

The Alignment Between Perception and Actual Behaviour of Students Regarding Responsible Tourism: A Case Study of Hospitality and Tourism Institute - Duy Tan University.

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Abstract

This study explores the extent to which students' awareness of responsible tourism aligns with their actual travel behaviours, focusing on undergraduates at the Hospitality and Tourism Institute, Duy Tan University. A quantitative approach was employed, using a structured questionnaire with a 5-point Likert scale to assess five key dimensions of responsible tourism behaviour. The findings reveal a notable gap between students' awareness and their actual practices, suggesting that while students are generally well-informed about responsible tourism principles, this awareness does not always translate into action. These results underline the importance of developing more effective strategies to bridge the intention-action gap and foster more responsible travel behaviours among future tourism professionals.

Keywords: Perception, Actual Behaviour, Responsible Tourism, Students, Duy Tan University

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1. Introduction

The tourism industry is currently experiencing robust growth and making significant contributions to the global economy. In 2023, international tourist arrivals worldwide were estimated at around 1.3 billion, equivalent to 88% of the pre-pandemic level in 2019. Global tourism revenue reached USD 1.4 trillion, representing 93% of the 2019 figure [1]. A report by the World Travel and Tourism Council estimated that, in 2024, the tourism industry's global GDP contribution increased by 12.1%, reaching USD 11.1 trillion or 10% of the total global GDP [2]. However, this growth has presented a number of challenges to environmental protection, cultural preservation, and the sustainable development of local communities. Responsible tourism was formally recognized in the Cape Town Declaration [3], which emphasized minimizing the negative impacts of tourism on the economy, environment, and society while promoting the conservation of cultural and natural heritage and maintaining ecological balance

and biodiversity. As a result, responsible tourism has become a key component of tourism development strategies adopted by international organizations, national governments, and local communities [4].

In 2023, Vietnam received 12.6 million international tourists and 108.2 million domestic tourists, generating a total tourism revenue of VND 678.3 trillion [5]. In the first nine months of 2024, international arrivals totalled 12.7 million, and domestic tourists reached 95.5 million [6]. Alongside these achievements, Vietnam's tourism industry is also facing challenges related to the overexploitation of tourism resources, which has led to environmental pollution and the degradation of both natural and cultural tourism assets in popular destinations. Recognizing the importance of sustainable tourism development, the Introduced in 2013, the Responsible Tourism Toolkit in Vietnam focuses on promoting economic, social, and environmental sustainability while generating benefits for businesses, host communities, and tourists. [7] In addition, the Prime Minister has issued several directives to support responsible tourism, most notably Decision No.

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147/QĐ-TTg (2020) approving the “Vietnam Tourism Development Strategy to 2030.” This document aims to promote sustainable tourism development by combining environmental protection with the preservation and promotion of the unique cultural values of each locality [8].

Responsible tourism is not only a growing trend but also an urgent requirement for the long-term development of the industry. To achieve this goal, close collaboration is needed among various stakeholders, including government authorities, tourism enterprises, local communities, tourists, and the tourism workforce. Among them, tourism students play a particularly important role. They are not only the future workforce directly involved in the industry but also key agents in maintaining and advancing sustainable tourism development.

However, an important question arises: how can these orientations be effectively communicated and implemented among students, who will soon become the primary labour force of the tourism sector?

Therefore, in addition to professional training, educating and raising awareness about responsible tourism among students is essential. It helps equip them to become both practitioners and advocates of sustainable tourism values, thereby contributing to the long-term development of the national tourism industry.

Although responsible tourism has been emphasized in national sustainable development strategies, to date, research on the relationship between tourism students’ awareness and their actual responsible tourism behaviour in Vietnam remains limited. A previous study identified key factors influencing responsible tourism behaviour among students and clarified how tourism education can enhance awareness and encourage behavioural change [9]. In the Vietnamese context, another study revealed that although tourism students were well aware of environmental protection, their behaviours during actual trips did not always reflect this awareness [10]. However, most existing research has focused primarily on educational and environmental aspects, while a more comprehensive understanding of the relationship between awareness and responsible tourism behaviour has yet to be fully explored.

Therefore, this study aims to evaluate students’ understanding of the concepts, principles, and curricula related to responsible tourism, as well as their perceptions of the benefits of sustainable tourism in terms of cultural preservation, environmental protection, and local community development.

In addition, it investigates how students access information about responsible tourism and the extent to which these information sources influence their travel decisions. The study further examines students’ actual behaviours, such as opting for environmentally friendly services including public transportation and sustainable accommodations, in order to identify the key factors influencing their decisions—particularly cost and convenience.

