are professional staff who directly participate in teaching and guiding academic-related activities for students in a small group with degrees and titles appropriate to their teaching expertise. A team of excellent and professionally skilled teachers will attract many people to decide to study at the school where they teach. Specifically, the authors: Amatora, M. (1950) [3] , Brooks, Douglas M. (1985), Greenberg, D. (1987), Williamson McDiarmid, G. & Clevenger-Bright M. (2008) [4] all have the same opinion that the teaching staff is very important to the quality of students. Also according to "UNESCO Sustainable Development Goal No. 4" - Global Campaign for Education published on September 22, 2020, the factor of teachers is a prerequisite to ensure the quality of education. , directly affecting the quality of human resources of countries (including developing countries, least developed countries and small island developing states). A team of good logistics teachers with appropriate expertise has a great influence on the quality of training.

Therefore, the hypotheses are presented as follows:

Hypothesis H 2 : Teaching staff has a positive (+) impact on the quality of human resource training in the logistics industry.

2.1.3. Infrastructure

The physical facilities of educational institutions are the entire system of classrooms, sports fields, laboratories, experiments, libraries and other physical systems outside and inside the school. . A good and complete infrastructure system directly affects the quality of education, academic achievement, and the health and satisfaction of students. Specifically, the authors: Zentall, Sydney S., Shaw, Jandira H (1980), Woolner, Pamela (2010) [2] , MacPhee, Larry (2015)[14] all have the same opinion that facilities are one of the very important factors for the quality of students in a training facility. Also according to Jafari A, Arghami Sh, Kamali K, Zenozian S. (2018), Facilities is one of the top factors students prioritize when choosing a school in Mexico. A comfortable and complete system of logistics training facilities has a great impact on the quality of students as well as the quality of output training. Therefore, the hypotheses are presented as follows:

Hypothesis H 3 : Facilities have a positive (+) impact on the quality of human resource training in the logistics industry.

2.1.4. Rating system

An assessment system is the process of systematically recording and using empirical data about knowledge, skills, attitudes and beliefs to refine the program and evaluate the quality of student outcomes before completion. a training program. A clear, transparent and regularly updated evaluation system will create the reputation of the training unit and attract more students to choose it. Specifically, the authors: Scriven, M. (1991), Black, Paul & William, Dylan (1998), Allen, M.J. (2004), Nelson, Robert; Dawson, Phillip (2014) all have the same opinion that the evaluation system is very important to the quality of

students' training. Also according to UNESCO (2019) [7] ISBN: 978-92-3-100333-2, The evaluation system factor is also a factor that is carefully considered when choosing a school for global students oriented to 2030. A training program evaluation system Logistics that is clear and meets the learners' goals has a great impact on the quality of training. Therefore, the hypotheses are presented as follows:

Hypothesis H 4 : The evaluation system has a positive (+) impact on the quality of human resource training in the logistics industry.

2.1.5. Supporting factors:

Support factors of training institutions include: supportive supervisors, reference materials, the school's attention to students, etc. Accessible and timely support factors will be a of the top reasons that help attract many people to study at school. Specifically, the authors: Aghamolaei and T., & Zare, S. (2008), Dao Thanh Van, BR – VT University (2019) [9] all have the same opinion that supporting factors are quite necessary for the quality of learners. Also according to Ng. Thi Thanh Thuy, Tra Vinh University (2020), supporting factors are also a factor that is carefully considered when choosing a university in Vietnam for students. Support factors at a logistics training place that are good and meet the learners' goals have a great impact on the quality of training. Therefore, the hypotheses are presented as follows:

Hypothesis H 5 : Supporting factors have a positive (+) impact on the quality of human resource training in the logistics industry.

2.2. Research models

The above analysis has shown that all five factors have an impact on the quality of logistics human resource training at schools and human resource training centers in the logistics industry , which is demonstrated by the research model of the study.
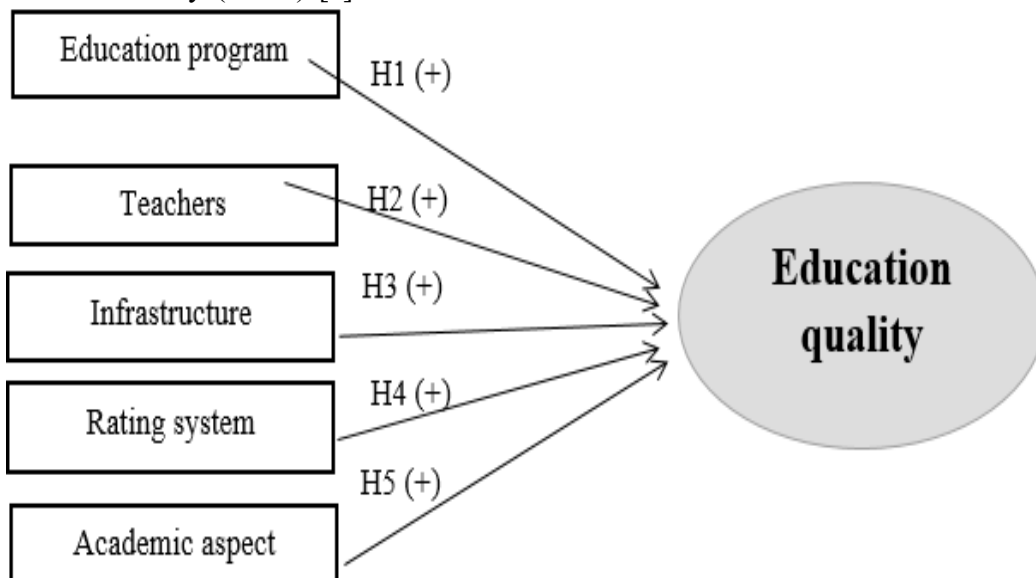

Figure 1. Proposed research model

3. Research method

With the goal of deeply understanding the research problem, the researcher uses the exploratory research method (initial research) because of its flexible characteristics, according to the requirements of the initial research and combining expert methods. and analyze qualitative data and secondary data. Based on their knowledge, experience, and network of work relationships, the implementer collected opinions from experts on human resource training in the logistics industry, [18] studied reports of

the Logistics Business Association. Vietnam, national action program, annual reports released by the Ministry of Industry and Trade, professional activities of the Education - Training, Labor - Invalids and Social Affairs sectors. [17]

To have more basis for determining research variables, the implementer used the interview method, consulting with 30 representative managers of logistics enterprises by direct questions.

"In your opinion, what are the 5 main factors affecting the quality of logistics human resource training in Ho Chi Minh City?" and provide suggested options while also being open to their opinions. The statistical results are as follows:

Table 2. Statistics of preliminary interview results on "Factors affecting the quality of Vietnamese logistics human resource training

No.	Factors affecting the quality of logistics human resource training in Ho Chi Minh City	Frequency selective
1	Education program	27/30
2	Facilities for training	23/30
3	Teachers	21/30
4	Rating system	18/30
5	Supporting factors	15/30
6	Students' learning attitudes and motivation	7/30
7	Skills of students after training	6/30
8	Practical, realistic program	4/30
9	Other factors (please write clearly): Society's awareness of logistics Connect with businesses Autonomy of training institutions	4/30 2/30 1/30

From this result it can be seen:
+ The five (5) factors with the highest frequency of selection completely coincide with the intentions of the researcher (see table 1.1)
+ The next three (3) factors have frequencies from 5 - 9, of which:
"Students' learning attitudes and motivation" (7/30) This is a cognitive factor that lies within each individual student and is influenced by many external factors, thus fluctuating factors. This continuum can be immediately removed from the scale.
"Skills of students after training" (6/30) are understood in the sense of hard skills (using machinery, technology,...) and soft skills (communication, teamwork, using English, critical thinking,...) these are skills that are formed both inside and outside the training program based on each student's access opportunities.
"Practical and practical programs" (4/30) are programs integrated into the training program to review and apply learned knowledge into real work. This factor depends on the organizational form of the training units (traditional, international, vocational training centers or other forms of training).
+ In addition, there are other personal factors that the author chose not to choose, including:
"Society's awareness of logistics" (4/30)
"Connecting with businesses" (2/30)
"Autonomy of training institutions" (1/30).
Thus, through qualitative analysis, the 5 factors included in the proposed research model by the author also have the most suggestions from businesses. The five factors are:
1/ Training program
2/ Facilities for training
3/ Teaching staff
4/ Evaluation system (student capacity)
5/ Academic aspect