Moreover, the study evaluates students’ participation in environmental protection initiatives, such as reducing

plastic waste, and their involvement in community-based tourism, to assess the impact of sustainable tourism practices on local communities.

Finally, it analyses the relationship between perception and actual behaviour—ranging from service selection to engagement in environmental and community activities—to identify the factors that influence the transformation of awareness into action. These may include the accessibility of sustainable services, as well as social and cultural factors that shape students’ travel behaviour.

2. Literature Review

2.1 Responsible Tourism

Responsible tourism is founded on the concept of sustainable development proposed by the World Commission on Environment and Development (WCED) in 1987. It refers to a form of tourism that seeks to minimize negative impacts on the economy, environment, and society, while providing tangible benefits to local communities. The Cape Town Declaration, presented at the United Nations World Conference on Sustainable Development, emphasized that responsible tourism not only minimizes negative impacts but also contributes to the conservation of natural and cultural resources, while improving the quality of life for local people [3]. Responsible tourism focuses on minimizing environmental harm, respecting cultural diversity, promoting local community participation in the tourism service sector, and meeting the expectations of tourists. Recent studies suggest that responsible tourism presents a viable alternative to mass tourism, offering a gentler and more ‘green’ approach without detrimental effects on the local environment. [11] Responsible tourism has the potential to replace mass tourism, due to the substantial benefits it provides to both communities and the environment [12]. Thus, the implementation of responsible tourism not only protects and sustains natural and cultural resources but also enhances the quality of life of local communities. It also fosters sustainable development, safeguards natural resources, preserves cultural values, and improves working conditions within host communities [13]. Furthermore, the approval of the Tourism System Planning for 2021–2030, as outlined in Decision No. 509/TTg, reinforces the principle of developing sustainable and creative tourism based on green growth, with the aim of maximizing contributions to the United Nations Sustainable Development Goals [14]. With these objectives in mind, responsible tourism not only contributes to local economic development but also protects the environment and cultural heritage, thereby fostering a sustainable, responsible, and community-beneficial tourism industry.

2.2. Perception and Behaviour of Responsible Tourism

To understand the relationship between perception and behaviour in responsible tourism, it is essential to first clearly analyse these two fundamental factors. Perception refers to the process by which individuals recognize and understand specific issues, which leads to the formation of attitudes and beliefs toward those issues. In the context of tourism, awareness of issues such as environmental protection, cultural preservation, and local community development plays a crucial role in guiding responsible tourism behaviour. When tourists are aware of the importance of sustainable tourism, they tend to develop positive attitudes toward related issues [15]. However, although tourists acknowledge the value of sustainable tourism, their actual behaviour does not always reflect this awareness [16]. This suggests a disconnect between perception and behaviour, which requires further explanation. Actual behaviour can be viewed as the concrete manifestation of perception through the decisions and actions individuals take, such as engaging in ecotourism activities, minimizing negative environmental impacts, or supporting sustainable tourism products. [17] However, behaviour is not solely governed by perception; it is also influenced by various factors such as financial capacity, tourism infrastructure, convenience in accessing sustainable tourism services, and the presence of supportive government policies. The Theory of Planned Behaviour suggests that human behaviour is shaped not only by perception but also by attitudes, social norms, and behavioural control factors [18]. Specifically, tourists' financial capacity, ease of access to sustainable tourism options, and social and cultural barriers also play important roles in transforming awareness into concrete actions.

Although awareness of responsible tourism is steadily improving, the transformation of this awareness into actual behaviour still faces significant barriers. Factors such as high costs, a lack of information about sustainable tourism options, and inconvenient access to sustainable tourism services have been identified as limitations to tourists' actual behaviour. [16] This demonstrates that the relationship between awareness and behaviour in responsible tourism is complex and not always straightforward. External factors, such as financial constraints or infrastructure limitations, can hinder individuals from translating their awareness into sustainable tourism behaviours.

In the context of tourism students, particularly those at the Hospitality and Tourism Institute (HTi) - Duy Tan University, there has been limited in-depth research on the relationship between awareness and responsible tourism behaviour. As future participants in the tourism industry, students have the potential to significantly influence the promotion of sustainable tourism practices. Factors such as finances, travel habits, and a lack of information about sustainable tourism options can affect their actual behaviour. [19] Studying this relationship not only helps better understand the factors that promote or hinder

students' responsible tourism behaviour but also contributes to adjusting curriculum content, enhancing their actual behaviour to promote sustainable tourism, and fostering responsible tourism behaviour in the future.