Table 3. Scale of observed variables and cited sources

CT	Education program
CT1	The training program has clear output standards
CT2	The training program is updated regularly
CT3	The school arranges and distributes the modules in the training program appropriately
CT4	The list of elective subjects is diverse and rich

Table 4. Measuring scale for teaching staff

GV	Teachers
GV1	The team of teachers is highly qualified and has extensive teaching expertise
GV2	The teaching staff clearly understands the training needs of businesses
GV3	The teaching staff is very interested in the human resource requirements of the business
GV4	The teaching staff has good communication skills
GV5	The teaching staff uses many modern teaching methods

Table 5. Facilities scale

CS	Infrastructure
CS1	Classrooms meet students' classroom learning needs
CS2	The school has good teaching facilities
CS3	The library has rich and diverse reference sources
CS4	The school library has enough space and facilities for studying
CS5	Online utility applications - Internet access, websites effectively serve teaching and learning

Table 6. Scale of observed variables and cited sources

DG	Rating system
DG1	The school has a clear and fair method of evaluating students' academic performance
DG2	The school has an assessment method that includes international standards
DG3	The school has assessment methods both inside and outside the classroom
DG4	Enterprises have been deeply involved in building the evaluation system
DG5	The school has a balanced assessment method between theoretical and practical skills.

Table 7. Scale of supporting factors

HT	Academic aspect
HT1	The school's extracurricular activities help train students' skills
HT2	Safe food and accommodation services in school
HT3	The school has an academic consulting department
HT4	The school has links with businesses to support employment issues for students

Table 8. Training quality scale

CL	Education quality
CL1	Good professional knowledge
CL2	Proficient professional skills
CL3	Soft skills *(communication, use of English, teamwork,...) are diverse*
CL4	Appropriate behavior

Source: Compiled by author

Next is the author's discussion with 30 logistics company managers about the observed variables used to measure the factors/scales. These observed variables are inherited from the scale set of Saleh, H. (2019); Aghamolaei and T., & Zare, S. (2008) ; Khyati Shetty Datta1 and Julie Vardhan (2017); Russia. Tuan, Th.Th. Son, V.D. Khoa (2018); Pham Thi Lien, VNU (2016); Dao Thanh Van, BR – VT University (2019); Ng. Thi Thanh Thuy, Tra Vinh University (2020) But there may be variables that are not suitable for the logistics characteristics of Ho Chi Minh City in current conditions, so the author must conduct a hand-to-hand discussion.

The result of the discussion was that 30 representatives of logistics businesses agreed with 27 variables given by the author . They only suggested adjusting the names of the four variables to be clearer and more concise. Specifically, modifying the second variable is "The university provides facilities that can be used to develop students' interests and talents (sports facilities, student activities clubs , etc.)" and the fourth variable is "The library ensures space and seating to meet the learning and research needs of students" of the factor "Facilities" into "The school has facilities good teaching" and "The school library has enough space and facilities for studying".

Next, adjust the first variable as "Extracurricular activities/ society of good quality, helping students practice their skills" and the third variable is "The school has a consulting department on study plans, subjects, learning methods, psychology, ... for students" of the factor "Academic aspects" including "The school's extracurricular activities have the effect of training skills for learners" and "The school has an academic advising department".

The 27 observed variables above are the basis for the author to form a draft survey used in preliminary quantitative research .

Research method: There are two steps: preliminary quantitative research and official quantitative research.

Preliminary quantitative research:
In order to redefine the factors affecting the quality of logistics human resource training and the number of questions, the implementer conveniently investigated 30 businesses using human resources in the logistics industry. Then, Cronbach's Alpha test and EFA analysis aim to preliminarily evaluate the scale and observed variables.

Formal quantitative research:
The research uses methods to process and analyze information collected using SPSS software version 23.0 . To test the research hypothesis and measure the influence of factors affecting the quality of logistics

human resource training in Ho Chi Minh City, the implementer used Cronbach ' Alpha testing method, factor analysis. exploration (EFA), correlation and regression,... with cross-sectional data based on the model presented in the theoretical basis.

4. Results

4.1. Description of research data

The survey process was conducted in July 2020. The total number of survey questionnaires issued was N = 250, the total number of survey questionnaires received was 230. After checking, there were 16 questionnaires that did not meet the requirements. The request was excluded (due to incomplete response information and the same level of response for all questions). Thus, the total number included in analysis and processing is N = 214 questionnaires with complete answer options. Table 4.1 presents the descriptive statistical analysis of the survey sample.

Table 8. Sample descriptive statistics results
(Source: Implementer's research data)

Data	Quantity	Ratio (%)
Sex		
Male	130	60.75
Female	84	39.35
Position		
Manager	72	35.05
HRM	89	41.59
Monitor	53	24.76
Time for specialized logistics training		
From 1 to under 6 months	88	41.12
From 6 - under 12 months	76	35.51
From 12 months or more	50	23.37

4.2 Assess reliability using Cronbach's Alpha test

Table 9. Cronbach's Alpha test results

Observed variables	Average value if variable is deleted	Variance if variable deleted	Coefficient of correlation of total variables	Cronbach's alpha when deleting variables
Cronbach's Alpha training program scale = 0.822				
CT1	11.29	4,348	.690	.783
CT2	11.15	4,691	.588	.826
CT3	11.41	4,214	.680	.788
CT4	11.32	4,229	.714	.772
Cronbach's Alpha scale for teaching staff = 0.854				
GV1	15.46	8,747	.541	.857

GV2	15.32	8,199	.670	.823
GV3	15.42	8.169	.704	.815
GV4	15.54	7,865	.713	.812
GV5	15.37	8,262	.719	.812
Cronbach's Alpha of the facilities scale = 0.822				
CS1	15.64	7,472	.568	.801
CS2	15.48	7,190	.615	.788
CS3	15.62	6,519	.644	.779
CS4	15.66	6,731	.670	.771
CS5	15.83	6,904	.588	.796
Cronbach's Alpha rating system scale = 0.804				
DG1	15.18	7,536	.586	.767
DG2	15.08	7,698	.505	.791
DG3	15.31	7,343	.588	.766
DG4	15.21	6,899	.655	.744
DG5	15.18	7,089	.607	.760
Cronbach's Alpha of the academic aspect scale = 0.731				
HT1	11.66	4,065	.493	.689
HT2	11.45	3,808	.566	.643
HT3	11.14	4,544	.483	.693
HT4	11.15	4,034	.550	.654
Cronbach's Alpha scale for measuring training quality = 0.835				
CL1	11.47	4,739	.617	.814
CL2	11.17	4,751	.709	.772
CL3	11.21	4,880	.676	.786
CL4	11.35	4,791	.663	.792

To check the correlation between dependent variables and independent variables, we use the Pearson correlation coefficient to consider. According to table 4.13, we see that the correlation between the dependent variable and the variable Teaching staff is (r = 0.786); with the variable Training program being (r = 0.533); with the variable Evaluation system (r = 0.473); with the variable Facilities (r = 0.534), and all have a level of significance (Sig.= 0.000) and all the above coefficients have a positive sign (+), thus proving that the independent variables have closely related and impact in the same direction on the dependent variable which is training quality. Besides, the correlation coefficients of the variables are large, so it is unlikely that multicollinearity occurs. This once again confirms that the independent variables are more likely to explain the dependent variable.

4.3. Exploratory factor analysis EFA factor product

After analyzing the EFA for the independent variables, the coefficient KMO = 0.881 > 0.5, Barlett's test with Sig = 0.000 (< 0.05), shows that the EFA analysis is appropriate. EFA exploratory factor analysis for dependent variable KMO index result = 0.814 (>0.5); sig. = 0.000 (<0.05). All variables have loading factors greater

than 0.5, proving that the scale is convergent. Thus, the above EFA analysis results show that the EFA analysis is appropriate.