3. Research Methodology

This study adopted a quantitative research approach, employing a structured questionnaire based on a 5-point Likert scale to investigate five core dimensions of responsible tourism behaviour: (1) utilization of environmentally friendly services, (2) engagement in environmental protection activities, (3) respect for local culture, (4) support for local communities, and (5) dissemination of information to raise public awareness.

The target population comprised students from the HTi at Duy Tan University, a group that holds significant potential in fostering sustainable tourism practices given their academic background and professional orientation in the tourism sector. A total of 490 valid responses were collected using a convenience sampling technique.

Data was analysed using SPSS version 22. Descriptive statistics were used to assess students' perceptions and actual engagement in responsible tourism behaviours. Furthermore, Paired Samples T-tests were conducted to determine whether there were statistically significant differences between students' levels of awareness and their self-reported behaviours across the five examined dimensions.

4. Findings

4.1 Descriptive Statistics of the Study Sample

Out of the 490 surveyed students, 325 were female (66.5%) and 165 were male (33.5%). The highest proportion of students were in their fourth year, with 153 students (31.2%), followed by first-year students (143 students, 29.2%), second-year students (119 students, 24.3%), and third-year students (75 students, 15.3%). In terms of specialization, 258 students (52.7%) were enrolled in the Tourism and Travel Management program, followed by 100 students (20.4%) in the Hotel and Restaurant Management program, and 54 students (11.0%) in the PSU Tourism and Travel Management program (Table 1).

Table 1. Descriptive Statistics of the Study Sample

Category	Number	Percent age (%)	Category	Number	Percent age (%)
Gender	490	100	Specialization	490	100
Male	164	33.5	Tourism and Travel	258	52.7

			Management		
Female	326	66.5	Hotel and Restaurant Management	100	20.4
Year of Study	490	100	PSU Tourism and Travel Management	54	11.0
First Year	143	29.2	Aviation Services Management	18	3.7
Second Year	119	24.3	International Tour Guide	17	1.4
Third Year	75	15.3	Event and Entertainment Management	9	1.8
Fourth Year	153	31.2	Other Specializations	34	6.9

4.2. Students' Perception of Responsible Tourism

The survey results reveal that students at the HTi, Duy Tan University, possess a strong perception of the importance of responsible tourism. Equipped with specialized knowledge, the students demonstrated a comprehensive understanding of sustainable tourism aspects, including the use of environmentally friendly services, environmental protection actions, respect for local culture, support for local communities, and the sharing of information. The average scores for the importance of these factors ranged from 4.12 to 4.19 on a 5-point scale (Table 2).

Notably, students particularly highlighted the importance of supporting local communities (4.19 points) and respecting local culture (4.18 points). This indicates a responsible and sustainable approach that students have been trained in, aiming to promote tourism development in a way that benefits the destination.

In addition, students showed a clear interest in environmental issues, with scores of 4.17 for using environmentally friendly services and 4.12 for engaging in environmental protection actions. The factor "Sharing information and raising awareness" scored 4.15, indicating that students recognize the significance of spreading the message about responsible tourism.

Table 2. Perception of Responsible Tourism Among Students

Perception of Responsible Tourism	Average Rating
Use of environmentally friendly services	4.17
Environmental protection actions	4.12
Respect for local culture	4.18
Support for local communities	4.19
Sharing information and raising awareness	4.15

4.3. Responsible Tourism Behaviour of Students

4.3.1. Using Environmentally Friendly Services

Using a 5-point Likert scale from 1-Never to 5-Always, the behaviour "Preferring to stay at establishments that are committed to environmental protection and sustainable development" achieved the highest average score (4.14 points), indicating students' interest in supporting environmentally responsible accommodation establishments (Table 3). This is a positive trend, suggesting that students are willing to support businesses that operate ethically and are committed to environmental sustainability. The behaviour "Choosing environmentally friendly tourism services" received an average score of 4.05 points, showing that students tend to prioritize selecting "green" services that have a positive or at least less negative impact on the environment. The behaviour "Prioritizing the use of public transportation during their trips" received the lowest score (3.84 points) of the three behaviours surveyed. While this score is still fairly high, it suggests that students do not consistently prioritize public transport. Several factors may influence this behaviour, including the convenience, safety, and efficiency of the transportation system at the destination. Overall, students have demonstrated both awareness and practical actions in selecting sustainable tourism services.