4.4. Test necessary hypotheses

The training program has a positive linear relationship with the quality of training at a meaningful level 0.000<0.1, Teaching staff has a positive linear relationship with training quality at a significant level 0.000<0.1, Testing results show that only 2 factors: training program, teaching staff have a positive linear relationship with the quality of training human resources in Vietnam's logistics industry. Based on the results of EFA factor analysis, the factors include: Teaching staff, training program, evaluation system, facilities are independent variables, dependent variable is training quality.

4.5. Regression analysis

R^2 coefficient is 0.642, which means that 64.2% of the variation in training quality is explained by the variation of factors: teaching staff, training program, assessment system, organization. facilities. explained by the independent variables in the research model. Durbin - Watson parameter = 1.888 , ranges from 1.5 to 1.8 , so first-order serial autocorrelation does not occur.

Table 10. Table of adjusted R^2 values

Model	R	R^2	R^2 adjustment	Estimated standard deviation	Durbin-Watson coefficient
1	.805 [a]	.648	.642	.425	1,888

Source: Data analysis using SPSS 20.0

Table 11. ANOVA results

Model		Sum of squares	DF	Mean squared	F	Sig.
1	Regression	69,662	4	17,415	96,340	.000 [b]
	Residual	37,781	209	.181		
	Total	107,443	213			

Source: Data analysis using SPSS 20.0

We see that the statistic F = 96.340 has the value Sig. = 000 < 0.05 so the model fits real data, the independent variables are correlated with the dependent variable.

The results show that the variable SMA_Interactivity has the value Sig. > 0.05, so remove this variable and perform a second regression analysis. All 5 independent variables have Sig values. < 0.05, so all 5 independent variables are correlated with the dependent variable with 95% confidence. Beta coefficients are all > 0, proving that the independent variables have a positive impact on the dependent variable.

In short, the hypotheses H1, H2, H3, H4, H5, in the research model are accepted. The VIF coefficients of all variables are less than 2, so multicollinearity does not occur. Based on the standardized regression results are rewritten as follows:

CL = 0.238 + 0.666 * GV + 0.155 * CT+0.34*DG+1.025*CS

In there:

+ CL is the quality of training

+ Teachers are a team of lecturers

+ CT is a training program

+ DG is the rating system

+ Facilities facility

After the research process, the author has determined the order of influence from high

to low on promoting training of quality human resources in the logistics industry in Vietnam.

4.6. Discussion

According to the results of model testing, the factors: training program and teaching staff all have a positive linear relationship with the quality of Vietnamese logistics human resource training. The teaching staff is the factor that has the strongest impact on the quality of logistics human resource training in Ho Chi Minh City with a Beta of 0.666. The factor of lecturers affecting the quality of training is consistent with the studies of Mamun-ur-Rashid, M., & Rhman, MZ (2017), Lien, PT (2016) [13] , Than, PhD , Nguyen, AT, & Vu, D. K. (2018) [11]

Training program is the second influencing factor on the quality of logistics human resource training in Ho Chi Minh City with Beta equal to 0.163. Research publications by Mohammadi, A., & Mohammadi, J. (2014) [6] , Mamun-ur-Rashid, M., & Rhman, MZ (2017) [12] , Đonlagić, S., & Fazlić, S. (2015), [5] Lien, PT (2016) [13] , Than, PhD, Nguyen, AT, & Vu, Đ. K. (2018) also found a positive impact promoting training programs on training quality.

5. Conclusion

The purpose of the topic is to explore and identify factors affecting the promotion of quality human resource training in the logistics industry in Vietnam. On that basis, the author proposes a number of solutions to improve and enhance high quality [9] source training human resources in the logistics industry in Vietnam from the influencing factors found in this study to meet the increasing demand for human resources in both quantity and quality to apply throughout the territory of Vietnam. . Limitations of the study

During the process of implementing the research topic, although the researcher tried and put in a lot of effort to complete and achieve the research objectives set out in the study. However, due to limitations in research time, reference materials and knowledge, this research will find it difficult to avoid limitations that need to be considered and adjusted such as: Therefore, the research is not yet comprehensive. covers the entire general model of promoting training of quality human resources in the logistics industry in Vietnam, so it is difficult to avoid deviations due to regional factors.

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