Table 3. Using Environmentally Friendly Services

Behaviour	Average Rating
Choosing environmentally friendly tourism services	4.05
Prioritizing the use of public transportation during trips	3.84
Preferring to stay at establishments committed to environmental protection and sustainable development	4.14
Average	4.01

4.3.2. Environmental Protection Actions.

The survey results demonstrate that students have engaged in positive environmental protection actions while participating in tours. The average scores for the behaviours range from 3.86 to 4.35 (on a 5-point scale), indicating that these behaviours are "frequently" performed (Table 4). Specifically, the most frequently performed behaviour is "Complying with environmental protection principles when participating in outdoor activities," which received a score of 4.35 points. This reflects students' strong awareness of the importance of preserving the natural environment, preventing littering, and minimizing environmental impacts during outdoor activities. The behaviour "Efforts to reduce plastic waste during my trips" ranked second, with 4.27 points, suggesting a well-developed understanding of the environmental hazards posed by plastic waste. Students have actively reduced their use of disposable plastic products, opting for more sustainable alternatives. Although "Participating in environmental protection activities, such as cleaning beaches or tourist areas," scored 3.91 points, this still reflects a positive trend, indicating that students are willing to contribute to environmental conservation efforts. However, the relatively high standard deviation (0.981) suggests that participation in these activities is not consistent, likely due to limited opportunities or unfavorable conditions for students to engage in such actions regularly. Finally, "Bringing reusable bags when shopping during a trip" scored 3.86 points, which may be attributed to the fact that the use of reusable bags has not yet become a consistent habit for students.

Table 4. Environmental Protection Actions

Behaviour	Average Score
Efforts to reduce plastic waste during my trips	4.27
Participating in environmental protection activities, such as cleaning beaches or tourist areas	3.91
Bringing reusable bags when shopping during a trip	3.86
Complying with environmental protection principles when participating in outdoor activities (e.g., not littering, not harming ecosystems, respecting wildlife)	4.35
Average	4.10

4.3.3. Respect for Local Culture

The survey results suggest that students exhibit respect for and a genuine interest in local cultures during their tourism activities. On average, the behaviours measured received scores ranging from 4.07 to 4.39 on a 5-point scale, indicating frequent implementation. Notably, the behaviour "Paying attention to and respecting local customs and traditional culture when traveling" received

the highest average score of 4.39, reflecting students' strong awareness of and commitment to respecting local cultures and avoiding inappropriate behaviour at tourist destinations. The second-highest behaviour, "Learning about the history and culture of the destination before the trip," scored 4.11, indicating that students actively seek to understand the cultural context of the places they visit. Additionally, the behaviour "Participating in local cultural activities during trips" scored 4.07, showing students' openness and willingness to engage with local cultural practices. Overall, the results highlight a positive attitude towards respecting and preserving local culture among students, reflecting their commitment to culturally responsible tourism practices. (Table 5)

Table 5. Respecting local culture

Behaviour	Average Score
Paying attention to and respecting local customs and traditions when traveling	4.39
Participating in local cultural activities during trips	4.07
Learning about the history and culture of the destination before the trip	4.11
Average	4.19

4.3.4. Supporting the Local Community

The survey results indicate that students have made positive contributions toward supporting local communities through tourism-related activities. The average score for these behaviours was 3.93 (on a 5-point scale) (Table 6), reflecting the frequency with which students engage in such actions. Specifically, the behaviour "Encouraging others to support the local community during their travels" received the highest rating, with an average score of 4.00 points. This underscores the role of students in raising awareness and fostering a sense of responsibility toward the community, promoting actionable steps to assist local populations. The other two behaviours, "Prioritizing purchases from local businesses during trips" and "Actively participating in community tourism programs," received scores of 3.90 and 3.89, respectively. These results highlight students' commitment to supporting the local economy and creating employment and income opportunities for local residents through tourism. Although the scores are not particularly high, they represent promising signs of growing awareness and social responsibility among students.

Table 6. Supporting the Local Community

Behaviour	Average Score
Prioritizing purchases from local businesses during trips	3.90

Actively participating in community tourism programs	3.89
Encouraging others to support the local community during their travels	4.00
Average	3.93

4.3.5. Sharing Information and Raising Awareness

The survey results indicate that students have engaged in positive actions related to sharing information and raising awareness about responsible tourism. The average score for these behaviours was 3.99 (on a 5-point scale), reflecting the frequency with which students implement these behaviours (Table 7). Specifically, the behaviour "Raising awareness about responsible tourism in the community" received the highest score, 4.13 points, highlighting students' efforts to influence and shift the perspectives and habits surrounding sustainable tourism within their own community. Following closely is the behaviour "Sharing information about responsible tourism with friends, relatives, and family," which scored 4.07 points. This suggests that students are actively disseminating the message of responsible tourism to those around them, thus contributing to raising awareness within their social circles. The behaviour "Participating in forums or discussion groups on sustainable tourism" scored 3.78 points. Although lower, this score still indicates students' interest in further learning and engaging in discussions on the topic of sustainable tourism.

Table 7. Sharing Information and Raising Awareness

Behaviour	Average Score
Sharing information about responsible tourism with friends, relatives, and family	4.07
Participating in forums or discussion groups on sustainable tourism	3.78
Raising awareness about responsible tourism in your community	4.13
Average	3.99

4.4. Relationship Between Students' Awareness and Responsible Tourism Behaviour

Based on the analysis results presented in Table 8 and the network diagram in Figure 1, the relationship between students' awareness and responsible tourism behaviour is evident across five main dimensions: using environmentally friendly services (DV), environmental protection actions (BV), respecting local culture (VH),

supporting local communities (CD), and sharing information and raising awareness (CS).

The findings indicate that while students' awareness of the importance of responsible tourism is high across all dimensions (with average scores exceeding 4.0), the corresponding behaviours they exhibit in practice are notably lower in some areas.

For example, in the aspect of using environmentally friendly services, students' awareness averages 4.17, while the actual behaviour score is 4.01, showing a significant discrepancy of -0.16. Statistical tests confirm that this difference is significant ($\text{Sig.} = 0.000$), suggesting that while students understand the importance of using environmentally friendly tourism services, the translation of this awareness into concrete actions remains limited.

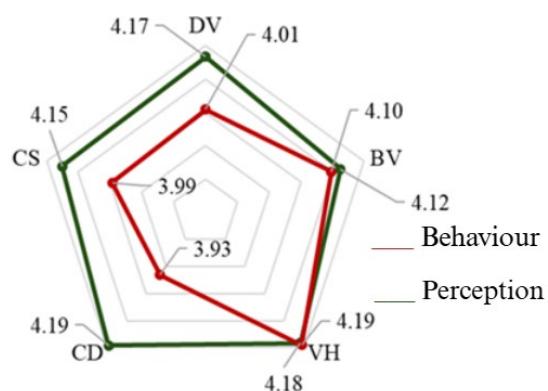


Figure 1. Relationship between Perception and Responsible Tourism Behaviour

In the dimension of environmental protection actions, students' awareness scored 4.12, while their behaviour reached 4.10, resulting in a minimal difference of -0.02. The statistical test ($\text{Sig.} = 0.506$) indicated no significant difference between awareness and behaviour in this area, suggesting that students not only possess clear awareness but also exhibit similar actions in protecting the environment.

Likewise, in the aspect of respecting local culture, students' awareness and behaviour were nearly identical, with scores of 4.18 and 4.19, respectively, yielding a small difference of 0.01 ($\text{Sig.} = 0.878$). This result highlights a strong alignment between students' awareness and actions in respecting and preserving local cultural values.

However, in the dimension of supporting the local community, while awareness reached 4.19, behaviour only scored 3.93, resulting in the largest gap of -0.26 ($\text{Sig.} = 0.000$). This disparity is concerning, as it suggests that although students recognize the importance of supporting local communities, they have not fully translated this awareness into corresponding actions. This could be due to practical barriers, such as limited time, resources, or opportunities to engage in community support activities. Finally, in the area of sharing information and raising awareness, students' average awareness was 4.15, while behaviour reached 3.99, with a difference of -0.16 ($\text{Sig.} = 0.000$).

0.001). This gap suggests that although students understand the importance of disseminating information and raising awareness about responsible tourism, they have not yet exhibited the corresponding behaviours to actively share or encourage others to do so.

In summary, the research reveals that students demonstrate a high level of awareness regarding responsible tourism across all dimensions. However, the significant discrepancies between awareness and behaviour, particularly in the areas of using environmentally friendly services, supporting local communities, and sharing information, indicate a need for targeted strategies to bridge this gap. Educational programs, hands-on activities, and support mechanisms may prove effective in encouraging students to translate their awareness into concrete actions, thereby promoting responsible tourism behaviours within the student community.

Table 8. Comparison Between Awareness and Responsible Tourism Behaviour

Aspect	Awareness (P)	Behaviour (B)	Difference (B - P)	Sig. (2-tailed)	Conclusion
Using environmentally friendly services	4.17	4.01	-0.16	0.00	Significant difference
Environmental protection actions	4.12	4.10	-0.03	0.50	No significant difference
Respecting local culture	4.18	4.19	0.01	0.87	No significant difference
Supporting the local community	4.19	3.93	-0.26	0.00	Significant difference
Sharing information and raising awareness	4.15	3.99	-0.16	0.00	Significant difference

5. Discussion

The findings of this study highlight both encouraging aspects and critical gaps in students' awareness and responsible tourism behaviour. Overall, students demonstrated a high level of awareness regarding the five

key dimensions of responsible tourism: the use of environmentally friendly services, environmental protection, respect for local culture, community support, and awareness-raising activities. Each of these dimensions received an average awareness score above 4.0 on a 5-point scale, with the highest scores recorded for community support (4.19) and cultural respect (4.18).

However, when comparing awareness to actual behaviour, the results revealed statistically significant discrepancies in several areas. Notably, while students recognized the importance of using environmentally friendly services (mean = 4.17), their corresponding behaviour lagged behind (mean = 4.01). Similarly, although community support was rated most important, the behavioural score was only 3.93. These differences suggest that while students understand the principles of responsible tourism, external or internal barriers may be hindering behaviour implementation.

On the other hand, the dimensions of environmental protection and respect for local culture showed strong alignment between awareness and action, with negligible and statistically insignificant gaps. This indicates that students not only value these aspects but are also actively incorporating them into their travel behaviours.

For the domain of sharing information and raising public awareness, although recognized as important (mean = 4.15), students' engagement in communication and advocacy activities remained relatively limited (mean = 3.99). This area requires greater attention to fully leverage the role of students as future tourism ambassadors.

Taken together, these findings present a comprehensive picture of students' current engagement with responsible tourism. While awareness is notably high across all domains, the translation of that awareness into consistent action remains uneven. This gap highlights the urgent need for coordinated, multidimensional strategies — including education, practical training, and institutional support — to empower students and embed responsible tourism values into practice.

From an educational perspective, curricula should incorporate more experiential learning opportunities, enabling students to apply sustainability principles in real-world contexts. Institutions must also foster supportive environments that allow students to engage with responsible tourism through hands-on projects, internships, and partnerships with travel businesses.

Furthermore, to enhance students' involvement in community-based tourism and amplify their role in promoting sustainable practices, collaborative mechanisms involving universities, governmental bodies, and tourism associations are essential. These stakeholders should jointly create policies and platforms that empower students to lead initiatives, develop green tourism products, and share their experiences.

By doing so, students can transition from being merely informed to becoming active contributors to the development of a sustainable and responsible tourism industry.

Nevertheless, this study is not without limitations. The research relied solely on quantitative data collected via structured questionnaires, which, while effective in capturing general trends and measuring key variables, may not fully reveal the underlying motivations, contextual barriers, or emotional factors influencing students' behaviour. The absence of qualitative methods—such as semi-structure interviews—limits the depth of interpretation and restricts the study's ability to explore the nuances behind the awareness–action gap. Future research should consider adopting a mixed-methods approach to provide a more comprehensive and holistic understanding of student engagement with responsible tourism.

6. Conclusion

Environmentally and socially responsible tourism is gaining increasing recognition and significance in Vietnam. Developing sustainable tourism in alignment with the principles of responsibility represents a practical and essential direction for the future of Vietnam's tourism industry. To realize this goal, in addition to government policies, strong collaboration among key stakeholders—including businesses, local communities, tourists, and educational institutions—is essential.

This study emphasizes the role of educational institutions, with a specific focus on the HTi at Duy Tan University. Investigating students' awareness and behaviour regarding responsible tourism provides valuable insights for designing targeted training programs. These programs can enhance students' understanding and foster responsible tourism practices, contributing to the development of a future workforce that is both competent and committed to sustainability. Practical strategies may include incorporating specialized courses on responsible tourism, integrating up-to-date knowledge into curricula, facilitating experiential learning through field trips, and establishing partnerships with domestic and international organizations.

While this research was limited to students from the HTi at Duy Tan University, the findings and recommendations are broadly applicable and can inform educational practices at other tourism institutions. Ultimately, improving students' awareness is a prerequisite for fostering meaningful behavioural change, which is essential to advancing sustainable development within the tourism sector.

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